



National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

**THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED**

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

**LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE**

PARENTS' ATTITUDES TOWARD AND
KNOWLEDGE OF THE EDUCATION OF
THEIR CHILDREN AS A FUNCTION
OF THEIR FEELINGS OF POWERLESSNESS
by Garry F. Bates

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment
of the requirements for the degree
of Master of Arts

Ottawa, Ontario, 1979

© G.F. Bates, Ottawa, Canada, 1980

ACKNOWLEDGEMENTS

This thesis was prepared under the supervision of Professor Marvin Boss, PhD, of the Faculty of Education, University of Ottawa, to whom the author is profoundly indebted.

The writer also acknowledges the advice and encouragement given by Professor Robert O'Reilly, PhD, of the Faculty of Education, University of Ottawa.

A special debt of gratitude is due to the trustees, administrative staff, principals and teachers of the Frontenac-Lennox and Addington County Roman Catholic Separate School Board for their help and cooperation in the research.

A very special word of gratitude is expressed to my wife, Loretta, for her support, patience and help whenever it was required. It is to her that the efforts contained herein are dedicated.

CURRICULUM STUDIORUM

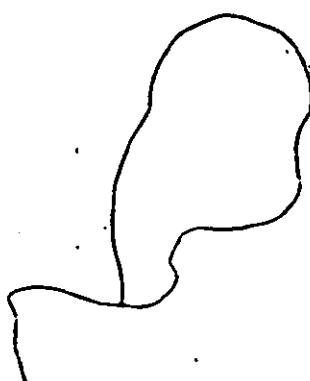
Garry Bates was born December 29, 1942 in Mindemoya, Ontario. He received his Bachelor of Arts degree from Waterloo Lutheran University, Waterloo, Ontario in 1969 and a Bachelor of Education degree from University of Toronto, Toronto, Ontario in 1973.

TABLE OF CONTENTS

INTRODUCTION.....	vii
1. REVIEW OF THE LITERATURE.....	9
Alienation.....	9
Seeman's Variants of Alienation.....	10
Relationships Among Seeman's Variants of Alienation.....	18
The Behavioral Significance of Powerlessness.....	23
Rationale and Hypotheses.....	32
2. EXPERIMENTAL DESIGN.....	36
Measuring Instruments.....	36
The Powerlessness Scale.....	36
The Parent Attitude Scale.....	40
The Occupational Code.....	46
The Control-Relevant Knowledge Scale.....	50
Research Subjects.....	57
Data Collection Procedures.....	58
Procedures for Statistical Analyses.....	59
3. PRESENTATION AND DISCUSSION OF RESULTS.....	61
The Independent Variables.....	61
Powerlessness.....	61
Social Class.....	62
The Dependent Variables.....	64
Parent Attitudes.....	64
Control-Relevant Knowledge.....	66
Descriptive Data.....	70
Descriptive Statistics.....	70
Results of Statistical Analyses.....	73
Supplementary Findings.....	83
Summary and Conclusions.....	85
Recommendations for Future Research.....	88
REFERENCES.....	90
APPENDIX	
1. The Survey of Parents' Attitudes Toward and Knowledge of The Education of Their Children (SPAK).....	98
2. Raw Data by Subject.....	109
3. Directions for Administering the Powerlessness Scale Test-Retest.....	153
4. Directions for Using the Occupational Code.....	157

TABLE OF CONTENTS

5.	Control-Relevant Knowledge Scale.....	163
	Directions to Judges.....	164
	Knowledge Questions Rated by the Independent Judges.....	168
	Ratings by the Independent Judges for the Knowledge Questions.....	175
	Validation Instrument Used With a Group of Parents.....	176
6.	Directions to Teachers for the Administration of SPAK.....	183
7.	<u>Abstract of Parents' Attitudes Toward and Knowledge of The Education of Their Children as a Function of Their Feelings of Powerlessness.....</u>	185



LIST OF TABLES

Table	page
1. Test-Retest Reliability Coefficients for Items and Total Score on the Powerlessness Scale.....	41
2. Socioeconomic Status Groupings and Mean Prestige Scores for the Occupational Code Categories.....	51
3. Rotated Factor Loadings for the Knowledge Test Items--2 and 3-Factor Solutions (Validation Group).....	56
4. Frequency Distribution of Scores on the Powerlessness Scale.....	63
5. Rotated Factor Loadings for Attitude Concepts and Scales.....	65
6. Rotated Factor Loadings for Knowledge Test Items--1 and 2-Factor Solutions (Research Group).....	68
7. SPAK Distribution and Return by School.....	71
8. Descriptive Statistics for the Dependent Variables by Powerlessness and Social Class.....	72
9. Analysis of Variance for Control-Relevant Knowledge by Powerlessness and Social Class.....	74
10. Scheffé Confidence Intervals for the Differences Between Control-Relevant Knowledge Means for the High, Middle and Low Powerlessness Groups...	76
11. Roy-Bose Confidence Intervals for the Differences Between Attitude Means for the High, Middle and Low Powerlessness Groups.....	79

INTRODUCTION

The concept of alienation has received considerable attention in the literature of sociology and psychology. In recent years, there has been much controversy over the definition of what was being measured and how to measure it. In an effort to remove some of the confusion surrounding the term alienation, Seeman related its use in the literature to six different variants. He identified these as powerlessness, normlessness, meaninglessness, self-estrangement, social isolation and cultural estrangement and provided an operational definition for each.

The six variants as defined by Seeman have provided the basic framework for most alienation studies that have been completed since 1959. Although all six variants have been used, powerlessness has received the greatest attention. In Seeman's own studies, he has restricted his measurement of alienation to one of powerlessness.

A focus of attention in Seeman's studies of powerlessness has been the relationship between a generalized feeling of powerlessness and the acquisition of control-relevant knowledge. Seeman found that those who felt powerless in social or political domains acquired less control-relevant knowledge about their specific social situation. Since school boards are politically-oriented systems, the author suggested that the high powerlessness-low acquisition of control-relevant knowledge thesis might be applied to parents in any

INTRODUCTION

one specific school board. Thus the purpose of the present study was to extend the studies of Seeman to an educational setting. The specific research question was whether parents who scored high on powerlessness possessed less control-relevant knowledge about the educational system that their children attended than those parents who scored low on powerlessness. As an extension to Seeman's studies, the researcher examined whether or not this same generalized feeling of powerlessness correlated with a parent's attitude toward the local school board trustees and his child's education.

In the first chapter, Seeman's variants of alienation are presented and discussed. Special note is made of the powerlessness variant and the behavioral consequences of it. In the second chapter, various aspects of the experimental design are presented. Specifically, the measuring instruments, the research subjects, the data collection procedures and the plan for statistical analysis are presented in separate sections. In chapter three the research findings are presented relative to the relationship between a parent's sense of powerlessness and both the amount of control-relevant knowledge that he has and his attitudes toward his child's education and the school board trustees.

CHAPTER 1

Review of the Literature

This chapter is arranged in four sections. In the first section, Seeman's six variants of alienation are presented and discussed. Next, the relationship among these variants is examined relative to specific criticisms and support of Seeman's definitions. In section three, the behavioral significance of the alienation variant powerlessness is considered. The relationship between powerlessness and both knowledge and attitudes is discussed with reference to selected empirical research. In the final section, the rationale and specific hypotheses for the present study are presented.

Alienation

The concept of alienation is not new. Sociological and psychological writings have been replete with terms such as separation, objectivation, normlessness, unattached and isolation plus numerous others. All have been used to indicate in one way or another man's detachment or separation from something that was desirable. A major problem has been the lack of common definition of alienation. In an effort to solve this problem, Seeman (1959) identified and defined five variants of alienation; powerlessness, normlessness, meaninglessness, isolation and self-estrangement. In a 1972 revision, the isolation variant was replaced by value isolation or cultural estrangement and social isolation.

Review of the Literature

Each of Seeman's six variants of alienation is examined in the first section of this chapter.

Seeman's Variants of Alienation

In presenting and defining his six variants of alienation, Seeman assumed a social-psychological point of view. That is, alienation was examined from the personal standpoint of the actor within a social situation. Seeman borrowed the concept of expectancy from the social learning theory of Rotter (1954) and used it as the basis for his definitions. Rotter defined expectancy as:

The probability held by the individual that a particular reinforcement will occur as a function of a specific behavior on his part in a specific situation or situations (1972, p. 12).

Expectancy, as defined by Rotter, is the individual's personal feeling or anticipation about future happenings. The individual bases his expectations upon what has happened in the past in similar or related situations.

Seeman defined four of his six variants of alienation (powerlessness, meaninglessness, normlessness, and social isolation) in a form that was consistent with Rotter's concept of expectancy. The value isolation and self-estrangement variants were described in terms of reward value which has some limited similarity to Rotter's reinforcement value. In the following paragraphs, the expectancy and value concepts relative to the six variants of alienation as defined by Seeman (1959, 1972) are elaborated.

Review of the Literature

Powerlessness

The powerlessness variant of alienation, from a subjective point of view and based upon expectancy, was defined by Seeman (1959, 1972) in the following manner:

A low expectancy that one's own behavior can control the occurrence of personal and social rewards.

Thus, the individual who feels powerless expects and believes that he has little control over life situations. He feels that other factors dictate what happens to him. Factors such as fate, luck and powerful others affect his life outcomes. By defining powerlessness in terms of the individual's expectancy that his own behavior can determine the occurrence of the outcomes that he is seeking, Seeman has provided an interesting corollary to Rotter's theory. Seeman's concept of the individual who feels powerless (controlled by outside factors) is the same as Rotter's concept of one who is governed by an external locus of control. It is not surprising, therefore, that in all of his studies involving a measure of powerlessness, Seeman has employed a powerlessness scale that contains many items very similar to those used by Rotter (1966) in his Internal-External Locus of Control Scale.

Two important restrictions of the powerlessness variant of alienation are worthy of note. First, the individual's

Review of the Literature

expectancy for control was considered to be independent of his sensed discrepancy between his expectations for control and his desire for control. The frustration felt by the individual when his level of control was less than he desired was not considered in the definition. Secondly, Seeman suggested that he would limit the use of this variant to expectancies that had to do with the individual's sense of influence over socio-political events (Seeman, 1959, p. 785).

Whereas powerlessness was an individual's sensed inability to control outcomes, Seeman's second variant of alienation was used to refer to one's sensed inability to predict future outcomes. Seeman identified this variant of alienation as meaninglessness.

Meaninglessness

The individual who has a sense of meaninglessness is identified as having a low expectancy that he personally can predict the outcome of certain life situations. Seeman formally defined this variant as:

A low expectancy that satisfactory predictions about future outcomes can be made (1972, p. 472).

The individual who experiences a feeling of meaninglessness feels that the situation in which he is engaged is incomprehensible. He is unclear as to what he ought to believe as his minimal standards for clarity in decision making have not been met. As a result, the individual has a low expectancy that he will be able to predict with

Review of the Literature

confidence the consequences of his acting on a given belief.

A major distinction drawn between meaninglessness and powerlessness was that the latter refers to one's expectancy that he cannot control the outcome of some event whereas meaninglessness refers to one's expectancy that he cannot predict the outcome. In his third variant of alienation, Seeman discussed expectancies related to the means of achieving a goal. This variant was identified as normlessness.

Normlessness

The individual who experiences a sense of normlessness believes that the social norms regulating individual conduct have broken down and are no longer effective rules for behavior. His expectation is that socially approved behaviors will not result in the rewards that he is seeking. Seeman (1959, 1972) defined normlessness as:

A high expectancy that socially unapproved means are necessary to achieve given goals.

The individual who is alienated in the normlessness sense experiences a disassociation between culturally prescribed aspirations and socially structured avenues for realizing those aspirations. Because the culturally approved means for obtaining the desired goals are not always available to all its members, some individuals in society have found it necessary to resort to illegitimate means to obtain these goals.

Review of the Literature

Seeman suggested that this third variant was logically different from the previous two (1959, p. 788). It was assumed that expectancies concerning unapproved means could vary independently of the individual's expectancy that he could predict or control the outcomes in a particular situation.

In describing his fourth variant, Seeman presupposes a sense of alienation from existing goals and standards.

Seeman identified this variant as value isolation or cultural estrangement.

Value Isolation or Cultural Estrangement

The value isolation variant of alienation differs from the variants described above in that Seeman did not define it in terms of expectancies. It was defined in terms of the individual's rejection of commonly held values in society. Seeman defined this variant as follows:

The assignment of low reward value to goals or behaviors that are highly valued in the given society (Seeman, 1972, p. 473).

The value isolation variant is best considered as a measure of the individual's lack of personal commitment to those aspects of the culture that are generally accepted by most members of society. That is, what is normally considered of value and sought after by people in general, is often shunned by the alienated individual.

In his original analysis of alienation, Seeman (1959)

Review of the Literature

provided only five variants. Although the definition was the same, value isolation was identified as isolation. The isolation variant was revised (1972) and divided into value isolation (as described above) and social isolation which is described in the next section.

Social Isolation

As man is a social being, he strives for social acceptance and inclusion within a group with his fellow man. Seeman (1972) identified one who had a low expectation for success in this endeavour as being alienated in the sense of social isolation. Seeman defined this variant of alienation as follows:

The individual's low expectancy for inclusion and social acceptance, expressed typically in feelings of loneliness or feelings of rejection or repudiation (1972, p. 473).

This variant is most evident among minority members of society such as those who are isolated by class, physical or mental handicaps and age. The alienated individual in the isolated sense feels separated from his community and experiences a sense of loneliness.

Although this variant was considered by Seeman in his original analysis (1959), he purposely abandoned it as "not a very useful meaning" (Seeman, 1959, p. 789). His reason for this was that most aspects of this variant could be subsumed under the other variants, particularly value

Review of the Literature

isolation and normlessness. However, in reexamining his definitions in 1972, Seeman concluded that there was sufficient difference to consider it as a separate variant (1972, p. 473). Indeed, it would appear that a major difference is in the perception of the individual. One who is alienated in the normlessness sense rejects the socially approved means to goals and one who is alienated in the value isolation sense rejects the common values in the society. However, one who is alienated in the social isolation sense has an expectancy that society in general rejects him.

In the five variants of alienation that have already been discussed, the alienated man was considered to be separated from power, reason, means to goals, values and his fellow man. The ultimate to this would appear to be a situation in which man is separated from self-fulfilling activities. Seeman's sixth variant, which he identified as self-estrangement, is an elaboration of this concept.

Self-Estrangement

Although Seeman was not able to define self-estrangement as clearly as the other variants, he found that it was generally characterized in the sociological literature as a

Review of the Literature

loss of intrinsically meaningful activity or pride in work.

Related to a value aspect, he suggested that to be self-estranged was:

To be engaged in activities that are not rewarding in themselves (1972, p. 473).

The individual who is self-estranged depends upon rewards that lie outside the activity itself. He is unable to find self-rewarding activities that engage him. The alienated individual senses a discrepancy between his actual self and his ideal self. That is, he feels that he is something less than he might ideally be if the circumstances in society, or the particular situation in which he is engaged, were different.

In summary, Seeman suggested that six variants of alienation could be defined in terms of the person's expectancies or his values (1959, 1972). He identified one who was alienated as having a sense of one or more of the following; powerlessness, meaninglessness, normlessness, value isolation, self-estrangement and social isolation.

The central focus of many discussions of Seeman's variants has been on the question of their interdependence. That is, can the variants be thought of as related entities in a single concept identified as alienation? This will be examined in the following section.

Review of the Literature

Relationships Among Seeman's Variants of Alienation

Many of the criticisms and discussions of Seeman's work are focused upon the question of whether or not the variants are interrelated or independent entities of the concept identified as alienation. Seeman stated that the six variants were "a theoretically unintegrated lot—simply six variations derivable from classic usages" (1972, p. 512). He considered his variants to be related to alienation in much the same way as one would consider painting and dancing related to creativity (1972, p. 515). Several writers have disagreed with this and thus various approaches have been used to "re-establish" or verify a relationship among the variants. Three such approaches will be briefly examined: (1) unity through a social process, (2) unity through societal prerequisites, and (3) unity through statistical coherence.

Browning et al. (1961) argued that the variants were related parts of a social process. The variants appeared in a predetermined order with one leading to the next. The phases of the alienated actor's experience, in the order that they would appear, were powerlessness, meaninglessness, normlessness, cultural estrangement or value isolation and social isolation. Seeman (1961) rejected the argument of Browning et al. on the grounds that it did not leave room for historical circumstances, situational pressures or

Review of the Literature

personality type in shaping the specific form or sequence that alienation would take. It is also noted that this process implied a direct cause-effect relationship between one stage and the next that followed it and thus it could not allow for situations in which the actor felt powerless but did not find the situation meaningless.

Olsen (1969) also argued for the unification of the concepts through a social process. He suggested that powerlessness, meaninglessness and normlessness could be considered the "content" of a person's alienation attitude. The content of the individual's attitude led to three possible "objects" of the attitudes--value isolation, self-estrangement and social isolation. Thus a measure of powerlessness, normlessness or meaninglessness would be a measure of the subjective feeling of the individual, whereas a measure of value isolation, self-estrangement or social isolation would be a measure of the individual's reaction to his subjective feelings of powerlessness, normlessness or meaninglessness.

Scott (1964) proposed that the relationship among the variants could best be understood if considered as part of a social theory. He viewed all socially meaningful behaviours as consisting of values, norms, organization of role and situational facilities. These components had a hierarchical order to them with facilities and values being

Review of the Literature

respectively the lowest and highest levels. The sources of alienation were found in a lack of: (a) control of the facilities, (b) responsibility in roles, (c) conformity to norms, and (d) commitment to values. Thus the first component in the hierarchy would be powerlessness. The similarities between the approaches of Scott and Browning are quite striking. Both suggest a predetermined order of occurrence in the different variants.

Several researchers have used statistical analysis to confirm that the variants are interrelated. Dean found that meaninglessness and self-estrangement could be viewed as being so closely related to powerlessness they could be subsumed under that rubric (1969, p. 142). Scales to measure the three remaining variants, powerlessness, normlessness, and social isolation, were developed by Dean and tested. For 384 subjects he found that the correlations between the variants were: powerlessness and normlessness .67, powerlessness and social isolation .54, and normlessness and social isolation .41. Dean concluded that it was quite feasible to consider the three variants as belonging to the same general concept but that there appeared to be enough independence among the sub-scales to warrant treating them as separate variables (1969, p. 150).

Simmons (1966) used Dean's sub-scales with 391 university students and obtained results that were consistent with Dean's findings. He found correlations of .43 between powerlessness,

Review of the Literature

and normlessness, .53 between powerlessness and social isolation, and .33 between normlessness and social isolation. Tolor (1974) found similar correlations of .45, .52 and .26 when he administered Dean's scale to 110 students.

Middleton (1963) designed a measuring instrument consisting of six attitude statements, one to measure each variant, and administered it to 256 randomly chosen adults. With the exception of cultural estrangement (Seeman's value isolation), the association between each variant of alienation and each other variant was moderately strong. Correlations ranged from .46 to .81. The low and non-significant, with one exception, correlations (.08 to .31) between cultural estrangement and the other variants may well have been the result of the attitude statement that was used. Only one statement had been used for each variant.

Neal and Rettig (1963, 1967) factor analyzed data that they had collected from 603 subjects. Three measures were used, powerlessness, political normlessness and Srole's Anomia Scale. Neal and Rettig concluded that there was an empirical basis for viewing alienation as a generalized concept as the high loading variables of the first unrotated factor consisted of alienation items from all three measures. However, 10 of the 29 alienation items did not reach a loading of .30--the minimum figure required by Neal and Rettig to

Review of the Literature

indicate loading on a specific factor. Thus, they concluded that there was also an empirical basis for suggesting the separability of the alienation variants (Neal and Rettig, 1967, p. 58). It was concluded however that the argument was stronger for the separability of the alienation variants. When the factors were rotated, three distinct factors with moderate to high loadings on the items emerged. These factors were representative of the three measuring instruments.

Researchers have been able to provide data which support the thesis that several variants of alienation exist. Further, these variants are related in that they are all used to measure in one way or another man's sense of separation from something that is desired. It seems reasonable to conclude that at least the six variants, as described by Seeman, exist as separate but related entities of a concept which has been identified as alienation. Based upon the subjective point of view of the individual, these variants may be used to describe the different forms that the feeling of separation or reaction to separation may take.

Seeman's variants of alienation have been changed very little since their original conception in 1959. In 1972 the isolation variant was renamed value isolation and social isolation was added as the sixth variant. Most social

Review of the Literature

alienation research that has been completed since 1959 has involved the use of Seeman's variants. Many hypotheses have been established and supported based upon the definitions. It is of interest to note that the majority of the research has been limited primarily to powerlessness, normlessness and self-estrangement (Seeman, 1972, p. 474). The powerlessness variant has received particular attention from Seeman. He postulated that a feeling of powerlessness created in individuals a tendency to behave in a predictable manner. In the next section the behavioral significance of an individual's sense of powerlessness will be examined with specific reference to studies that have been conducted by Seeman.

The Behavioral Significance of Powerlessness

The individual who feels powerless has a low expectancy that his own behaviors can affect the outcome of his life situations. He feels that what happens to him is controlled by fate, luck or powerful others. One who has a high sense of powerlessness believes that it is futile to try to control his environment as there is really nothing that people like himself can do. Therefore, those individuals who have a high sense of powerlessness will have little interest in, and consequently acquire little knowledge about matters that are important in controlling their environment.

Seeman examined the acquisition of knowledge as a

Review of the Literature

behavioral consequence of alienation. He hypothesized that the individual's sense of powerlessness would be a factor in determining the level of interest and thus the degree of knowledge that he would acquire concerning his affairs. He suggested that one who felt powerless would believe that he was controlled by fate, luck or powerful others and would therefore learn less about his environment. This learning or acquiring of knowledge would be differentiated. That is, one who had a high sense of powerlessness would acquire less knowledge that was useful in controlling his life situations, however, this would not necessarily be the case for other types of knowledge (Seeman, 1962).

A major weakness of Seeman's studies was his failure to clearly define control-relevant knowledge. He used various terms and phrases to identify this type of knowledge; control-relevant information (1963, 1966); objective knowledge that one acquired concerning his life situation (1962); and knowledge that had the potential to be useful in controlling one's destiny (1967). The latter description appears to provide the best basis for defining the concept that he was describing. Therefore, it is proposed to define control-relevant knowledge as knowledge that is useful in the planning, managing, or controlling of one's life situation.

Seeman (1962) tested his hypothesis of a relationship

Review of the Literature

between powerlessness and knowledge using 887 white male patients in 10 tuberculosis hospitals in Ohio. Age, education, social class and residence on the same ward in the same hospital were experimentally controlled through matching. This provided 43 matched pairs of subjects ($N = 86$). In each pair, the subjects differed in the degree of powerlessness. The powerlessness measure was 12 items which were very similar to the items in Rotter's Internal-External (I-E) Scale (Seeman, 1962, p. 774). A measure of the subject's objective knowledge about tuberculosis was obtained through a 20-item true-false test. The predicted relationship between powerlessness and learning was found. For the "highs" in powerlessness, the mean knowledge score was 15.72 and for the "lows" the mean was 17.21, with the difference between them being significant at the .05 level. A Pearson Product Moment correlation of $-.31$ between powerlessness and knowledge was found (Seeman, 1962, p. 778).

To test his hypothesis in a different social situation, Seeman (1963) used 85 inmates in a reformatory. Each subject completed a test of powerlessness. Six weeks later each subject was presented with three different kinds of information and was subsequently tested on his level of acquisition. Information items relative to parole were considered to be control-relevant whereas the other two kinds of information were deemed to be more of a general

Review of the Literature

nature. As hypothesized, there was a substantial discrepancy between the alienated and the unalienated inmates in the retention of parole knowledge items. The correlation between powerlessness and parole knowledge was $-.23$ (Seeman, 1963, p. 276).

In the hospital and reformatory studies, Seeman tested his hypothesis in social situations which were specific and narrow in scope. He reasoned that a more effective test of the hypothesis would involve society at large. The studies which were conducted in Sweden were designed to accomplish this as well as to test if the hypothesis held across cultures.

Seeman (1966), interviewed (in Swedish) 484 randomly selected workers in Malmö Sweden. All subjects were male and both manual ($n = 302$) and non-manual ($n = 182$) workers were represented. The powerlessness measure consisted of 15 items from the I-E scale. A 16-item information test about both Swedish politics and international affairs, was used as the measure of political knowledge (control-relevant knowledge). The correlations between powerlessness and political knowledge for manual and non-manual workers respectively were $-.21$ and $-.15$. Those subjects who had high powerlessness scores had significantly lower political knowledge (control-relevant knowledge) scores ($p < .05$). This same pattern remained when income, occupational prestige,

Review of the Literature

age and mobility were controlled (1966, p. 359).

A second study was conducted in Sweden by Seeman in 1967. The subjects were 343 non-American students from Lund University. Three measures were used: (a) the Powerlessness Scale consisting of 16 items similar to those in Rotter's I-E Scale, (b) a control-relevant knowledge test which consisted of 10 questions about nuclear weapons, and (c) a cultural knowledge test containing 10 statements relative to art, music, books, films and other cultural matters. Other variables controlled were scholastic achievement, age, and sex. No relationship was found between powerlessness and cultural knowledge. As predicted, high powerlessness was found to correlate negatively with nuclear knowledge. The correlations for men and women respectively were $-.31$ and $-.18$.

In summary, Seeman found statistical support for his hypothesis that the acquisition of knowledge and a sense of powerlessness are related. However, this relationship was evident only when the knowledge to be acquired was control-relevant. An individual who feels powerless is less likely to pay attention to control-relevant knowledge that is available in his environment than one who has a sense of mastery.

In the present study, the author proposed a second behavioral consequence of a sense of powerlessness. It was

Review of the Literature

hypothesized that those individuals who have a high sense of powerlessness would hold more negative attitudes toward a specific political system. The local school board was identified as this political system.

In the present study, Nunnally's definition of attitudes was used. He defined attitudes as one of a group of three overlapping sentiments or terms used to indicate likes and dislikes.

Attitudes concern feelings about particular social objects--physical objects, types of people, particular persons, social institutions, government policies and others.

The feature that distinguishes attitudes from interests and values is the fact that attitudes always concern a particular target or object. (1967, p. 515).

It seems reasonable to assume that there may be some relation between attitudes and various alienation measures. The variants of alienation as identified by Seeman, (1959, 1972) are defined in attitudinal terms. That is, Seeman describes powerlessness as one's sensed expectancy that he has little control over social and political systems. The individual is, to use Nunnally's definition, expressing a feeling toward a social system. Further, if one examines the alienation terminology, it is found to be replete with terms that express feelings or attitudes. A small sample would be helplessness, normlessness, loneliness, powerlessness, sensed separation and despair. It is noted that all of the variants of alienation as identified by Seeman

Review of the Literature

(1959, 1972) are defined in negative terms. That is, powerlessness, meaninglessness, normlessness and self-estrangement are defined as opposed to mastery, insight, understanding, and such.

Seeman has acknowledged that the proposed relationship between alienation and attitudes does in fact exist.

Support for this is found in the following quotations:

Alienation in turn, has attitude and behavioral consequences (1967, p. 275).

Since it is entirely likely . . . that alienated persons have related attitudes (1967a, p. 122).

The idea of alienation is customarily associated with both a view of history and an attitude (generally negative) about the effects of this historical drift on the individual (1972, p. 468).

Several researchers have found a correlation between the variants of alienation and various negative attitudes. Clark (1959) used a variation of Seeman's concept of powerlessness to assess the alienation of members of a farm cooperative. The attitudes of the members were defined in terms of each subject's perception of the degree to which his expectation for the cooperative was perceived to have been accomplished. A correlation of $-.62$ between powerlessness and satisfaction led Clark to conclude that the more powerless the members of an organization feel, the more likely they are to be dissatisfied with its operation (p. 851). That is, the more likely they are to hold a negative attitude toward it.

Review of the Literature

Within the political domain, a negative vote for an individual or for some specific proposal may be viewed as an overt expression of negative feelings or attitudes toward the individual or proposal. Researchers have found that the tendency to vote negatively is correlated with various forms of alienation. Thompson and Horton (1960) examined the correlations between voting patterns and alienation among community members on a school bond proposal. Political alienation was defined as a reaction to a perceived relative inability to influence or control one's social destiny (1960, p. 191). Each subject was interviewed and assigned a political alienation score based upon his responses to two types of items. The first type was used to measure the subject's perception of his role in the power structure of the community. The second type was used as a measure of the individual's belief that the exercise of power is separated from the activities of the ordinary citizen. The percentage of alienated voters who voted against the bond was consistently higher than the percentage of non-alienated voters who voted against the bond. This difference in attitude between the alienated and non-alienated voter persisted independently of social stratification.

Templeton (1966) compared the tendency of voters to vote in favour of local issues with their alienation scores

Review of the Literature

as measured by Srole's Anomia Scale. This scale measures a variant of alienation that is more closely related to normlessness than powerlessness. It is noted however that Templeton argued it would be unlikely his results would have been appreciably modified by using one of the other measures of alienation (Templeton, 1966, p. 252). This is supported by the findings of other researchers who have found Srole's Anomia Scale and powerlessness to be related (.32, Neal, 1959; .33, Neal and Seeman, 1964; .43, Seeman and Evans, 1967). The respondents were questioned about how they had voted on three issues: (1) a proposal to add fluorides to the water supply, (2) a proposal to authorize the school board to float bonds for local educational improvements, and (3) a measure to increase the school tax rate. The percentage point differences between the low and high alienation groups on each of the three issues were: (a) non-manual, 19, 28 and 29, and (b) manual 8, 4 and 27. On each of the three issues, both manual and non-manual workers, who obtained high alienation scores, were inclined to vote negatively. That is, they held more negative feelings or expressed more negative attitudes.

Other researchers have found various forms of alienation to be related to such negative attitudes as: dissatisfaction with work and the work situation (Pearlin, 1962) and displeasure with and mistrust of those in power (Thompson

Review of the Literature

and Horton, 1960), political cynicism and negative votes for increased school budgets (Agger and Goldstein, 1971). Olsen (1965) listed a number of studies of political alienation which have shown political alienation to be related to such phenomena as lack of interest in politics, failure to vote, shifting between political parties, little familiarity with political issues, ignorance of local power structures and negativism toward issues that are strongly supported by the majority of the community (p. 203). Hanemann Lystad (1971), in her review of the current social alienation literature, reiterated and extended Olsen's listing of studies in which a relationship between the variants of alienation and attitudes was examined. In each case, a negative attitude was found to be correlated with alienation.

Thus, it seems reasonable to conclude both from a theoretical and empirical point of view that a relationship exists between certain variants of alienation and negative attitudes.

Rationale and Hypotheses

Seeman (1959, 1972) proposed that there are at least six variants of alienation that can be operationally defined and measured. The powerlessness variant has received considerable attention in both the sociological writings and empirical research. Seeman (1962, 1963, 1966, 1967)

Review of the Literature

demonstrated that specific behavioral consequences of alienation could be predicted and measured. In several situations and with various types of information, Seeman was able to show that the acquisition of knowledge and powerlessness were correlated. This relationship was not evident with all information but rather with information that was useful in planning, managing or controlling life outcomes. The individual who feels powerless believes that he is controlled by fate, luck or powerful others. Therefore, the control-relevant knowledge that may be available in his environment appears irrelevant to him. He chooses to ignore it rather than to acquire it.

In the present study Seeman's hypothesized relationship between powerlessness and control-relevant knowledge was reexamined using a different social situation with appropriate changes in the knowledge factor. The relationship between a parent's sense of powerlessness and control-relevant knowledge, relative to the local school board and his child's education was examined. Applying Seeman's thesis to the situation of a parent within the confines of a political system known as a school board, it seems reasonable to conclude that those parents who have a high sense of powerlessness will view control-relevant information about the school board and the education of their children as irrelevant to them. As a

Review of the Literature

result, they will possess less control-relevant knowledge relative to the education of their children and the local school board than those who have a sense of mastery.

A second behavioral consequence of powerlessness was proposed. If one feels that he is controlled by fate, luck, or powerful others (a sense of powerlessness), it is likely that he will hold negative attitudes toward his life situation or toward those who control his life situation. Other researchers have found correlations between the variants of alienation and different negative attitudes. Thus, it seems reasonable to conclude that those parents who have a high sense of powerlessness may display more negative attitudes toward the educational system than those who have a sense of mastery. The parent is likely to see the school board trustees as one source of power. He believes that the trustees are his elected representatives and thus they should be responsible to him. However in reality, he feels that he is powerless to control his child's education or the school board. Therefore, the focus of the parent's negative attitude may be the school board trustees. This negative attitude toward the trustees may be transferred to a general negativism toward all areas over which the school board trustees have jurisdiction.

Based upon the above, it is hypothesized that:

1. Those parents who score high on powerlessness will

Review of the Literature

have less control-relevant knowledge relative to the local school and the school board than those parents who score low on powerlessness;

2. Those parents who score high on powerlessness will display more negative attitudes toward the school board trustees and the education of their children than those parents who score low on powerlessness.

In the next chapter the research design and methods of data analysis are discussed.

CHAPTER II

Experimental Design

This chapter is arranged in three sections. In the first section, the measuring instruments are described. Information relative to the research subjects and the data collection procedures is presented in section two. In section three, the procedures for the statistical analyses are outlined.

Measuring Instruments

Four measuring instruments were used in the present study. They were the Powerlessness Scale (P), the Parent Attitude Scale (PAS), the Occupational Code (OC), and the Control-Relevant Knowledge Scale (CRK). These were compiled into one instrument which was named the Survey of Parents' Attitudes Toward and Knowledge of the Education of Their Children (SPAK). The complete instrument with scoring codes is found in Appendix 1. Descriptions and data relative to each instrument comprising SPAK are presented in the next section.

The powerlessness scale. The Powerlessness Scale (Neal and Seeman, 1964) was chosen as the measure of powerlessness. This scale was based upon Seeman's definition of powerlessness. This instrument, or variations of it, was used by Seeman in his research into the relationship between powerlessness and knowledge.

During the early development of this scale, Seeman

Experimental Design

worked closely with Liverant and Rotter. Thus, there are many similarities in rationale and items between this scale and Rotter's Internal-External Locus of Control Scale (1966). For example, Rotter described one who had an external locus of control as believing that he was controlled by fate, luck or powerful others. Seeman described this type of individual as one who had a high sense of powerlessness. The items in both scales were originally devised to measure the individual's belief concerning how much control he had over events in his environment (internal) versus the belief that these were outside his control (external). In describing his variants of alienation, Seeman restricted the powerlessness variant to use in the socio-political domain. Of Rotter's 23 items, five appear to measure the subject's sense of control in the socio-political domain. Seeman's original items are similar and in one case identical to these five items. That is, Rotter's item 12 and Seeman's item 5 are identical, and similarities are evident between the following: Rotter's number 3 and Seeman's number 10; Rotter's number 17 and Seeman's items 3, 6, 8 and 9; Rotter's number 22 and Seeman's 5 and 12, Rotter's number 29 and Seeman's number 7.

Neal and Seeman's original Powerlessness Scale consisted of 12 items, however, five items were dropped after testing for "scalability" (Neal and Seeman, 1964, p. 219). Therefore,

Experimental Design

the scale presently consists of seven forced-choice items. In each item the respondent is asked to choose between two statements, one reflecting powerlessness, the other mastery. One point is given for each statement selected which reflects powerlessness. Thus, scores range from 0 to 7 and are indicative of a continuum from mastery to high powerlessness.

The Powerlessness Scale appears to measure a unidimensional concept. Neal and Seeman (1964), using a community-wide random sample of 604 male subjects, found that the seven items yielded a reproducibility coefficient of .87. Neal and Rettig (1963, 1967) found for both manual and non-manual workers, that the seven items generally had factor loadings of .28 or more on one factor.

Contradictory evidence has been found relative to a correlation between the Powerlessness Scale and Srole's Anomia Scale. Neal (1959), Neal and Seeman (1964), Bullough (1967) and Seeman and Evans (1967) found correlations ranging from .32 to .43. Neal and Rettig (1963, 1967) found the two tests to measure separate and unrelated dimensions of alienation.

Evidence for construct validity has been found in several studies. Seeman and Evans (1962) found support for their hypothesis of a difference in knowledge acquisition relative to powerlessness. Similar findings were reported by Seeman (1963, 1966, 1967, 1967a). Neal and Seeman (1964) found the

Experimental Design

hypothesized difference in powerlessness between members of work-related organizations and those who were unorganized.

As hypothesized, Bullough (1967) found that those negro subjects living in the ghetto had a higher mean powerlessness score than those who had lived in the ghetto but moved out.

Seeman and Evans (1962) found the Powerlessness Scale to have a reliability coefficient of .70 when the split-half method was applied to data from 887 subjects. No test-retest data have been reported. To address this problem it was decided to administer the Powerlessness Scale to 104 subjects. Seven weeks after the initial testing, 94 of the original subjects took the same test again. The test group consisted of 16 male and 78 female students who were enrolled in the Bachelor of Education/Teacher Education program at the University of Ottawa. All subjects had at least one undergraduate university degree.

As the subjects were in three different classes at the Faculty of Education, three separate groups were tested on each occasion. No special directions were given on the first test occasion, other than those pertaining to the test. These directions are found in the introductory paragraphs of Test 1, Appendix 3. Seven weeks after the initial testing, the same test was again administered to the subjects in each of the three groups. Specific directions which were used for this testing may be found in Appendix 3. Test-retest

Experimental Design

reliability coefficients which were computed for the individual items (ϕ) and the total test scores (Pearson Product Moment) are found in Table 1.

The coefficients for items and for the total test were satisfactory. The test-retest correlation exceeded the split-half figure of .70 which was obtained by Seeman and Evans (1962).

The reported reliability data plus the present test-retest findings, indicate that the Powerlessness Scale is a reliable measure of one's sensed powerlessness. The validity of the measuring instrument has been reasonably well established. It measures a unidimensional concept and has been used to test several hypotheses. The scale measures one's generalized expectancy for control over events in the socio-political domain. It may be used to obtain a measure of an individual's expectancy for control on a continuum from high mastery to high powerlessness.

The parent attitude scale. The semantic differential (Osgood, 1957) was chosen as the method to be used in obtaining a measure of the attitudes of parents. Therefore, the description of the Parent Attitude Scale (PAS) will actually be a description of an approach (the semantic differential) rather than a specific test.

The semantic differential is a method of observing and

Table 1

Test-Retest Reliability Coefficients for
Items and Total Score on the Powerlessness
Scale ($N = 94$, 7-week test interval)

Variable	Correlation coefficient
Item 1	.62
Item 2	.50
Item 3	.48
Item 4	.85
Item 5	.56
Item 6	.66
Item 7	.70
Total Test	.79

Experimental Design

measuring the psychological meaning of things, usually concepts. It is essentially a combination of controlled association and scaling procedures (Osgood, 1971, p. 20). The measuring instrument consists of a concept (any object that you wish to measure) and scales (sets of bipolar adjectives to measure what the concept means to the subject).

Osgood (1957) found that the bipolar adjectives clustered around various factors with the highest factor loadings repeatedly falling on three factors. These were identified as evaluative, potency, and activity factors. Researchers have consistently found the evaluative factor to be statistically the strongest. The evaluative dimension is consistently regarded as a measure of attitude. Nunnally suggested that:

the evaluative factor almost serves as a definition for the term attitude and consequently scales on. the evaluative factor should serve well as measures of verbalized attitudes (1967, p. 537).

In the present study, two concepts were measured. They were the parent's attitudes toward the education that his/her child was receiving and his/her attitudes toward the school board trustees. Eleven different scales, each consisting of a pair of bipolar adjectives, were chosen for each concept. The scales were selected based upon their assumed relevance to the particular concept and their potential to load on the evaluative factor for that concept. The scales used in measuring each of the two concepts are found in Section 3 of

Experimental Design

SPAK (Appendix 1).

Two sets of bipolar adjectives (strong-weak and fast-slow), in the scales for the parent's attitudes toward his child's education, appeared to load more strongly on the potency and activity factors. However, it also seemed reasonable to assume that these scales would load on the evaluative factor when the concept being measured was the education of one's child. The same was anticipated for the bipolar adjectives powerful-weak and active-passive when the concept to be measured was the parent's attitudes toward the school board trustees. Nunnally (1967) suggested that most activity and potency scales would also load on the evaluative factor.

Typically it is found that even the best scales for measuring potency and activity also correlate with the factor of evaluation (p. 537).

A measure of attitude, using the semantic differential, was obtained by assigning one point to each step between the polar adjectives. Thus, the range of scores on any one scale was from 1 to 7. Total scores for each concept were obtained by summing the scale scores for the particular concept. In the present study, the range of scores for each of the two concepts was 11 to 77.

The question of validity vis-à-vis the semantic differential does not rest with the validation of a specific test but rather with establishing that the semantic

Experimental Design

differential can be used to measure attitudes. Osgood (1971) reported two cases in which the scores on the evaluative dimension of the semantic differential were found to correlate significantly with other accepted attitude measures. Three concepts, the Negro, the church, and capital punishment, were rated by 50 subjects using five purely evaluative scales of the semantic differential. These same subjects indicated their attitudes on Thurstone scales specifically designed to measure attitudes in these areas. The scales used were the Standard Scale for the Church, Form B of The Negro Scale and Form A of The Capital Punishment Scale (Thurstone, 1931). The product moment correlations between the three Thurstone scales and scales measuring similar concepts on the semantic differential ranged from .74 to .82.

In the second case reported by Osgood, a 14-item Guttman-type scale (reproducibility coefficient, .92) had been developed to assess the attitudes of farmers towards the practice of crop rotation. At the same time, the semantic differential was being used in connection with a series of television programs about agricultural practices. One of the concepts being measured was crop rotation.

Twenty-eight subjects were found who had been exposed to both measuring instruments. Because the two studies were being conducted independently, the time that had elapsed between

Experimental Design

the two testings varied from subject to subject (from three days to four weeks). The rank order correlation between the two instruments was .78 indicating that the semantic differential was measuring, to a considerable degree, the same thing as the Guttman scale.

Test-retest reliability was established by Tannenbaum (1953) using 135 subjects. Each subject judged each of six concepts against six evaluative scales. With five weeks between testings, the test-retest coefficients for concept scores ranged from .87 to .93 (Osgood, 1971, p. 192). Other test-retest reliability data were collected by Osgood who asked 50 subjects to judge each of three concepts using five evaluative scales. After two weeks, test-retest correlations of .87 to .91 were found for concept scores (1971, p. 193).

In summary, the semantic differential is a reliable and valid procedure to employ in the measurement of attitudes. The flexibility of the approach was deemed to be advantageous in the present study. That is, the object to be rated is referred to as a concept and anything that can be named can be rated (Nunnally, 1967, p. 535). Thus, by using the semantic differential, it was possible to obtain a specific measure of the attitudes of a parent to two concepts;

- (1) the education that his/her child was receiving, and
- (2) the school board trustees.

Experimental Design

The occupational code. Social stratification was used as a blocking variable in the present study. This was deemed advisable to ensure that differences in attitudes and knowledge were not merely a function of education, income or other social class variables.

Two major problems were anticipated in any effort to obtain a measure of social class in a public survey. First, if a subjective measure of social class was used the subjects might tend to overrate themselves. Secondly, some of the research subjects might not wish to share personal information such as amount of income and education. For these reasons, it was decided that occupational prestige would be the most reliable means to use in obtaining a measure of social class. Few people object to being asked to describe their occupation. The validity of establishing a level of social stratification in Canada based upon the prestige level of one's occupation has been well established (Blishen, 1967; Blishen and McRoberts, 1976; Pineo and Porter, 1973; Pineo et al., 1977).

If one has a description of the occupation of a research subject, the subject's occupation can be coded using the Occupation Classification Manual, Census of Canada, 1971 and the Canadian Classification and Dictionary of Occupations (CCDO). Using the latter two resources, it is possible to identify any occupation and assign a 4-digit number to it.

Experimental Design

This number is used to identify the Unit Group, Minor Group, and Major Group to which the occupation belongs based upon the Canadian Census. But, can the census groupings of occupations be used to obtain a measure of social stratification? Pineo et al. suggested that it would be impossible to not consider social class in an undertaking so exhaustive as are the census groupings.

It would be almost impossible to create so many categories and not have sufficient raw material to produce a measure of socioeconomic status. As well, in forming any code of occupations, regardless of their intention, those designing it could scarcely have ignored social status, perhaps unconsciously, but also, too, because of using education as a criterion since it contributes so much to social status (1977, p. 93).

Two problems are evident in any attempt to use the census codes for grouping relative to socioeconomic status. First, the numbers within the "Groups" are large. That is, there are 486 Unit Groups, 81 Minor Groups and 22 Major Groups. Secondly, there is the problem of lack of homogeneity relative to socioeconomic standing within each group. This is the result of the particular criterion that was used by the Dominion Bureau of Statistics to classify occupations into groups.

The various groups of the classification contain occupations found to have a desirable degree of homogeneity with respect to "kind of work performed". "Kind of work performed" has been selected as the basic principle of the classification . . . analysed (Canada Statistics, 1971, p. 7).

That is, occupations may be grouped together that are in

Experimental Design

quite different classes relative to social standing but are related relative to the kind of work performed. This was best illustrated by Pineo et al. (1977) using the Major Groups of the census codes and the Pineo-Porter Canadian Occupational Prestige Scales (Pineo and Porter, 1967). Pineo et al. were able to place 193 of the 196 occupation titles in the Pineo-Porter scales (1967) into the appropriate Major Group of the census codes for 1971. The mean prestige score and standard deviation for the total occupations in each category were computed and tested for homogeneity. Homogeneity was arbitrarily defined by Pineo et al. as a standard deviation less than 10. Sixteen of the 22 Major Groups were found to have at least five occupations that could be matched with the Pineo-Porter scale. Of these 16, only nine were found to be homogeneous in socioeconomic standing (Pineo et al., 1977, p. 95).

In summary, the major problem with using the census codes as the sole measure of social stratification is the lack of homogeneity among occupations within each group. Pineo et al. (1977) suggested an alternative approach based upon the Unit Groups of the census codes.

Pineo et al. (1977) in their Occupational Code (OC) grouped the 486 census Unit Groups into 16 categories. Census Unit Groups forming each socioeconomic category are listed in Appendix 4. The major criterion used in the grouping

Experimental Design

was that the occupations in each category would have a logical socioeconomic relationship as identified by sociologists. The grouping was completed by a team of four sociologists using any of the resources available to them. That is, each sociologist made an informed assessment of the social standing (or occupational prestige) of the occupation (Pineo et al., 1977, p. 97).

Pineo et al. tested the categories of the Occupational Code for homogeneity relative to socioeconomic standing. The procedure used was the same as had been applied to the Major Groups of the census codes. The 196 titles in the Pineo-Porter Canadian Occupational Prestige Scale were distributed through the categories of the Occupational Code. A mean prestige score and standard deviation for each category was computed and the test for homogeneity was carried out. Of the 16 categories in the Occupational Code, 11 contained at least five matched occupations. Ten out of the 11 categories were found to be homogeneous relative to socioeconomic standing (Pineo et al., 1977, p. 98).

Further support for using the Occupational Code as a measure of social status may be found in the mean prestige scores of the categories established by Pineo et al. With the exception of one category, a clear gradient in average prestige is evident from self-employed professionals to farm

Experimental Design

labourers (Table 2).

With 16 categories, the Occupational Code was more detailed than was required for the present study. It was deemed advisable to collapse the 16 categories into three based upon the mean prestige scores as calculated by Pineo et al. (1977, p. 98). These three categories were identified as high socioeconomic status (high SES), middle SES and low SES. The two-digit codes, socioeconomic categories and mean prestige scores are provided in Table 2.

In summary, it would appear that the Pineo et al. Occupational Code is a more suitable predictor of socioeconomic status than the Major Groups of the census codes. The use of the Occupational Code in conjunction with the CCDO would seem to be a valid means of obtaining a measure of socioeconomic standing within Canadian society.

Control-relevant knowledge scale. The Control-Relevant Knowledge Scale (CRK) was developed for the present study in order to measure the amount of knowledge possessed by a parent relative to the local educational system. Control-relevant knowledge was operationally defined as information that is useful in the planning, managing or controlling of one's life situations. Specifically in the present study, it was defined as knowledge that could be useful to a parent in the planning, managing or controlling of the local school

Table 2

Socioeconomic Status Groupings and Mean Prestige Scores
for The Pineo et al. Occupational Code Categories

Occupational code category	Mean prestige score
<u>High SES</u>	
01 Self-employed professionals	78.6
02 Employed professionals	68.0
03 High-level management	67.7
05 Technicians	67.2
06 Middle management	64.8
<u>Middle SES</u>	
04 Semi-professionals	56.7
07 Supervisors	46.3
08 Foremen	51.0
09 Skilled-clerical-sales-service	47.4
10 Skilled crafts and trades	40.3
11 Farmers	40.9
<u>Low SES</u>	
12 Semiskilled clerical-sales-service	34.2
13 Semiskilled manual	32.4
14 Unskilled clerical-sales-service	29.7
15 Unskilled manual	24.7
16 Farm labourers	23.3

Experimental Design

board and/or his child's education. Two types or levels of control-relevant knowledge were identified. First there was control-relevant knowledge that would be useful to a parent at the community school level. This is information that would be useful to him in the planning, managing or controlling of his own child's education. If the parent were to act on this type of information, he would focus his actions upon the local school. Secondly, there was control-relevant knowledge that would be useful to the parent at the school board and school board trustee level. This information would be useful to the parent in the planning, managing or controlling of school board sponsored or controlled activities. Any action taken by a parent on this type of knowledge is likely to be taken at the school board and school board trustee level rather than the local school level. Detailed definitions for both types of control-relevant knowledge are found in the directions for judges section (Appendix 5).

A scale consisting of 33 multiple choice questions was developed by the researcher to measure the amount of control-relevant knowledge that a parent possessed. Seven judges were used to establish the content validity of items comprising this scale. With the exception of one judge, who was an official with the Ministry of Education for Ontario, all judges were teachers in the Faculty of Education,

Experimental Design

University of Ottawa. Each judge was provided with written operational definitions of the two types of control-relevant knowledge and was requested to sort items based upon these definitions. Eleven of the items were identified by the researcher as fitting the control-relevant knowledge-school board category and 12 the control-relevant knowledge-local school category. Ten items were identified as being non-control-relevant knowledge items. That is, knowledge items that would not be useful to the parent as it relates to his child's education.

The directions which were given to the judges, a list of the statements that were rated and the results that were obtained are found in Appendix 5.

The criterion for including any item was that there should be agreement by at least five of seven judges as to the category for which the item was written. Of the 33 items rated, only three did not meet the minimum requirements. For 19 items all seven judges agreed on the category, for five items six of seven judges agreed and for the remaining items five of seven judges agreed. As a result, 11 items each for the two control-relevant knowledge categories and eight items for the non-control-relevant knowledge category remained.

Construct validity was established by factor analysis for the 30 items which remained. A questionnaire (Appendix 5) containing the 30 items was distributed to 170 parents who

Experimental Design

had children attending schools under the jurisdiction of a large separate school board in Eastern Ontario. The 131 questionnaires which had been returned were scored and the item scores factor analyzed. Two factors were anticipated; (1) control-relevant knowledge-local level, and (2) control-relevant knowledge-board level. It was expected that items which had been identified as non-control-relevant knowledge would not obtain a significant loading on any factor as there seemed to be no common element. These items were drawn from a variety of content areas and held only one thing in common --all were identified as not being control-relevant.

Using Kaiser's Second Generation Little Jiffy with orthoblique rotation, a two-factor solution was completed.

The first six eigenvalues of the unaltered correlation matrix were 3.6, 2.4, 1.8, 1.7, 1.6, and 1.6 respectively. From an examination of these eigenvalues, it appeared that only two factors were present. However, a decision was taken to complete a three-factor solution to ensure the validity of the non-control-relevant knowledge items. It was anticipated that the non-control-relevant knowledge items would not cluster together to form a third factor. This was confirmed. Secondly, it was anticipated that the non-control-relevant knowledge items would not load on any factor even when a three-factor solution was completed. This was confirmed in part. The rotated factor loadings for two- and three-factor

Experimental Design

solutions are found in Table 3.

When a three-factor solution was completed, factor three was found to be more strongly related to factor one than to factor two. The correlations between rotated factors were; factor one to factor three (.31) and factor two to factor three (.05). The third factor was an extension of factor one and was not composed of those items identified as non-control-relevant knowledge items. Three non-control-relevant knowledge items (14, 19 and 21) which did not have loadings beyond .25 on a two-factor solution did obtain loadings beyond .25 on a three-factor solution. Two loaded on factor one while one loaded on factor three. Using the criteria described below, a decision was made to drop these items from the non-control-relevant knowledge section of the questionnaire.

The following criteria were considered the minimum requirement to establish the validity of any item:

(a) a minimum factor loading of .30 on the predicted factor for control-relevant knowledge;

(b) those items identified as non-control-relevant were not expected to obtain a significant loading on any factor.

The following items met the prescribed criteria when two and three factors were extracted: control-relevant knowledge-board, items 4, 6, 9, 10, 15 and 27; control-relevant knowledge-school, items 1, 8, 12, 16, 22 and 23. Items

Table 3

Rotated Factor Loadings for the Knowledge Test. 56
 Items--2 and 3-Factor Solutions (Validation Group)

Category of Items Selected by Judges	2-Factor solution		3-Factor solution		
	Factor 1	Factor 2	Factor 1	Factor 2	Factor 3
Control-relevant knowledge-board					
3	-	-	.259	-	-
4	.480	-	.535	-	-
6	.511	-	.560	-	-
7	.427	-	.275	-	.302
9	.467	-	.390	-	-
10	.401	-	.407	-	-
15	.311	-	.327	-	-
20	-	-	-	-	-
26	.321	-	.251	-	-
27	.357	-	.323	-	-
30	.293	-	-	-	-
Control-relevant knowledge-school					
1	-	.487	-	.473	-
5	-	.290	-	.304	-
8	-	.417	-	.435	-
12	-	.362	-	.396	-
13	-	-	-	.277	-
16	-	.491	-	.483	-
18	-	-	-	-	-
22	-	.467	-	.476	-
23	-	.344	-	.315	-
24	.321	-	.269	-	-
25	.262	-	-	-	.583
Non-control-relevant knowledge					
2	-	-	-	-	-
11	-	-	-	-	-
14	-	-	-	-	.324
17	-	-	-	-	-
19	-	-	.261	-	-
21	-	-	.255	-	-
28	-	-	-	-	-
29	-	-	-	-	-

Note. Only loadings of .25 or greater are included.

Experimental Design

2, 11, 17, 28 and 29 from the non-control-relevant knowledge category also met the minimum requirements.

Therefore, the CRK consisted of 17 multiple choice questions. Of the 17 items, six were control-relevant knowledge-board, six were control-relevant knowledge-school and five were considered non-control-relevant knowledge items. One point was assigned for each item that was answered correctly. The ranges of possible scores were: control-relevant knowledge-board, 0 to 6; control-relevant knowledge-school, 0 to 6 and non-control-relevant knowledge, 0 to 5.

The CRK was combined with the other measuring instruments to form the SPAK (Appendix 1).

In Section 1 of SPAK, questions 1, 4, 5, 9, 13 and 15 are control-relevant knowledge-school items; questions 2, 3, 7, 11, 12 and 16 are control-relevant knowledge-board items; and questions 6, 8, 10, 14 and 17 are non-control-relevant knowledge items.

Research Subjects

The research subjects were parents who had children attending the English elementary schools of a medium size separate school board in Eastern Ontario. The total student population within the schools under the jurisdiction of the school board was approximately 4,500. Of the total number of schools under the jurisdiction of the school board, 13 were surveyed, and six were excluded. Of those excluded, four were

Experimental Design

located outside the major metropolitan area, one was a French school and one was a junior high school. It was decided to omit the six schools for the following reasons; (1) geographical distance and accessibility, (2) the survey forms had been validated in English, and (3) the knowledge questions in SPAK were related to the elementary schools.

Data Collection Procedures

All data were collected using the SPAK a copy of which is found in Appendix 1. The SPAK was distributed to the oldest child in each family who attended the research schools. The students were asked by the classroom teachers to deliver the survey forms to their parents and to return the forms to the classroom teacher when they had been completed. Return envelopes were provided for all subjects to insure confidentiality.

To overcome the problem of families with more than one child in a school receiving more than one survey form, the SPAK was sent home to each family with the oldest child attending the school. For any family with more than one child attending a school, the classroom teachers were able to identify the oldest child from the family lists maintained by the school principal. In most schools, these students had already been identified as they normally were the ones who delivered school newsletters and notices sent home to the parents.

Teachers were given specific directions for the

Experimental Design

distribution of the SPAK (Appendix 6). The following points were stressed: (1) only the oldest child in each family was to receive a form and (2) the students were to stress to their parents the importance of returning the form and that only one parent should complete the form. The latter point was felt necessary as the Powerlessness Scale was a very subjective measure. That is, it measured the individual's belief concerning how much control he/she had over events in his/her environment. The teachers were given directions to remind the students to return the forms three days after they had been distributed. All SPAK forms that had been returned were collected from the schools at the end of a five-day period following their distribution.

Procedures for Statistical Analyses

For each subject, total scores for control-relevant knowledge-board, control-relevant knowledge-school, powerlessness, attitude toward child's education, attitude toward the school board trustees, and social class based upon occupational grouping, were computed. By means of a median split applied to the powerlessness scores and a socio-economic status grouping based upon the occupational prestige scores, it was proposed that the subjects would be assigned to the appropriate cells of a 2 X 3 factorial design. It was proposed that a two-way analysis of variance would be computed to check for significant differences for

Experimental Design

each of the four dependent variables: (1) control-relevant knowledge-school; (2) control-relevant knowledge-board; (3) attitude toward child's education; (4) attitude toward the school board trustees.

Alternatively, it was proposed to consider multivariate analysis of variance using two sets of dependent variables; (1) control-relevant knowledge-board and attitude toward school board trustees and (2) control-relevant knowledge-school and attitude toward the education of one's child.

It was proposed that the final decision as to univariate or multivariate analysis would be based upon the relationship between the knowledge and attitude measures.

The .05 level of significance was specified.

In the next chapter, the research findings are presented.

CHAPTER III

Presentation and Discussion of Results

This chapter is arranged in seven sections. In sections one and two the research findings relative to the independent and dependent variables respectively, are presented and discussed. Following this, the descriptive statistics that were obtained from SPAK are presented. In section four, the results of the statistical analyses are presented and discussed. This is followed by a presentation of supplementary findings which are relevant to the present study. In section six, the summary and some conclusions are offered. The chapter is concluded with some recommendations for future research.

Independent Variables

Powerlessness. The administration of the Powerlessness Scale resulted in scores with a range of 0 to 7. However, Seeman did not specify what score might be considered as an indication of high or low powerlessness. Rather, the instrument measures powerlessness on a continuum. Seeman (1972a) reported the mean scores for 241 subjects to be 3.08 for unorganized workers and 2.64 for organized workers. For the 927 subjects in the present study, the mean score was 3.37 and the median was 3.35.

Originally, it had been the plan to dichotomize the powerlessness scores by means of a median split. However, from an examination of the data obtained, a trichotomy

Presentation and Discussion of Results

appeared to be more logical and useful. By categorizing the subjects as being low, middle or high on powerlessness, it was possible to distinguish more clearly the low and the high powerlessness groups. In a dichotomy, the middle or marginal group tend to have a moderating effect on the other two extreme groups. Further, from an examination of the data, it was concluded that three groups, each of acceptable size, could be obtained. Subjects were grouped based upon their total scores on the Powerlessness Scale and the following criteria: (1) low powerlessness--total scores of 0, 1 or 2; (2) middle powerlessness--total scores of 3 or 4; (3) high powerlessness--total scores of 5, 6 or 7.

The frequency distribution for the powerlessness scores and the different powerlessness groupings used in the analyses of the data, are found in Table 4.

Social class. Three levels (high, middle and low) of social class had been identified based upon the Occupational Code scores (Table 2). There were some indicators that the three social groups were adequately represented in the study. Firstly, all the major census groups, as reported by Statistics Canada in the Census Tract Bulletin, 1971 Census of Canada, were represented. Secondly, each Major Census Group was represented as a percent of the total respondents in approximately the same proportion that it was of the total population in the Census Tracts. However, these census

Table 4
 Frequency Distribution of Scores
 on the Powerlessness Scale

Level of power- lessness	Powerlessness scores	Frequency of score	% of total subjects
Low	0	53	5.7
	1	107	11.5
	2	<u>163</u>	<u>17.6</u>
	Totals	<u>323</u>	<u>34.8</u>
Middle	3	165	17.8
	4	<u>185</u>	<u>20.0</u>
	.	Totals	<u>350</u>
High	5	108	11.7
	6	104	11.2
	7	<u>42</u>	<u>4.5</u>
	Totals	<u>254</u>	<u>27.4</u>

Presentation and Discussion of Results

groups were not based on religious preference, whether the subject had school age children or whether he was a supporter of the separate schools. Therefore, it must be considered with some caution.

When the Occupational Code was used as the basis for examining the percent of subjects in each group, 26.2% of the subjects who responded were designated as high SES, 31.3% middle SES and 42.5% low SES. From these percentages, it would appear that the low SES subjects were represented more than either of the other two classes. It seems reasonable to conclude that this was the case as 54.4% of those subjects who responded had children attending schools that would be designated "inner city schools". These schools generally have a high percentage of children from low or lower middle-class families.

Dependent Variables

Parent attitudes. To determine if the bipolar adjectives, that had been chosen for each of the two concepts, were loading sufficiently on the evaluative factor, a factor analysis was computed. Using Maximum Likelihood Factor Analysis with direct oblimin rotation, a two-factor solution was completed. The rotated factor loadings for each scale of each concept are found in Table 5.

From the eigenvalues of the unaltered correlation matrix,

Table 5

Rotated Factor Loadings for Attitude Concepts
and Scales (2-Factor Solution)

Concepts and scales	2-Factor solution	
	Factor 1	Factor 2
The education that your child is receiving		
good...bad	-	.831
valuable...worthless	-	.724
pleasing...annoying	-	.827
positive...negative	-	.776
satisfactory...unsatisfactory	-	.891
favourable...unfavourable	-	.886
strong...weak	-	.811
exciting...dull	-	.648
fast...slow	-	.649
meaningful...meaningless	-	.742
precise...vague	-	.698
The school board trustees		
powerful...weak	.601	-
good...bad	.807	-
valuable...worthless	.807	-
active...passive	.831	-
efficient...inefficient	.844	-
successful...unsuccessful	.797	-
open...secretive	.767	-
effective...ineffective	.846	-
careful...careless	.774	-
important...unimportant	.761	-
sincere...insincere	.803	-

Note. Only loadings of .25 or greater are included.

N = 927.

Presentation and Discussion of Results

it appeared that two factors were present. The first five eigenvalues were 10.96, 3.40, .78, .75 and .59. The correlation coefficient for the two factors was .54. The scales for each concept were found to have factor loadings ranging from .601 to .891 on one factor. Two factors corresponding to the two concepts being measured were observed. Thus, it was concluded that all scales were evaluative and that the two concepts emerged as related factors in a measure of attitude.

Control-relevant knowledge. As the control-relevant knowledge scales had been validated using research subjects from a different school board and from a different part of the province of Ontario than the present subjects, it was decided to reaffirm the validity of the two scales. A correlation coefficient (Pearson Product Moment) was computed for Control-Relevant Knowledge-Board and Control-Relevant Knowledge-School and was found to be .43.

Using the data from the validation group, two control-relevant knowledge factors had been found. They were control-relevant knowledge-board and control-relevant knowledge-school. Therefore, using Kaiser's Second Generation Little Jiffy with orthoblique rotation and data from the research subjects, a two-factor solution was completed for the two scales plus those items that had been identified as non-control-relevant knowledge items. The rotated factor

Presentation and Discussion of Results

loadings for each of the solutions are found in Table 6.

When a two-factor solution was completed, a clear distinction between control-relevant knowledge-board and control-relevant knowledge-school failed to emerge. This may have resulted from the use of a different group of subjects or from local circumstances. Just prior to the distribution of the SPAK to parents in the research schools, the School Board Trustees and the Director of Education had become very involved at the local school level due to the closing of a small school. The amount of publicity that this received in the local newspaper plus the fact that several areas within the school board have quite small community schools, may account for the shifting of some items from being board items to school items. It should be noted however, that the non-control-relevant knowledge items did not change in that they failed to obtain a loading of .20 or greater on either factor.

When the eigenvalues of the unaltered correlation matrix were examined, it appeared that only one factor was present. The first five eigenvalues were 2.62, 1.28, 1.22, 1.08 and 1.06. Further, the factor correlation coefficient for the two rotated factors was .78. On the basis of the eigenvalues and the high factor correlation for the rotated factors, it was decided to compute a one-factor solution. The rotated factor loadings for a one-factor solution are found in Table 6.

Table 6

68

Rotated Factor Loadings for Knowledge Test
Items--1 and 2-Factor Solutions (Research Group)

	1-Factor solution	2-Factor solution	
		Factor 1	Factor 2
Items measuring control- relevant knowledge-board			
2	.379	-	.383
3	.226	-	-
7	.212	.201	-
11	.413	.395	-
12	.364	.384	-
16	.315	-	.388
Items measuring control- relevant knowledge-school			
1	.221	-	-
4	.270	.260	-
5	.249	.290	-
9	.302	-	.331
13	.285	.302	-
15	.301	.334	-
Items measuring non- control-relevant knowledge			
6	-	-	-
8	.206	-	-
10	-	-	-
14	-	-	-
17	-	-	-

Note. Item numbers refer to the question numbers in
Section 1 of SPAK.

Only loadings of .20 or greater are included.

$N = 927.$

Presentation and Discussion of Results

When a one-factor solution was computed, factor loadings of .20 or greater were obtained on all control-relevant knowledge items. The non-control-relevant knowledge items did not obtain the minimum loading specified, with one exception. The exception was item 8 with a loading of .206. This loading may be explained by the fact that control-relevant and non-control-relevant knowledge were viewed as part of a continuum with some items being of a marginal nature. That is, the particular circumstance may have an effect upon whether a marginal item is control-relevant or non-control-relevant. Item 8 may have been more non-control-relevant with the validation subjects than with the research subjects.

A decision was made to combine the Control-Relevant Knowledge-Board Scale and the Control-Relevant Knowledge-School Scale into one Control-Relevant Knowledge Scale (CRK) for the following reasons.

1. Conceptually, the only difference in the two scales was the level upon which the action was taken. These levels appear to be affected by local circumstances.
2. The two scales had an acceptable level of correlation.
3. One factor emerged when the data for this specific group of research subjects were factor analyzed.

The reliability coefficient for the total Control-Relevant Knowledge Scale (Cronbach's alpha) was .64 ($N = 927$).

Presentation and Discussion of Results

Descriptive Data

SPAK returns. The SPAK was distributed to 1,782 parents who had children attending the schools of a medium size separate school board in Eastern Ontario. Of this number 927 or 52.1% were returned. The distribution and return by school is found in Table 7.

Although the rate of return was only 52.1% there was some evidence that the subjects were drawn from the various social classes. A discussion of the representativeness of the group vis-à-vis social class was presented in an earlier section.

It is difficult to resolve the question of whether or not those who were most powerless did or did not reply to the survey. However, it would appear that some of the most powerless subjects did reply. From the frequency distribution of powerlessness scores (Table 4) it can be seen that 42 subjects obtained a score of 7, indicating extreme powerlessness. At the other extreme, 53 subjects obtained a score of 0 which was indicative of a high sense of mastery.

Raw subscale scores for each subject are found in Appendix 2.

Descriptive Statistics

Descriptive statistics for the dependent variables are presented in Table 8. The combined means for each dependent variable appear to be in the direction predicted.

Table 7
 SPAK Distribution and Return by School

School number	Distributed	Returned	% Returned
01	151	66	43.7
02	173	72	41.6
03	193	100	51.8
04	211	134	63.5
05	193	103	51.8
06	119	61	51.3
07	35	20	57.1
08	40	28	70.0
09	40	20	50.0
10	117	45	38.5
11	102	56	54.9
12	189	95	50.3
13	218	127	58.2
Totals	<u>1,781</u>	<u>927</u>	<u>52.1</u>

Table 8
Descriptive Statistics for the Dependent Variables by Powerlessness and Social Class

	Social Class						Combined means
	High		Middle		Low		
	M	SD	M	SD	M	SD	
P High	7.34	2.63	6.17	2.49	5.67	2.51	6.21
O	54.26	13.08	59.43	12.50	58.56	10.66	57.84
W	48.36	10.88	55.90	12.64	53.71	12.34	58.15
E	(n = 58)		(n = 77)		(n = 117)		(n = 252)
R Middle	7.71	2.72	5.96	2.42	5.48	2.35	6.18
L	58.71	10.98	60.99	9.17	59.08	11.91	59.53
E	54.81	11.84	56.56	12.24	56.36	12.37	56.02
S	(n = 89)		(n = 99)		(n = 163)		(n = 351)
S Low	8.36	2.27	6.89	2.60	5.75	2.45	6.92
N	60.15	9.50	61.88	10.45	59.91	10.90	60.67
E	56.02	9.88	58.62	10.97	57.06	12.35	57.30
S	(n = 96)		(n = 114)		(n = 114)		(n = 324)
S Combined Means	7.88		6.38		5.61		
	58.21		60.92		59.17		
	53.75		67.19		55.77		
	(n = 243)		(n = 290)		(n = 394)		

Presentation and Discussion of Results

Results of Statistical Analyses

In this section each hypothesis will be reviewed and tested in the null form. Because of unequal cell size, a least squares solution was chosen when doing the analyses of variance.

It had been proposed to consider multivariate analysis of variance using two sets of dependent variables if a moderate or high correlation coefficient was found between the knowledge and attitude measures. The correlation coefficients (Pearson Product Moment) were: control-relevant knowledge-school and a parent's attitude toward his child's education, $-.03$; control-relevant knowledge-board and a parent's attitude toward the school board trustees, $-.12$. Similar results were obtained when the two control-relevant knowledge subscales were combined to form a total control-relevant knowledge score. Therefore, to test the null form of hypothesis one, a univariate analysis of variance was used to determine the effects of powerlessness and social class on control-relevant knowledge.

Hypothesis One

It was predicted that: These parents who scored high on powerlessness would have less control-relevant knowledge relative to the local school and the school board than those parents who scored low on powerlessness.

The results of the analysis of variance are presented in Table 9.

Table 9
 Analysis of Variance for
 Control-Relevant Knowledge by
 Powerlessness and Social Class

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Powerlessness (A)	2	38.277	6.221*
Social Class (B)	2	342.772	55.710**
A X B	4	7.021	1.141
Error	918	6.153	

Note. N = 927.

* $p < .01$.

** $p < .001$.

Presentation and Discussion of Results

There were significant main effects of powerlessness, and social class. The interaction between powerlessness and social class was not significant.

The predicted difference in control-relevant knowledge relative to powerlessness was supported. To determine which differences were significant, the Scheffé procedure was used to construct confidence intervals for differences between the control-relevant knowledge means of the high, middle and low powerlessness groups. The results of this analysis are found in Table 10.

The difference between the mean control-relevant knowledge scores in the high and low powerlessness subjects was significant ($p < .01$) with the high powerless subjects having a lower (6.206) mean control-relevant knowledge score than the low powerless subjects (6.923).

Therefore, hypothesis one was supported in the direction predicted. That is, those subjects who scored high on powerlessness did have significantly less control-relevant knowledge relative to the local school and the school board than those subjects who scored low on powerlessness.

It may be concluded that those parents who had a high sense of powerlessness felt that control-relevant knowledge about the school or the school board was of little value to them. They felt that they were controlled by fate, luck or powerful others. Consequently, they chose to ignore most of

Table 10
Scheffé Confidence Intervals for the
Differences Between Control-Relevant Knowledge
Means for the High, Middle and Low Powerlessness Groups
(.99 Intervals)

Compared means	df	Upper limit	Lower limit
$\bar{X}_1 - \bar{X}_2$	2,918	1.321	0.167*
$\bar{X}_1 - \bar{X}_3$	2,918	1.351	0.083*
$\bar{X}_2 - \bar{X}_3$	2,918	0.597	-0.651

Note. $N = 927$.

\bar{X}_1 = Low Powerlessness.

\bar{X}_2 = Middle Powerlessness.

\bar{X}_3 = High Powerlessness.

* $p < .01$.

Presentation and Discussion of Results

the control-relevant information that was available to them in their environment. Further, it would appear that this relationship existed even for those subjects who obtained powerlessness scores in the middle powerlessness range. The difference in the amount of control-relevant knowledge possessed by those who were in the middle powerlessness range ($M = 6.179$) and those who were low on powerlessness ($M = 6.923$) was found to be significant ($p < .01$). However, no significant difference was found between those who were in the middle range of powerlessness and those who were high on powerlessness. From these findings, it may be concluded that the effects of powerlessness on the acquisition of control-relevant knowledge may be more extensive than previously anticipated. That is, the effects were found not only when the high powerlessness group was compared to the low powerlessness group, but also when the middle powerlessness group was compared to the low powerlessness group.

Hypothesis Two

Two dependent variables were considered in the testing of hypothesis two; a parent's attitude toward his/her child's education and a parent's attitude toward the school board trustees. The correlation coefficient (Pearson Product Moment) for these two variables was .58. As this correlation coefficient was of sufficient magnitude, multivariate analysis of variance was used to determine the effects of

Presentation and Discussion of Results

powerlessness and social class on a parent's attitudes toward both his/her child's education and the school board trustees.

In hypothesis two, it was predicted that:

Those parents who scored high on powerlessness would display more negative attitudes toward the school board trustees and toward the education of their children than those who scored low on powerlessness.

Significant main effects were found for powerlessness $F(4,1834) = 5.552, p < .001$ and social class $F(4,1834) = 4.230, p < .01$. The interaction between powerlessness and social class was not significant $F(8,1834) = 1.008, p > .05$.

The predicted difference in a parent's attitude toward his/her child's education and the school board trustees as a function of his/her feelings of powerlessness was supported. To determine which differences were significant, the Roy-Bose procedure for multivariate analysis was used to construct confidence intervals for differences between the attitude means of the high, middle and low powerlessness groups. The results of this analysis are found in Table 11.

The difference between the mean attitude scores for both a parent's attitude toward his/her child's education and his/her attitude toward the school board trustees was significant ($p < .01$). In both cases, those subjects who had high powerlessness scores had lower mean attitude scores (The Education That Your Child is Receiving, $M = 57.84$; The School Board Trustees of the Separate School Board, $M = 53.15$) than those subjects who had low powerlessness

Table 11

Roby-Rose Confidence Intervals for the Differences
Between Attitude Means for the
High, Middle and Low Powerlessness Groups
(.99 Intervals)

Compared means	df	Upper limit	Lower limit
The education that your child is receiving			
$\bar{X}_1 - \bar{X}_2$	4,1834	3.542	-1.729
$\bar{X}_1 - \bar{X}_3$	4,1834	5.948	0.164*
$\bar{X}_2 - \bar{X}_3$	4,1834	4.935	-0.838
The trustees of the separate school board			
$\bar{X}_1 - \bar{X}_2$	4,1834	4.069	-1.603
$\bar{X}_1 - \bar{X}_3$	4,1834	7.7777	1.553*
$\bar{X}_2 - \bar{X}_3$	4,1834	6.400	0.199*

Note. $N = 927$.

\bar{X}_1 = Low Powerlessness.

\bar{X}_2 = Middle Powerlessness.

\bar{X}_3 = High Powerlessness.

* $p < .01$.

Presentation and Discussion of Results

scores ($\bar{M} = 60.67$ and $\bar{M} = 57.30$ respectively). Therefore, hypothesis two was supported in the direction predicted. That is, those parents who scored high on powerlessness did display more negative attitudes toward the education that their children were receiving and toward the school board trustees than those who were low on powerlessness.

As can be seen from Table 11, there was also a significant difference in mean attitude score between the middle and high powerless groups relative to their attitudes toward the school board trustees. Those who were high on powerlessness were found to express significantly more negative attitudes toward the trustees ($\bar{M} = 53.15$) than those who were in the middle range of powerlessness ($\bar{M} = 56.02$). This same trend was not found when the attitudes held by parents toward the education of their children were examined. These results appear to support the suggestion that a sense of powerlessness results in more extremes of attitudes relative to school board trustees than it does relative to the education of one's child. The fact that most parents believe an education is vital to the future of their children may have a moderating effect on powerlessness. That is, even the parent who experiences an extreme sense of powerlessness, may have positive attitudes toward his/her child's education. The reason for this may be the belief that an education is a necessity for the child's future.

Presentation and Discussion of Results

In summary, both hypothesis one and hypothesis two were supported in the direction predicted. Those parents who had a high sense of powerlessness, as measured by the Powerlessness Scale, did appear to have acquired less control-relevant knowledge about the education of their children and the local school board. Further, those subjects with a high sense of powerlessness were found to have lower mean attitude scores when asked to indicate their attitudes toward both the education of their children and the school board trustees.

Seeman found support for his hypothesized relationship between powerlessness and control-relevant knowledge using various settings; tuberculosis hospitals, a reformatory, and the male population in Malmö Sweden. In the present study, Seeman's thesis was supported using a different social setting--a school board and the parents served by it.

In the theoretical rationale it had been argued that those parents who had a high sense of powerlessness would believe that they were controlled by fate, luck or powerful others. Thus, any control-relevant knowledge that was made available to them in their environment would appear irrelevant to them. They would chose to ignore information of this nature rather than to acquire it.

Presentation and Discussion of Results

Information about the education of one's child and about the local school board was considered control-relevant knowledge. It was knowledge that was useful in the planning, managing and controlling of one's life situation. It must be assumed that the same information was made available to all parents within a particular school board setting, and yet a difference existed in the amount of information held by various individuals. Social class, no doubt, had some effect but when this variable was controlled, the difference was still evident. To a significant degree, this difference was found to be a function of the parent's sense of powerlessness.

A second behavioral consequence of powerlessness was proposed. It was argued that one who had a high sense of powerlessness would hold more negative attitudes toward his/her life situation and toward those who controlled his/her life situation. In the present study, this life situation was the education of one's child and those who controlled it were the school board trustees. When social class was statistically controlled, those parents who had a high sense of powerlessness were found to display more negative attitudes toward their life situation (the education of their children) and those who controlled their life situation (the school board trustees).

Presentation and Discussion of Results

Supplementary Findings

Social class. Although social class was used only as a blocking variable in the present study, some of the findings are reported here as they may be of interest to researchers in the future.

There were significant differences found for the main effects of social class for both control-relevant knowledge, $F(2,918) = 55.710, p < .001$, and attitudes toward the education of one's child and the school board trustees, $F(4,1834) = 4.230, p < .01$. Using the same post hoc procedures used for testing the hypotheses, control-relevant knowledge was found to have a direct relationship to social class. The differences between the control-relevant knowledge means for the low ($M = 5.61$), middle ($M = 6.38$) and high ($M = 7.888$) SES subjects were all significant ($p < .01$). It would appear that the amount of control-relevant knowledge that one possesses is, at least in part, a function of such social class variables as education. The post hoc analysis, to test for significant mean differences in attitudes, produced similar results for both types of attitudes. The only significant difference found between social classes was between the high and middle groups. The middle-class subjects were found to hold significantly more positive attitudes both towards the education of their children ($M = 60.92$) and the school board trustees ($M = 53.75$) than the high social

Presentation and Discussion of Results

class subjects ($M = 58.21$ and $M = 53.75$ respectively).

The more positive attitudes expressed by the middle-class subjects may be a reflection of their feelings of the importance of a "good" education. Middle-class subjects are likely to be "upward mobiles" and to see education as the key to their children achieving this. As the high social class subjects already have "status", they may view education as a "right" whereas the middle-class subjects may view it as a "need".

Non-control-relevant knowledge. Because of the relevance to the present research and to future research, the findings for non-control-relevant knowledge are presented.

Seeman (1963, 1967) stressed that learning associated with powerlessness was differential in nature. That is, powerlessness was correlated with the acquisition of control-relevant knowledge but not non-control-relevant knowledge. This was tested using the data from the present study. As reported earlier, there was a significant difference between the high and low powerlessness means for control-relevant knowledge, however, this was not the case for non-control-relevant knowledge, $F(2, 918) = 0.4559, p > .05$. The non-control-relevant knowledge means for the high, middle and low powerlessness groups were 2.16, 2.10 and 2.21.

If an individual feels powerless, he/she chooses to ignore control-relevant knowledge that is available in his/her

Presentation and Discussion of Results

environment. He/she believes that this (type of information is irrelevant to him/her as powerful others really control what happens. However, in the case of non-control-relevant knowledge, he/she does not necessarily chose to ignore it. It is not information that can be acted upon in the near future and thus there is no question of control. The individual may acquire it or ignore it, depending upon his/her interest at that particular time.

The fact that no differences were found using non-control-relevant knowledge as a dependent variable allows the researcher to feel more confident that the theoretical argument relating powerlessness to control-relevant knowledge is a valid argument.

Summary and Conclusions

The purpose of the present study was to examine behavioral consequences of the alienation of parents within a specific social system--the local educational system responsible for educating their children. The variant of alienation used was powerlessness which was defined as a low expectancy that one's own behavior can control the occurrence of personal and social rewards (Seeman, 1959, 1972).

It was hypothesized that there would be a relationship between powerlessness and two behavioral consequences of it: (1) the acquisition of control-relevant knowledge, and (2) the expression of attitudes. The hypothesized relationships were supported. Those subjects who were high on powerlessness

Presentation and Discussion of Results

possessed less control-relevant knowledge relative to the local school and the school board. Further, they expressed more negative attitudes toward the education of their children and toward the school board trustees.

In summary, the present study is supportive of Seeman's thesis of the universality of the relationship between powerlessness and control-relevant knowledge. Seeman's behavioral consequence of powerlessness is expanded to include attitudes.

The implications of the present study for school personnel and school boards will be most strongly felt in the area of public relations. School boards and schools have changed quite dramatically in recent years. What was once the small local school board in charge of a very small number of community schools has become a large decentralized school board with responsibilities for large and often decentralized school units. With this has come increased social distance between the parent and the school board. This in turn has led to increased alienation in the form of powerlessness. In general, school board trustees and school principals have attempted to compensate for these problems by developing public relations programs. However, the most common function of the person in charge of the public relations program, as it relates to the parents, has been one of distributing information to them. School board

Presentation and Discussion of Results

trustees publish information bulletins, annual reports and such, while school principals send out newsletters or call meetings to present information on new programs. However, those parents who are in the high and in some cases in the middle range of powerlessness, are not likely to attend the information meetings or to read the information bulletins. They may view this information as irrelevant to them or as information that they personally can do little with or about. At the same time, these parents may well be those who hold the most negative attitudes. Therefore, it would seem that the objectives for any public relations program should place less emphasis on giving out information and more emphasis on decreasing the feelings of powerlessness in parents. If this is to be effective, parents must feel that their involvement, before the fact, is important and welcome. One way to accomplish this might be for school board trustees and principals to seek input from the parents rather than merely providing output. For example, each month a newsletter could be sent out to 10% of the ratepayers within the jurisdiction of the school board. This newsletter could be used by the trustees as a means of bringing to the attention of the ratepayers some of the more important decisions to be made in the near future. Further, it could be constructed in such a way as to solicit input from the ratepayers relative to the decisions to be made. Based upon a 10-month school year, at the end of a year every parent would have had

Presentation and Discussion of Results

at least one opportunity to have some input into school board decisions. In the initial stages, it would be vital that the parents have some feedback and could see some evidence of the school board trustees recognizing their input. As the parents come to feel less powerless, their control-relevant knowledge relative to the education of their children may increase and their attitudes toward the education of their children and the elected representatives may become more positive.

Recommendations for Future Research

In the present study, support for the hypothesized relationship between powerlessness and both control-relevant knowledge and attitudes was found. However, any cause and effect relationship was assumed, based upon Seeman's findings in his reformatory study (1963). This relationship should be confirmed.

Seeman described what he called the situation-alienation-behavior model. That is, certain situations in society lead to alienation which results in identifiable behaviors. What are the situations in society that lead to parent alienation? Are other variants of alienation displayed by parents relative to the educational system? What are the behavioral consequences of these other variants if they exist?

One recommendation that was put forth as a result of this study was that school boards should attempt to decrease

Presentation and Discussion of Results

the parent's sense of powerlessness relative to education.

Is this possible? What means would be most effective?

Those research subjects who scored high on powerlessness were found to have lower mean attitude scores than those who scored low on powerlessness. Does this relationship apply only to the two concepts that were measured? Is it possible that those who have a high sense of powerlessness generally express more negative attitudes, no matter the concept, than those who are low on powerlessness?

A major objective of the researcher was to determine if there was a relationship between powerlessness and both control-relevant knowledge and attitudes as they relate to the educational setting. It would appear that the relationship does in fact exist. Therefore, the present research is but a starting point. It is hoped that the questions posed in this section will not only encourage future researchers to examine them in detail but perhaps also provide some starting points for any such research.

References

- Adams, M. J. et al. Quality Education in Ontario: A Survey of the Parents' Perspective. The Ontario Department of Education, 1972.
- Agger, R. E. and Goldstein, M. N. Who Will Rule the Schools: A Cultural Crisis. California: Wadsworth Publishing Company, Inc., 1971.
- Blishen, B. R. A socioeconomic index for occupations in Canada. Canadian Review of Sociology and Anthropology, 1967, 4, 41-53.
- Blishen, B. R. et al. Canadian Society. Toronto: MacMillan Company of Canada Limited, 1968.
- Blishen, B. R. and McRoberts, H. A. A revised socioeconomic index for occupations in Canada. Canadian Review of Sociology and Anthropology, 1976, 13, 71-79.
- Browning, C. J. et al. On the meaning of alienation. American Sociological Review, 1961, 26, 780.
- Bullough, B. Alienation in the ghetto. American Journal of Sociology, 1967, 72, 469-478.
- Canada, Department of Manpower and Immigration. Canadian Classification and Dictionary of Occupations, Vol. 1, Classifications and Definitions; Vol. 2, Occupational Qualification Requirements, 1971.
- Canada, Statistics Canada. Census Tract Bulletin, 1971, Census of Canada Population and Housing Characteristics by Census Tracts: Kingston, July 1974.

References

- Canada, Statistics Canada. Occupational Classification Manual
Census of Canada, 1971 Based on Canadian Classification
and Dictionary of Occupations, Vol. 2, 1971.
- Clark, J. P. Measuring alienation within a social system.
American Sociological Review, November 1959, 24, 849-852.
- Coleman, J. S. et al. Equality of Education Opportunity.
 Government Printing Office, Washington, D.C., 1966.
- Coleman, J. S. Seaman's alienation and social learning in
 a reformatory: Implications of the findings on alienation.
American Journal of Sociology, July 1964; 70, 76-78.
- Curtis, J. E. and Scott, W. G. Social Stratification:
Canada. Scarborough, Ontario: Prentice-Hall of Canada
 Ltd., 1973.
- Dean, D. G. Dynamic Social Psychology, Toward Appreciation
and Replication. New York: Random House, 1969.
- Dean, D. G. Alienation: its meaning and measurement.
American Sociological Review, 1961, 26, 753-759.
 Reprinted in The Dynamic Social Psychology, D. G. Dean,
 1969.
- Educational Statistics Ontario, 1977. Ministry of Education
 Ontario.
- Feuer, L. What is alienation? The career of a concept.
New Politics, 1962, 1, 116-134.
- Fischer, E. The Essential Marx. New York: Herder and
 Herder, 1970.

References

- Franklyn, G. J. Alienation and achievement among Indian-Metis and non-Indians in the MacKenzie District of the Northwest Territories. The Alberta Journal of Educational Research, June 1974, 20, 157-169.
- Gamson, W. A. The fluoridation dialogue: is it an ideological conflict? Public Opinion Quarterly, 1961, 25, 526-537.
- Hanemann Lystad, M. H. Social alienation: a review of current literature. Sociological Quarterly, Winter 1971, 13, 90-113.
- Horowitz, I. L. The New Sociology. New York: Oxford University Press, 1964.
- Horton, J. E. and Thompson, W. E. Powerlessness and political negativism: a study of defeated local referendums. The American Journal of Sociology, March 1962, 67, 485-493.
- Hyman, H. H. and Sheatsley, P. B. Some reasons why information campaigns fail. Public Opinion Quarterly, Fall 1947, 11, 412-423.
- Johnson, F. Alienation: Concept, Terms and Meanings. New York: Seminar Press, 1973.
- Josephson, E. and Josephson, M. Man Alone: Alienation in Modern Society. New York: Dell Publishing Co., Ltd., 1968.

References

- Kaufman, A. S. On Alienation. Inquiry, 1968, 141-165. g
Reprinted in Alienation: Concept, Terms and Meanings
by F. Johnson.
- Kerlinger, F. N. Foundations of Behavioral Research.
New York: Holt, Rinehart and Winston Inc., 1966.
- Kornhauser, W. The Politics of Mass Society. New York:
The Free Press of Glencoe, 1961.
- Livingstone, D. W. Public Attitudes Toward Education in
Ontario, 1978. The Ontario Institute for Studies in
Education, Toronto, Ontario, 1978.
- Merton, R. K. and Nisbet, R. A. Contemporary Social
Problems. New York: Harcourt Brace and World, 1966.
- Middleton, R. Alienation, race and education. American
Sociological Review, December 1963, 28, 973-977.
- Miller, D. C. Handbook of Research Design and Social
Measurement. New York: David McKay Company Inc., 1970.
- Mouledous, J. C. and Mouledous, E. C. Seeman's alienation
and social learning theory in a reformatory: criticisms
of the concept of alienation. American Journal of
Sociology, July 1964, 70, 78-82.
- Neal, A. G. Stratification Concomitants of Powerlessness
and Normlessness: A Study of Political and Economic
Alienation. Unpublished Ph.D. thesis, The Ohio State
University, 1959.

References

- Néal, A. G. and Rettig, S. Dimensions of alienation among manual and non-manual workers. American Sociological Review, August 1963, 28, 599-608.
- Neal, A. G. and Rettig, S. On the dimensionality of alienation. American Sociological Review, February 1967, 32, 54-64.
- Neal, A. G. and Seeman, M. Organizations and powerlessness: a test of the mediation hypothesis. American Sociological Review, April 1964, 29, 216-226.
- Nettler, G. A measure of alienation. American Sociological Review, December 1957, 22, 670-677.
- Nunnally, J. C. Psychometric Theory. New York: McGraw-Hill Book Company, 1967.
- Olsen, M. E. Alienation and political opinions. Public Opinion Quarterly, 1965, 200-212.
- Olsen, M. E. Two categories of political alienation. Social Forces, 1969, 47, 288-298.
- Osgood, G. E. et al. The Measurement of Meaning. Urbana: University of Illinois Press, 1971.
- Patsula, P. J. Felt Powerlessness as Related to Perceived Parental Behavior. Unpublished Ph.D. thesis, The University of Alberta, 1969.
- Pearlin, L. I. Alienation from work: a study of nursing personnel. American Sociological Review, 1962, 27, 314-329.

References

- Pineo, P. C. and Porter, J. Occupational prestige in Canada. Canadian Review of Sociology and Anthropology, 1967, 4, 24-40.
- Pineo, P. C. et al. The 1971 census and the socioeconomic classification of occupations. Canadian Review of Sociology and Anthropology, February 1977, 14, 91-102.
- Robinson, J. P. and Shaver, P. R. Measures of Social Psychological Attitudes. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1973.
- Rotter, J. B. et al. Applications of a Social Learning Theory of Personality. New York: Holt Rinehart and Winston Inc., 1972.
- Schacht, R. Alienation. Garden City, New York: Doubleday and Company, Inc., 1970.
- Scott, M. B. The Social Sources of Alienation. Cited in The New Sociology, Horowitz, I. L., 1964, 239-251.
- Seeman, M. On the meaning of alienation. American Sociological Review, 1959, 24, 783-791.
- Seeman, M. Reply to the Whittier group. American Sociological Review, 1961, 26, 781.
- Seeman, M. and Evans, J. W. Alienation and learning in a hospital setting. American Sociological Review, December 1962, 27, 772-789.
- Seeman, M. Alienation and social learning in a reformatory. American Journal of Sociology, 1963, 69, 270-284.

References

- Seeman, M. Seeman's alienation and social learning in a reformatory: a reply to the reaction of Mouledous and Mouledous. American Journal of Sociology, July 1964, 70, 82-84.
- Seeman, M. Alienation, membership and political knowledge: a comparative study. Public Opinion Quarterly, 1966, 30, 353-367.
- Seeman, M. On the personal consequences of alienation in work. American Sociological Review, April 1967, 32, 273-285.
- Seeman, M. Powerlessness and knowledge: a comparative study of alienation and learning. Sociometry, 1967a, 30, 105-123.
- Seeman, M. et al. Community and Control in a Metropolitan Setting. In Race, Change and Urban Society, Edited by Orleans, P. Beverly Hills, California: Sage Publications, 1971, 423-450.
- Seeman, M. Alienation and knowledge-seeking: a note on attitude and action. Social Problems, 1972, 20, 3-17.
- Seeman, M. Social Learning Theory and The Theory of Mass Society. Paper presented at the Annual Meeting of the American Sociological Society, Los Angeles, September 1963a. Reprinted in Applications of a Social Learning Theory of Personality, Rotter et al., 1972, 395-404.



References

- Seeman, M. Alienation and Engagement. In The Human Meaning of Social Change, ed. A. Campbell and P. E. Converse. New York: Russell Sage, 1972a, 467-527.
- Seeman, M. Alienation studies. Annual Review of Sociology, 1975, 1, 264-305.
- Seeman, M. Some real and imaginary consequences of social mobility: a French-American Comparison. American Journal of Sociology, January 1977, 82, 757-782.
- Simmons, J. L. Some intercorrelations among "Alienation" measures. Social Forces, March 1966, 44, 370-372.
- Templeton, F. Alienation and political participation: some research findings. Public Opinion Quarterly, Fall 1966, 30, 353-367.
- Thompson, W. E. and Horton, J. E. Political alienation as a force in political action. Social Forces, March 1960, 38, 190-195.
- Tolor, A. Alienation as measured by three different instruments. The Journal of Psychology, 1974, 86, 297-302.



APPENDIX 1

THE SURVEY OF PARENTS' ATTITUDES TOWARD
AND KNOWLEDGE OF THE EDUCATION
OF THEIR CHILDREN (SPAK)



UNIVERSITÉ D'OTTAWA



OTTAWA, ONTARIO
Canada K1N 6N5

99
UNIVERSITY OF OTTAWA

FACULTÉ D'ÉDUCATION
FORMATION DES ENSEIGNANTS

FACULTY OF EDUCATION
TEACHER EDUCATION

1979 05 14.

Dear Parent:

Your school has been selected to take part in a survey of parents. The purpose of the survey is to gather information on how you feel and what types of information you have about your school system.

Different groups of parents are being surveyed throughout the _____ Separate School Board area. As your school represents one of these groups, it is very important that you complete the survey form. If you do not reply, there is a serious risk that those with opinions like yours will not be fairly represented.

After completing every question, please return the survey to your child's teacher. A return envelope has been provided for this purpose.

Thank you for your help and co-operation.

Yours truly,

A handwritten signature in cursive script that reads "G.F. Bates".

G.F. Bates,
Principal Researcher.

/slt

THE EDUCATION OF THEIR CHILDREN

The purposes of this survey are:

- 1) to find out how parents generally feel about events that they face and specifically how they feel about the educational system,
- 2) to determine how much and what kinds of information the school board is providing for parents.

DIRECTIONS

1. Please answer EVERY question. If you are not sure which answer is correct, you should choose the one that you think is the most likely to be correct.
2. NO signature is required.
3. Place the completed survey form in the envelope provided and return it to your child's teacher the next school day after receiving it.

SECTION 1

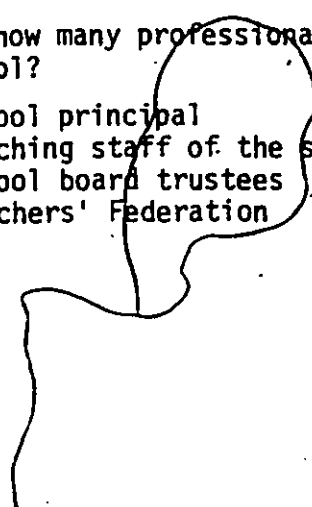
There are several answers provided for each question in this section. Please select the one answer which you believe to be correct. Indicate your answer by placing a circle around the letter immediately to the left of the answer you selected.

Example: Who was the Prime Minister of Canada in 1978?

- (a) Broadbent
- (b) Clark
- (c) Davis
- (d) Trudeau

1. Who has the major responsibility for supervising and evaluating the teachers in the school that your child attends?
 - (a) Ministry of Education officials
 - (b) The Teachers' Federation
 - (c) The School Principal
 - (d) Other teachers

2. A record is kept of what happens at each regular school board meeting and this record may be examined:
- (a) by any taxpayer
 - (b) by trustees only
 - (c) by Ministry of Education Officials only
 - (d) by any taxpayer if he is accompanied by a school board trustee
3. Who supervises the school safety patrols/crossing guards?
- (a) A safety officer from the school board
 - (b) The police department
 - (c) Canada Safety Council
 - (d) Frontenac County Safety Council
4. Who decides what extra curricular programs will be offered in your child's school?
- (a) The principal and staff
 - (b) A board-wide committee
 - (c) The school board trustees
 - (d) The Teachers' Federation
5. In any elementary school the maximum amount of homework that a teacher may assign to a student is controlled by:
- (a) the school board trustees-
 - (b) the principal
 - (c) the Teachers' Federation
 - (d) the Minister of Education
6. How many school board trustees are there on the _____
_____ Separate School Board?
- (a) 10
 - (b) 12
 - (c) 14
 - (d) 16
7. At regular school board meetings, presentations by parents are:
- (a) not permitted
 - (b) permitted if permission is requested and granted before the meeting
 - (c) permitted if the presentation deals only with school curriculum
 - (d) permitted during the first half hour of each board meeting

8. The number of trustees who are elected to any school board in Ontario is:
- (a) 14
 - (b) decided by the school board trustees before each election
 - (c) based upon the population of the area they represent
 - (d) 20
9. The official school records which are kept on your child may be examined by you:
- (a) at any time during regular school hours
 - (b) if a written request is sent to the Director of Education
 - (c) if the classroom teacher agrees
 - (d) if the principal gives his permission
10. How many students attend the schools of the _____
_____ Separate School Board?
- (a) 2,000 - 3,000
 - (b) 4,000 - 5,000
 - (c) 7,000 - 8,000
 - (d) more than 10,000
11. The Director of Education for any school board in Ontario is:
- (a) hired by the school board
 - (b) elected for a 2 year term
 - (c) appointed by the Minister of Education
 - (d) appointed by the Teachers' Federation
12. The decision to close a school which has a small enrolment is made by:
- (a) the Minister of Education
 - (b) the Director of Education
 - (c) the School Board Trustees
 - (d) a committee of the Teachers' Federation
13. Who decides how many professional activity days there will be for your child's school?
- (a) The school principal
 - (b) The teaching staff of the school
 - (c) The school board trustees
 - (d) The Teachers' Federation
- 

14. How many years of education after grade 13 are now required to become a teacher?

- (a) 1 year
- (b) 2 years
- (c) 3 years
- (d) 4 years

15. In your child's school, who decides how the school budget for pupil supplies and equipment will be spent?

- (a) The School Board Trustees
- (b) The Director of Education
- (c) The School Principal
- (d) Officials from the Ministry of Education

16. Regular school board meetings are open to the public.

- (a) Never
- (b) Always
- (c) If requested by 10 taxpayers
- (d) When the school board trustees decide that they will be

17. What is the approximate total cost to the _____ Separate School Board to educate one elementary school student for one year?

- (a) \$1000
- (b) \$1600
- (c) \$2000
- (d) \$2500

18. The amount of control that I have over the education of my child now is:

- (a) considerable
- (b) some
- (c) very little
- (d) none

19. The amount of control that I would like to have over the education of my child is:

- (a) much more than I have now
- (b) more than I have now
- (c) about what I have now
- (d) less than I have now
- (e) much less than I have now

SECTION 2

The purpose of this section is to find out what you think about certain events which we face in our society. FOR EACH OF THE 12 QUESTIONS LISTED BELOW, PLACE AN X BESIDE THE STATEMENT THAT YOU MORE STRONGLY BELIEVE TO BE TRUE. Be sure to check the statement you actually believe to be true, rather than the one you think you should check or the one you would like to be true.

1. I think we have adequate means for preventing run-away inflation.
 There's very little we can do to keep prices from going higher.

2. If I had a problem related to my child's education, I would feel free to call the School Board office.
 As a parent, I would hesitate to call the School Board office about a problem related to my child's education.

3. Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.
 I feel that we have adequate ways of coping with pressure groups.

4. As a parent, I have considerable control over the type of education that my child receives.
 People other than parents are the ones that really control the educational system.

5. A lasting world peace can be achieved by those of us who work toward it.
 There's very little we can do to bring about a permanent world peace.

6. There's very little persons like myself can do to improve world opinion of Canada.
 I think each of us can do a great deal to improve world opinion of Canada.

Note. X is powerlessness measure for the Powerlessness Scale.

F is a filler.

7. Parents are provided with many opportunities to become involved in making educational decisions.

F Parents seldom if ever are given an opportunity to become involved in making educational decisions.

8. This world is run by the few people in power, and there is not much the little guy can do about it.

The average citizen can have an influence on government decisions.

9. F There is too much emphasis on athletics in high school.

Team sports are an excellent way to build character.

10. It is only wishful thinking to believe that one can really influence what happens in society at large.

People like me can change the course of world events if we make ourselves heard.

11. Parents' ideas about how schools should be operated and what they should teach are often adopted by the School Board.

F When it comes to deciding how schools should be operated and what they should teach, parents are generally not consulted, or if they are, they are the last ones to be consulted.

12. X More and more, I feel helpless in the face of what's happening in the world today.

I sometimes feel personally to blame for the sad state of affairs in our government.

SECTION 3

In this section we would like to find out how you feel about:

- (A) THE EDUCATION THAT YOUR CHILD IS RECEIVING,
- (B) THE SCHOOL BOARD TRUSTEES OF THE SEPARATE SCHOOL BOARD

Under each of the above headings, there are several pairs of words such as, good-bad and valuable-worthless. Between each of these pairs of words, there are 7 numbers. You are to select the number that best represents how you feel, and place an X on the line above it.

EXAMPLE:

fair : X : : : : : : unfair

Here is what each number means in the example above:

- 7 .. fair
- 6 .. quite fair
- 5 .. slightly fair
- 4 .. undecided or no opinion
- 3 .. slightly unfair
- 2 .. quite unfair
- 1 .. unfair

(A) THE EDUCATION THAT YOUR CHILD IS RECEIVING

good : : : : : : : bad

valuable : : : : : : : worthless

pleasing : : : : : : : annoying

positive : : : : : : : negative

satisfactory : : : : : : : unsatisfactory

favourable : : : : : : : unfavourable

strong : : : : : : : weak

exciting : : : : : : : dull

fast : : : : : : : slow

meaningful : : : : : : : meaningless

precise : : : : : : : vague

(B) THE SCHOOL BOARD TRUSTEES OF THE

SEPARATE SCHOOL BOARD

powerful	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	weak
good	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	bad
valuable	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	worthless
active	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	passive
efficient	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	inefficient
successful	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	unsuccessful
open	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	secretive
effective	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	ineffective
careful	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	careless
important	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	unimportant
sincere	$\frac{7}{7}$	$\frac{6}{6}$	$\frac{5}{5}$	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{1}{1}$	insincere

SECTION 4

The information obtained in this section will be used to determine how representative those people who complete the survey are of parents who have children attending the schools of the _____ Separate School Board.

1. How many children do you have attending the schools of the _____ Separate School Board and in what grades?

Number of children _____ Grades _____

2. Indicate the number of years that you have lived in _____
_____ years

3. Sex of the person who completed this survey - Male _____ Female _____

4. What is the occupation of the major wage earner in your family? Please be as specific as possible. (for example, sales clerk at Sears, women's shoes)

CODED USING THE CENSUS CANADA CODING MANUAL AND TRANSLATED

INTO THE PINEO ET AL. OCCUPATIONAL CODE

5. What does the major wage earner spend his/her time on the job doing? (describe briefly)

Use the space below for any additional comments that you would like to make.

HAVE YOU COMPLETED EVERY QUESTION? THANK YOU FOR YOUR HELP AND COOPERATION. PLACE THE COMPLETED SURVEY IN THE ENVELOPE PROVIDED AND RETURN IT TO YOUR CHILD'S TEACHER.

APPENDIX 2

RAW DATA BY SUBJECT

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
01100	3	3	6	70	72	3
01101	2	1	5	44	44	4
01102	2	3	7	68	69	1
01103	2	3	7	67	69	1
01104	2	2	6	66	59	1
01105	3	1	9	33	44	2
01106	3	2	12	70	67	1
01107	2	2	4	53	44	1
01108	3	3	5	57	56	1

Note. Powerlessness Group... 1 - Low

2 - Middle

3 - High.

SES Group... 1 - High

2 - Middle

3 - Low.

CRK - Control-Relevant Knowledge.

Attitude (1) - The Education That Your Child is
Receiving.

Attitude (2) - The School Board Trustees of the
Separate School Board.

NCR - Non-Control-Relevant Knowledge.

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
01109	1	1	10	61	55	3
01110	2	1	4	45	55	2
01111	1	1	10	70	60	3
01112	1	2	4	67	64	3
01113	2	2	9	58	68	1
01114	1	1	10	58	57	1
01115	2	2	3	77	77	2
01116	1	1	11	27	40	2
01117	3	3	11	68	44	2
01118	2	1	6	63	70	1
01119	1	1	10	44	61	1
01120	3	1	8	61	65	0
01121	3	1	3	61	60	3
01122	2	2	3	70	69	2
01123	1	1	12	64	56	3
01124	1	1	9	62	64	3
01125	1	3	3	66	66	3
01126	1	2	4	62	47	2
01127	1	2	8	42	33	2
01128	2	3	6	66	48	2
01129	3	2	6	55	57	2
01130	3	2	7	75	76	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
01131	3	3	3	67	63	2
01132	2	3	6	44	44	2
01133	3	2	8	66	67	2
01134	2	1	10	65	62	2
01135	2	2	5	59	44	1
01136	1	3	7	62	44	4
01137	3	3	6	74	77	2
01138	2	1	11	38	32	5
01139	1	2	11	59	58	2
01140	2	3	4	50	60	2
01141	1	1	9	67	66	3
01142	2	2	6	67	55	1
01143	1	1	7	65	69	3
01144	2	1	5	66	70	1
01145	2	2	3	39	52	3
01146	2	1	5	49	55	1
01147	2	3	6	62	68	2
01148	1	1	8	64	49	2
01149	2	1	8	37	47	2
01150	2	2	7	63	72	4
01151	1	3	4	68	64	1
01152	1	1	11	62	55	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
01153	1	2	8	65	64	2
01154	1	2	11	61	61	4
01155	2	1	10	66	40	4
01156	1	3	9	66	44	3
01157	1	2	4	63	57	2
01158	2	2	5	70	67	2
01159	3	2	4	74	65	4
01160	2	1	9	73	69	2
01161	2	2	7	55	44	2
01162	3	3	5	44	44	3
01163	2	1	6	39	40	2
01164	1	3	4	60	53	3
01165	3	1	6	66	55	3
02100	3	2	6	75	77	1
02101	1	3	5	57	44	2
02102	2	3	6	59	61	2
02103	1	3	9	66	72	1
02104	3	3	4	42	53	3
02105	2	3	8	63	60	1
02106	2	3	6	70	72	2
02107	1	3	6	56	55	2
02108	2	2	8	61	64	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

02109	3	3	2	77	46	0
02110	2	3	12	77	65	4
02111	2	3	8	72	65	2
02112	1	3	3	44	72	1
02113	2	3	5	75	63	2
02114	2	3	4	65	75	2
02115	1	2	8	77	77	2
02116	2	3	4	28	13	2
02117	1	1	3	68	44	2
02118	2	2	5	46	57	2
02119	3	2	5	55	55	3
02120	1	2	10	73	44	3
02121	2	3	7	73	71	3
02122	2	3	3	77	77	1
02123	1	2	1	58	39	1
02124	1	1	11	41	60	3
02125	2	3	3	73	62	3
02126	3	2	5	56	55	1
02127	1	2	11	59	60	1
02128	2	3	6	56	48	1
02129	1	2	7	63	63	3
02130	3	2	4	41	41	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
02131	3	3	3	66	66	3
02132	3	2	4	11	72	0
02133	1	3	4	70	68	2
02134	1	2	6	65	64	2
02135	2	3	3	69	63	0
02136	2	3	6	51	40	1
02137	3	3	8	66	31	0
02138	1	2	7	77	68	2
02139	3	2	7	72	74	2
02140	1	3	7	41	58	3
02141	3	3	10	35	37	1
02142	3	3	4	61	67	1
02143	2	3	4	56	51	3
02144	1	3	2	68	71	2
02145	3	3	1	77	77	2
02146	2	3	1	71	60	3
02147	2	3	3	67	68	2
02148	2	2	3	53	57	1
02149	3	3	3	53	62	1
02150	3	2	6	49	52	2
02151	1	2	7	77	77	2
02152	1	3	6	64	74	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
02153	3	3	6	69	73	1
02154	2	3	4	70	68	2
02155	3	2	10	41	48	3
02156	2	3	6	77	73	0
02157	1	3	5	72	76	0
02158	2	3	6	61	43	1
02159	3	2	1	77	77	2
02160	2	3	2	67	67	2
02161	2	3	4	61	68	2
02162	3	3	4	67	77	3
02163	3	3	7	77	44	2
02164	3	3	12	66	77	0
02165	2	3	3	59	54	2
02166	3	1	6	53	45	0
02167	1	2	4	69	66	1
02168	3	2	6	71	66	3
02169	2	2	6	53	45	2
02170	3	2	7	62	44	1
02171	1	3	4	59	53	1
03100	1	3	3	68	59	2
03101	3	2	4	69	61	5
03102	2	2	4	67	61	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
03103	2	1	11	69	69	2
03104	1	3	7	67	61	2
03105	3	2	5	53	55	2
03106	1	1	7	72	64	2
03107	3	2	7	66	63	2
03108	2	2	4	60	60	4
03109	2	3	6	56	54	3
03110	2	3	4	55	44	1
03111	2	1	7	49	47	1
03112	2	3	4	55	43	2
03113	1	3	10	58	55	1
03114	1	1	11	35	43	3
03115	2	2	5	60	75	2
03116	3	3	6	68	57	3
03117	1	1	8	40	47	2
03118	3	3	2	70	55	1
03119	3	2	2	68	44	2
03120	2	1	5	66	75	1
03121	1	1	5	36	36	1
03122	2	2	5	69	48	1
03123	1	1	10	62	59	2
03124	3	1	8	65	44	4

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
03125	3	1	6	59	60	2
03126	2	3	4	68	57	2
03127	2	2	9	55	60	4
03128	3	1	4	22	33	0
03129	1	1	7	56	64	3
03130	2	2	7	65	49	1
03131	1	2	4	52	63	1
03132	2	2	7	62	50	2
03133	1	1	8	57	44	4
03134	1	1	10	64	60	2
03135	3	2	9	70	74	1
03136	2	3	5	52	58	1
03137	1	1	10	68	51	1
03138	1	2	8	61	59	2
03139	2	2	6	65	63	3
03140	1	2	3	51	51	1
03141	2	1	9	67	61	3
03142	1	1	7	67	73	1
03143	2	1	12	69	55	3
03144	2	1	7	52	42	3
03145	2	3	3	61	50	3
03146	2	1	2	66	58	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
03147	2	1	10	73	69	3
03148	3	1	4	51	57	1
03149	1	2	8	77	55	2
03150	1	1	12	59	53	2
03151	3	3	8	61	54	2
03152	2	2	5	50	45	3
03153	1	2	5	77	55	2
03154	2	1	3	66	61	3
03155	3	3	7	66	66	2
03156	1	3	6	52	39	3
03157	1	1	7	63	63	2
03158	1	2	8	63	61	2
03159	2	2	3	61	68	0
03160	1	2	5	58	64	1
03161	3	2	9	56	71	1
03162	2	1	5	62	64	1
03163	1	2	9	67	61	1
03164	1	1	5	65	44	0
03165	3	3	6	66	65	2
03166	3	3	2	62	59	0
03167	1	2	10	70	65	1
03168	3	2	4	64	63	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

03169	2	2	4	60	63	1
03170	3	3	3	66	44	3
03171	1	3	4	66	55	2
03172	3	2	5	33	40	3
03173	2	3	2	40	39	3
03174	1	2	6	45	50	2
03175	2	1	12	65	53	2
03176	2	3	8	63	61	3
03177	1	3	8	45	51	1
03178	2	1	10	66	58	4
03179	2	3	1	64	61	3
03180	2	2	4	68	70	3
03181	1	1	10	61	58	4
03182	3	2	5	71	70	4
03183	1	3	9	61	50	3
03184	3	1	9	60	52	2
03185	1	2	6	67	67	2
03186	3	1	10	41	40	4
03187	1	2	3	75	76	3
03188	3	1	7	72	47	4
03189	1	2	9	63	68	3
03190	1	1	7	57	48	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
03191	2	1	10	73	67	1
03192	2	1	9	65	60	3
03193	3	1	10	77	43	3
03194	2	3	8	73	62	2
03195	2	2	5	59	53	1
03196	3	1	3	44	44	4
03197	1	1	7	61	66	4
03198	1	1	9	63	63	3
03199	1	1	8	67	67	2
04100	1	1	7	56	52	3
04101	2	3	3	58	55	2
04102	3	3	10	39	53	3
04103	1	1	6	65	44	3
04104	3	2	11	58	60	3
04105	2	2	10	45	55	3
04106	1	2	6	65	66	2
04107	1	2	9	60	60	4
04108	3	2	11	63	67	4
04109	2	2	8	53	55	3
04110	2	1	9	61	62	2
04111	2	2	2	62	42	2
04112	1	2	10	74	74	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

04113	1	2	9	66	66	2
04114	1	1	5	60	52	2
04115	1	3	7	55	50	5
04116	2	1	8	49	44	2
04117	1	2	11	58	52	2
04118	3	1	5	18	24	2
04119	1	1	7	77	66	2
04120	3	3	10	51	42	3
04121	1	2	8	77	54	3
04122	3	3	5	59	53	1
04123	1	2	5	48	48	1
04124	1	1	6	65	43	2
04125	2	3	8	44	44	5
04126	1	1	10	61	42	4
04127	1	2	5	77	77	1
04128	2	1	2	53	60	2
04129	2	2	8	46	39	3
04130	1	1	9	64	65	4
04131	2	2	4	58	56	2
04132	1	3	7	66	62	2
04133	1	2	9	57	63	4
04134	2	2	8	45	44	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
04135	3	2	5	76	66	1
04136	1	1	9	68	69	1
04137	2	3	8	74	44	2
04138	3	1	8	44	46	2
04139	2	2	10	63	44	3
04140	2	1	6	51	45	3
04141	1	1	6	52	53	1
04142	2	1	11	35	58	4
04143	3	1	6	50	55	2
04144	2	3	8	61	60	3
04145	3	3	11	69	41	3
04146	3	3	6	57	54	2
04147	3	1	4	54	44	1
04148	2	1	7	44	44	2
04149	1	1	9	44	57	3
04150	3	2	11	64	57	2
04151	2	1	6	51	48	1
04152	1	1	10	64	64	3
04153	2	1	8	67	69	2
04154	1	1	8	77	67	3
04155	1	2	7	57	63	2
04156	3	3	5	33	53	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
04157	1	3	6	76	63	2
04158	1	2	7	51	58	2
04159	1	2	9	69	55	2
04160	2	2	8	62	56	1
04161	2	2	7	68	44	1
04162	1	3	7	70	58	4
04163	2	1	10	56	57	4
04164	2	1	3	50	67	1
04165	2	2	4	44	44	2
04166	2	3	9	32	28	5
04167	2	2	7	62	30	2
04168	3	1	4	56	50	3
04169	1	1	9	61	57	3
04170	3	1	10	58	55	3
04171	2	1	3	64	56	4
04172	3	1	7	43	54	1
04173	3	1	7	71	64	2
04174	1	1	6	47	42	3
04175	2	1	10	77	63	3
04176	1	1	10	64	49	4
04177	3	3	7	77	44	3
04178	2	3	1	73	66	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
04179	2	1	7	62	70	3
04180	3	1	4	59	57	3
04181	3	2	9	48	49	1
04182	2	3	5	62	59	3
04183	3	1	8	59	32	3
04184	1	3	6	44	44	2
04185	2	3	10	71	70	3
04186	1	1	7	43	52	1
04187	2	1	12	66	66	4
04188	3	1	10	76	44	3
04189	1	3	10	44	44	2
04190	2	3	5	64	64	2
04191	3	2	7	50	56	2
04192	2	2	5	69	66	2
04193	3	1	4	47	46	2
04194	1	2	9	77	55	2
04195	2	3	3	57	57	3
04196	1	3	6	58	59	2
04197	2	3	7	66	66	2
04198	2	2	6	70	44	3
04199	1	2	9	64	66	1
04200	1	2	1	67	66	0

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
04201	3	2	6	44	65	2
04202	1	3	4	66	66	1
04203	1	2	4	59	58	2
04204	3	3	6	39	44	2
04205	2	3	7	14	55	4
04206	1	2	4	65	64	3
04207	1	1	9	61	55	2
04208	1	1	6	56	57	2
04209	2	3	5	67	65	3
04210	3	1	9	51	60	4
04211	1	2	7	65	66	2
04212	1	3	2	67	60	2
04213	3	1	7	25	53	2
04214	1	1	10	65	70	3
04215	1	2	7	71	66	2
04216	1	2	5	51	44	2
04217	3	2	7	66	66	2
04218	2	3	11	62	44	1
04219	2	2	5	57	55	2
04220	3	3	5	33	33	2
04221	2	1	6	60	53	3
04222	2	1	8	68	70	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
04223	1	2	5	67	53	2
04224	3	2	4	66	44	1
04225	3	2	6	64	62	1
04226	1	2	6	34	32	1
04227	2	1	11	66	66	3
04228	2	1	8	64	66	2
04229	1	1	7	64	45	4
04230	3	2	6	59	51	1
04231	2	1	5	49	58	2
04232	1	1	11	48	59	2
04233	1	1	8	55	54	3
05100	2	3	5	34	50	3
05101	1	1	7	57	68	1
05102	2	2	6	63	57	4
05103	1	1	6	61	35	3
05104	1	1	7	77	33	3
05105	1	1	11	66	60	2
05106	1	2	5	70	55	1
05107	1	3	2	77	77	2
05108	2	1	11	55	33	1
05109	1	1	9	69	67	1
05110	3	2	7	47	30	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
05111	3	3	2	58	36	2
05112	3	3	2	65	66	3
05113	1	2	5	75	66	3
05114	2	3	8	54	44	2
05115	3	2	5	55	58	1
05116	1	3	6	37	61	3
05117	2	1	7	66	62	2
05118	1	3	10	65	55	4
05119	3	1	4	47	47	2
05120	2	3	6	62	48	2
05121	3	2	4	77	45	4
05122	2	1	4	57	54	2
05123	3	2	6	63	50	2
05124	2	2	5	62	65	4
05125	1	1	11	66	67	4
05126	3	1	7	50	48	2
05127	2	3	3	73	65	3
05128	3	1	7	51	44	2
05129	2	3	6	46	41	2
05130	1	3	5	60	59	3
05131	2	3	6	60	51	3
05132	1	3	6	17	32	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

05133	2	3	6	66	59	3
05134	1	3	3	66	53	3
05135	2	1	5	64	44	2
05136	1	3	2	66	66	2
05137	2	3	8	57	55	2
05138	3	2	10	51	49	2
05139	1	2	7	77	76	2
05140	2	2	5	55	55	1
05141	3	3	5	61	60	2
05142	1	3	8	68	71	2
05143	2	2	5	58	77	1
05144	2	3	7	60	65	1
05145	2	3	4	69	57	1
05146	1	2	6	53	50	2
05147	2	2	10	55	63	1
05148	1	2	5	67	67	1
05149	1	3	6	62	63	1
05150	2	2	7	58	50	2
05151	3	1	5	68	44	2
05152	2	2	9	33	47	3
05153	1	3	9	44	45	2
05154	2	1	6	56	56	4

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
05155	1	1	8	77	77	2
05156	3	1	10	62	46	3
05157	3	3	8	70	44	1
05158	2	2	9	59	61	4
05159	2	3	6	59	46	3
05160	2	1	11	70	45	3
05161	1	3	5	77	76	0
05162	3	2	8	56	35	2
05163	3	3	6	64	44	3
05164	1	2	5	75	60	0
05165	3	2	5	63	43	2
05166	3	3	2	55	69	1
05167	3	2	1	70	64	2
05168	1	2	6	65	70	3
05169	3	1	12	57	55	1
05170	2	1	11	69	74	3
05171	3	2	4	61	66	1
05172	1	3	6	67	56	4
05173	2	3	4	33	38	2
05174	2	3	7	66	66	2
05175	1	3	7	51	44	1
05176	1	2	5	66	66	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
05177	2	1	8	55	37	2
05178	2	2	5	53	55	3
05179	2	3	3	69	62	1
05180	2	1	10	56	66	3
05181	3	2	6	42	48	2
05182	1	2	7	60	62	3
05183	1	2	6	59	64	2
05184	3	3	8	63	77	2
05185	3	1	5	64	22	1
05186	3	3	10	59	55	2
05187	3	3	5	68	55	2
05188	2	1	8	62	39	2
05189	1	1	10	71	54	2
05190	2	1	9	63	72	2
05191	1	3	5	72	68	1
05192	3	2	7	64	72	3
05193	2	1	7	66	66	3
05194	3	3	2	73	73	0
05195	1	3	3	63	70	2
05196	3	3	3	66	70	4
05197	2	3	4	61	70	1
05198	3	3	7	59	22	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
05199	3	3	4	39	44	1
05200	1	1	11	66	54	4
05201	3	3	4	52	45	2
05202	1	1	4	61	63	1
06100	2	3	7	49	47	0
06101	2	1	9	44	44	1
06102	2	2	6	54	52	4
06103	3	3	4	65	60	2
06104	2	1	10	58	61	4
06105	3	3	6	65	61	2
06106	1	3	7	65	57	3
06107	1	2	3	73	74	1
06108	3	3	7	51	52	2
06109	2	2	4	71	55	2
06110	1	1	8	63	60	2
06111	1	3	2	64	66	1
06112	2	3	4	74	58	0
06113	1	3	4	50	47	2
06114	1	1	8	55	55	1
06115	1	2	6	57	59	4
06116	2	1	6	72	57	3
06117	1	3	9	62	61	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
06118	2	2	3	70	77	2
06119	2	3	10	73	60	2
06120	1	3	5	69	74	4
06121	2	2	5	46	44	2
06122	1	2	6	53	64	2
06123	2	1	2	77	77	2
06124	3	1	9	62	66	4
06125	3	2	10	53	47	2
06126	1	3	2	42	44	3
06127	2	3	3	33	33	0
06128	1	2	5	33	38	1
06129	2	2	11	60	54	2
06130	2	2	10	68	66	2
06131	1	1	10	58	55	2
06132	3	3	7	56	51	2
06133	3	3	2	64	65	1
06134	3	2	5	69	22	2
06135	1	2	5	68	66	2
06136	3	2	10	57	32	3
06137	3	3	6	50	44	2
06138	2	2	8	57	60	2
06139	3	3	4	53	38	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
06140	3	3	4	69	73	2
06141	2	3	6	58	65	2
06142	2	2	8	68	70	3
06143	1	3	8	55	44	1
06144	2	1	8	60	37	4
06145	2	3	2	56	46	1
06146	2	2	10	76	64	3
06147	1	3	6	69	72	0
06148	1	3	5	77	67	2
06149	3	1	9	63	53	4
06150	3	3	6	68	68	3
06151	2	2	10	61	61	3
06152	2	3	6	33	33	4
06153	2	2	7	68	69	1
06154	1	1	10	67	45	2
06155	3	3	6	56	47	2
06156	1	1	12	56	55	4
06157	2	3	4	68	69	2
06158	3	3	3	41	71	2
06159	2	3	8	52	18	1
06160	2	3	4	60	58	1
07100	3	1	7	71	53	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
07101	2	3	2	67	66	2
07102	3	1	11	59	44	2
07103	3	1	5	47	53	2
07104	1	3	3	66	68	1
07105	2	3	5	17	41	2
07106	2	2	3	62	66	2
07107	1	3	6	58	44	2
07108	2	3	8	47	44	1
07109	1	3	9	66	73	2
07110	3	2	8	60	56	2
07111	1	1	6	63	63	4
07112	2	3	9	60	55	1
07113	2	3	7	50	57	1
07114	2	3	1	54	47	1
07115	1	3	10	48	44	3
07116	2	2	2	77	77	2
07117	3	1	1	23	17	3
07118	2	3	8	77	74	3
07119	2	3	5	75	73	1
08100	1	3	2	68	77	3
08101	3	2	4	66	66	2
08102	1	3	6	60	48	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
08103	2	3	2	69	49	2
08104	2	2	10	66	47	3
08105	2	3	5	57	57	2
08106	2	3	8	62	63	1
08107	2	2	6	73	11	2
08108	2	3	7	68	58	3
08109	1	2	8	43	29	2
08110	2	3	7	53	61	2
08111	2	3	7	34	35	2
08112	1	2	3	44	44	2
08113	2	3	6	66	11	2
08114	2	3	7	46	51	4
08115	2	3	10	70	66	2
08116	2	2	3	58	69	2
08117	1	2	8	71	39	4
08118	1	3	9	40	23	4
08119	1	3	10	41	25	4
08120	2	2	5	52	14	2
08121	1	3	10	57	49	4
08122	3	3	4	65	45	3
08123	3	3	9	68	57	2
08124	2	2	6	59	64	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
08125	2	3	8	59	47	2
08126	3	3	10	50	20	4
08127	1	1	2	53	54	3
09100	1	1	12	58	65	3
09101	3	3	4	68	55	2
09102	3	2	5	74	55	1
09103	3	3	7	65	65	3
09104	2	3	4	67	64	1
09105	1	2	6	65	57	3
09106	3	3	3	42	53	0
09107	1	2	11	57	60	4
09108	1	3	5	57	51	2
09109	2	2	6	55	52	3
09110	3	1	9	61	46	4
09111	3	3	8	61	46	4
09112	3	2	5	53	67	2
09113	1	2	8	49	42	3
09114	1	3	5	29	26	3
09115	1	2	5	72	64	2
09116	2	3	6	50	42	3
09117	3	3	9	53	38	1
09118	2	2	3	67	68	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

09119	2	1	12	47	39	1
10100	3	3	8	59	49	3
10101	3	1	10	48	44	2
10102	3	1	10	58	58	2
10103	1	2	12	60	65	3
10104	1	2	10	65	75	2
10105	2	3	8	66	66	1
10106	3	3	4	44	69	2
10107	2	2	9	62	50	0
10108	1	3	6	55	44	3
10109	1	3	6	55	55	1
10110	2	3	6	71	62	1
10111	1	2	10	71	44	2
10112	1	2	9	48	46	2
10113	3	3	8	65	62	2
10114	2	2	4	61	58	1
10115	3	1	12	50	48	3
10116	1	3	9	54	44	2
10117	3	3	5	74	57	3
10118	1	2	9	62	72	2
10119	3	1	7	38	35	3
10120	1	2	12	43	43	4

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
10121	2	2	4	73	74	0
10122	3	1	11	61	62	1
10123	2	1	10	70	46	3
10124	1	1	10	64	63	2
10125	2	2	8	52	50	3
10126	3	3	11	38	38	2
10127	2	1	8	35	40	2
10128	1	2	7	64	37	2
10129	1	2	11	63	48	3
10130	1	1	11	56	46	3
10131	3	3	5	61	53	4
10132	3	3	5	47	59	2
10133	2	2	6	44	44	0
10134	2	1	8	33	44	3
10135	2	2	5	66	66	2
10136	1	1	12	67	44	4
10137	2	2	4	55	64	1
10138	1	1	6	53	77	2
10139	1	2	10	50	66	1
10140	2	1	11	33	33	3
10141	3	2	2	34	54	3
10142	1	1	8	59	61	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
10143	2	3	8	48	68	2
10144	1	1	7	63	59	3
11100	3	3	9	44	46	2
11101	1	2	6	62	61	3
11102	1	3	8	72	57	2
11103	3	3	3	55	44	2
11104	2	3	2	67	69	2
11105	3	2	5	54	60	2
11106	1	3	6	62	62	3
11107	3	2	4	55	56	1
11108	1	1	6	65	64	2
11109	1	3	5	44	44	4
11110	2	2	8	49	57	1
11111	1	1	11	64	50	5
11112	2	2	2	44	44	2
11113	3	2	6	60	57	2
11114	1	2	10	74	64	2
11115	2	3	4	72	61	3
11116	1	2	7	77	63	3
11117	2	3	4	58	64	0
11118	1	3	2	67	68	2
11119	3	3	8	63	61	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
11120	3	3	8	63	48	4
11121	1	2	6	58	54	2
11122	3	3	4	69	32	2
11123	1	3	7	65	59	2
11124	1	2	9	56	55	2
11125	3	3	5	67	71	2
11126	3	2	6	66	58	2
11127	2	3	6	59	62	2
11128	2	2	3	77	44	1
11129	3	2	4	68	52	1
11130	2	3	2	77	77	2
11131	3	3	7	65	67	1
11132	2	2	7	69	53	3
11133	1	3	11	66	71	2
11134	2	3	4	61	65	2
11135	3	2	8	56	56	2
11136	2	3	5	44	44	1
11137	1	2	10	37	40	1
11138	2	3	9	67	44	2
11139	2	2	6	64	71	1
11140	2	3	5	58	53	2
11141	2	3	4	69	63	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude (1)	Attitude (2)	NCR
11142	2	3	5	61	57	1
11143	2	1	7	59	58	3
11144	2	2	7	74	73	4
11145	3	3	7	63	63	1
11146	1	3	11	46	63	2
11147	1	3	5	67	77	3
11148	3	3	3	64	56	2
11149	2	2	9	77	64	1
11150	3	1	9	74	67	2
11151	1	3	8	71	41	2
11152	3	3	4	69	33	2
11153	3	3	7	55	56	1
11154	1	3	1	61	55	3
11155	2	3	5	69	71	1
12100	2	3	4	48	44	3
12101	3	1	11	64	44	4
12102	1	2	9	70	76	2
12103	2	3	4	67	68	3
12104	2	3	11	46	67	1
12105	1	2	8	49	45	2
12106	2	3	9	65	62	2
12107	3	3	5	67	68	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
12108	3	1	11	60	44	4
12109	1	1	10	62	69	1
12110	2	1	1	65	60	2
12111	2	2	2	68	70	4
12112	2	1	11	69	59	2
12113	2	1	9	57	53	5
12114	3	2	8	55	51	3
12115	1	2	7	56	59	2
12116	2	3	5	67	77	4
12117	3	3	12	48	41	3
12118	2	1	5	49	52	3
12119	1	1	11	60	51	1
12120	2	2	6	55	62	1
12121	2	1	10	65	52	2
12122	2	1	6	57	44	3
12123	3	2	9	64	28	1
12124	1	1	6	46	52	3
12125	2	2	8	64	61	2
12126	2	3	4	66	66	1
12127	3	2	7	64	52	3
12128	3	1	9	52	53	4
12129	2	3	9	38	42	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
12130	2	3	1	60	44	1
12131	2	3	5	58	71	2
12132	1	3	10	58	70	1
12133	2	1	10	54	41	3
12134	3	3	4	55	62	1
12135	1	2	9	60	59	3
12136	3	3	6	60	62	0
12137	1	2	1	54	62	0
12138	2	1	8	51	53	3
12139	2	1	5	68	69	1
12140	1	2	7	67	72	1
12141	1	1	10	59	60	2
12142	1	1	4	77	61	3
12143	1	2	4	47	49	3
12144	1	2	11	63	54	3
12145	1	2	7	67	66	3
12146	3	2	6	49	44	3
12147	1	2	6	64	60	3
12148	1	1	5	75	69	3
12149	2	1	7	62	44	2
12150	2	2	6	72	69	2
12151	1	1	6	75	70	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
12152	3	2	10	22	22	4
12153	2	3	4	55	49	1
12154	1	1	12	61	37	4
12155	1	2	9	68	34	3
12156	3	3	6	59	36	4
12157	1	3	8	64	56	3
12158	2	3	9	47	67	2
12159	2	3	4	69	68	4
12160	2	3	10	63	75	4
12161	2	3	7	44	46	1
12162	2	1	8	59	49	3
12163	1	3	4	56	58	2
12164	2	2	4	73	65	0
12165	2	3	8	74	72	3
12166	2	1	11	44	61	2
12167	1	3	5	77	77	1
12168	2	3	5	56	56	1
12169	3	1	7	62	56	3
12170	3	2	8	67	60	2
12171	3	2	3	55	61	3
12172	3	2	3	27	51	2
12173	1	1	6	70	67	4

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
12174	2	1	11	47	51	2
12175	2	3	7	57	56	2
12176	2	1	8	61	44	4
12177	3	3	5	56	36	2
12178	2	1	11	62	49	3
12179	1	2	5	58	44	2
12180	2	2	6	64	56	3
12181	3	3	7	42	44	2
12182	2	1	7	41	26	3
12183	3	1	6	62	56	4
12185	2	1	4	71	58	3
12186	3	2	2	65	55	1
12187	2	1	7	66	53	4
12188	2	3	5	59	52	2
12189	3	2	6	69	67	4
12190	3	3	11	62	49	2
12191	1	1	8	64	49	2
12192	3	3	8	66	44	2
12193	1	1	9	49	38	3
12194	2	2	4	65	71	1
13100	3	3	7	55	44	4
13101	1	3	10	66	73	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

13102	1	2	5	72	70	1
13103	2	3	2	55	66	2
13104	1	2	8	44	44	3
13105	3	3	4	65	61	1
13106	2	3	2	55	56	1
13107	1	2	9	62	67	1
13108	1	2	8	64	71	2
13109	3	3	6	44	44	1
13110	2	3	1	65	62	2
13111	1	2	7	77	77	0
13112	2	3	6	67	46	1
13113	1	3	5	48	44	1
13114	1	3	5	63	59	4
13115	1	2	4	63	61	3
13116	2	3	2	62	44	3
13117	3	3	4	40	55	3
13118	2	2	10	66	45	2
13119	3	3	3	62	49	2
13120	1	2	3	67	57	2
13121	1	3	4	74	76	1
13122	1	1	11	48	45	2
13123	1	1	10	55	48	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
13124	1	3	10	60	54	2
13125	2	2	12	73	54	5
13126	3	3	5	56	44	3
13127	3	2	4	65	63	3
13128	2	1	4	69	59	2
13129	3	3	6	56	41	2
13130	1	3	10	51	50	2
13131	2	3	2	70	69	1
13132	2	3	5	51	46	0
13133	2	3	3	55	44	3
13134	3	3	3	33	66	2
13135	2	3	6	63	67	3
13136	1	3	5	62	51	1
13137	1	1	4	48	45	2
13138	3	3	8	33	59	2
13139	1	3	5	72	70	1
13140	1	2	2	65	68	1
13141	1	3	4	53	72	1
13142	3	3	7	56	44	2
13143	3	2	4	57	45	2
13144	2	3	4	44	44	2
13145	2	2	5	66	66	1

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
13146	1	2	2	44	44	1
13147	3	2	7	72	68	1
13148	2	1	5	72	65	1
13149	2	3	7	48	46	3
13150	3	3	5	66	64	3
13151	2	3	4	65	71	2
13152	1	1	10	52	58	5
13153	2	3	4	44	44	2
13154	2	2	5	46	50	2
13155	2	3	4	44	44	3
13156	3	3	4	64	42	4
13157	1	3	4	62	52	2
13158	3	1	8	62	52	3
13159	2	3	3	59	60	2
13160	1	3	3	72	70	1
13161	1	2	9	76	67	4
13162	3	3	1	53	47	2
13163	3	2	6	61	51	2
13164	3	3	7	70	63	2
13165	1	3	5	46	44	2
13166	1	3	5	53	46	1
13167	3	2	3	64	63	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
13168	1	3	5	74	70	1
13169	2	3	9	51	45	1
13170	1	3	4	60	58	0
13171	1	1	7	60	65	2
13172	1	3	3	65	68	1
13173	1	1	4	48	45	3
13174	1	3	3	54	44	4
13175	1	2	12	69	66	3
13176	2	3	5	60	64	1
13177	1	3	6	60	50	3
13178	1	3	5	72	70	1
13179	2	3	5	52	58	1
13180	3	3	4	58	60	3
13181	1	2	7	68	62	2
13182	3	3	6	59	59	0
13183	1	3	6	57	57	2
13184	3	1	5	46	46	1
13185	2	3	10	77	77	0
13186	3	2	10	61	30	4
13187	3	3	4	50	52	2
13188	3	3	4	55	55	0
13189	2	3	6	72	66	3

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude (1)	Attitude (2)	NCR
13190	1	3	3	67	57	2
13191	1	3	4	72	62	3
13192	2	3	6	35	34	1
13193	3	3	3	53	59	1
13194	1	2	11	56	44	2
13195	1	3	3	61	64	1
13196	3	3	3	67	66	1
13197	1	3	5	59	55	2
13198	1	1	7	55	47	2
13199	2	1	9	77	77	1
13200	2	3	11	59	58	2
13201	2	2	3	67	44	2
13202	2	3	6	77	72	1
13203	1	2	3	44	47	0
13204	1	3	8	66	62	2
13205	1	3	5	30	33	4
13206	1	3	3	67	69	3
13207	2	3	8	54	57	0
13208	2	2	9	61	36	2
13209	2	3	4	46	45	2
13210	2	3	6	54	55	1
13211	2	3	6	55	45	2

RAW DATA

Subject	Powerlessness Group	SES Group	CRK	Attitude(1)	Attitude(2)	NCR
---------	------------------------	--------------	-----	-------------	-------------	-----

13212	3	2	9	69	66	1
13213	3	1	5	63	61	4
13214	2	3	5	57	46	1
13215	1	2	5	44	44	1
13216	2	3	5	57	46	1
13217	1	3	2	57	55	1
13218	2	3	6	44	44	3
13219	3	3	8	59	59	3
13220	2	3	4	55	61	0
13221	2	3	7	74	71	2
13222	3	3	3	56	43	1
13223	2	2	7	73	55	1
13224	3	3	7	48	50	2
13225	3	1	12	44	20	3
13226	2	1	10	46	30	5

7

APPENDIX 3
DIRECTIONS FOR ADMINISTERING
THE POWERLESSNESS SCALE TEST-RETEST

TEST 1

The purpose of this survey is to find out what the public thinks about certain events which we face in our society. Each item consists of a pair of statements. Please select the one statement of each pair (and only one) which you more strongly believe to be true. Be sure to check the one you actually believe to be more nearly true, rather than the one you think you should check or the one you would like to be true. This is a measure of personal belief; obviously, there are no right or wrong answers. Again, be sure to make a choice between each pair of statements.

FOR EACH OF THE 10 QUESTIONS LISTED BELOW, PLACE AN X BESIDE THE STATEMENT THAT YOU BELIEVE TO BE MORE NEARLY TRUE.

1. I think we have adequate means for preventing run-away inflation.
 There's very little we can do to keep prices from going higher.
2. Children get into trouble because their parents punish them too much.
 The trouble with most children nowadays is that their parents are too easy with them.
3. Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.
 I feel that we have adequate ways of coping with pressure groups.

TEST 1

4. A lasting world peace can be achieved by those of us who work toward it.
- There's very little we can do to bring about a permanent world peace.
5. There are certain people who are just no good.
- There is some good in everybody.
6. There's very little persons like myself can do to improve world opinion of Canada.
- I think each of us can do a great deal to improve world opinion of Canada.
7. This world is run by the few people in power, and there is not much the little guy can do about it.
- The average citizen can have an influence on government decisions.
8. There is too much emphasis on athletics in high school.
- Team sports are an excellent way to build character.
9. It is only wishful thinking to believe that one can really influence what happens in society at large.
- People like me can change the course of world events if we make ourselves heard.
10. More and more, I feel helpless in the face of what's happening in the world today.
- I sometimes feel personally to blame for the sad state of affairs in our government.

Note. X is the powerlessness response.

Numbers 2, 5, and 8 are fillers.

TEST 2

DIRECTIONS FOR RE-ADMINISTERING THE POWERLESSNESS SCALE

ONE VALID, SCIENTIFIC WAY OF TESTING THE RELIABILITY OF A QUESTIONNAIRE IS SIMPLY TO HAVE INDIVIDUALS FILL OUT THE SAME QUESTIONNAIRE TWICE.

ALTHOUGH THE QUESTIONNAIRE WHICH I WILL PASS OUT TO YOU CONTAINS THE SAME QUESTIONS WHICH YOU ANSWERED BEFORE, PLEASE ANSWER EACH ITEM AS YOU NOW FEEL. OVER A PERIOD OF A FEW DAYS OR WEEKS, AN INDIVIDUAL'S OPINIONS AND FEELINGS SOMETIMES DO CHANGE-AND SOMETIMES DO NOT CHANGE. THEREFORE, PLEASE DO NOT MAKE ANY SPECIAL EFFORT TO RECALL HOW YOU ANSWERED THE QUESTIONNAIRE ITEMS LAST TIME. RATHER, SIMPLY ANSWER THE QUESTIONS AND STATEMENTS AS YOU FEEL TODAY. THAT IS, TRY TO ANSWER THE QUESTIONNAIRE AS IF YOU WERE DOING IT FOR THE FIRST TIME.

PLEASE READ CAREFULLY THE DIRECTIONS AT THE TOP OF THE QUESTIONNAIRE. FOR EACH QUESTION, SELECT THE ONE CHOICE THAT YOU BELIEVE TO BE MOST TRUE.

APPENDIX 4
DIRECTIONS FOR USING
THE OCCUPATIONAL CODE

The Occupational CodeDirections for Use

Each research subject has been asked to provide the following information relative to the occupation of the major wage earner:

1. Title of his/her occupation.
2. What he/she does while at work.

Using the alphabetical index in the Occupational Classification Manual Census of Canada, 1971 locate the occupation title from the information provided in number 1 above. If it is clear from the title that there is only one possible occupation being considered, the research subject is coded as per the 4-digit code printed immediately to the left of the title. Care should be taken to ensure that only one title is possible for any occupation. For example, the occupation "teacher" appears quite clear however, if the coding manual is checked closely, numerous titles are listed, all with different code numbers.

If an occupation title is not readily recognizable through the Alphabetical Index of the Coding Manual, the coder should choose what appears to be the most appropriate unit grouping and cross-check with the more detailed titles in the Classified Index of the coding manual. This will probably be sufficient to enable any rater to code the majority of the occupations. If any doubt still remains, however, the Canadian Classification Dictionary of Occupation (CCDO) should be consulted

The Occupational Code

before any final decision is made.

The census code obtained for each subject in the method described above, is translated into the appropriate 2-digit numerical code of the Pineo et al. Occupational Code (1977). The Census Unit groups and the 2-digit codes with titles are presented in the section immediately following these directions.

Census Unit Groups Forming Each Socioeconomic CategorySelf-employed professionals 01

2141, 2343, 3111, 3113, 3115

Employed professionals 02

1171, 2111, 2112, 2113, 2114, 2131, 2133, 2142, 2143, 2144,
2145, 2147, 2151, 2153, 2154, 2155, 2157, 2159, 2160, 2161,
2181, 2311, 2313, 2315, 2331, 2341, 2350, 2351, 2391, 2511,
2711, 2731, 2733, 2793, 2795, 3151, 3152, 6116

High-level management 03

1113, 1130, 1131, 1132, 1133, 1134, 1135, 1137, 1147

Semi-professionals 04

2163, 2183, 2189, 2319, 2333, 2339, 2349, 2399, 2513, 2519,
2719, 2739, 2791, 2792, 2797, 2799, 3117, 3119, 3130, 3131,
3137, 3153, 3154, 3311, 3313, 3314, 3315, 3319, 3330, 3332,
3333, 3335, 3352, 3355, 3359, 3373, 9111, 9151

Technicians 05

2117, 2119, 2135, 2139, 2165, 2169, 2353, 3155, 3156, 3157,

The Occupational Code

8116, 8146, 8176, 8336, 8396, 8526, 8535, 8736, 8796, 9113,
9153

Middle management 06

1111, 1116, 1119, 1136, 1141, 1142, 1143, 1145, 1149, 1174,
1175, 1176, 1179, 3370, 3371, 5191, 6131, 6141, 7131

Supervisors 07

1115, 4110, 4130, 4140, 4150, 4160, 4170, 4190, 5130, 5170,
5190, 6120, 6130, 6160, 6190, 9910

Foreman 08

7180, 7311, 7510, 7710, 8110, 8130, 8150, 8160, 8210, 8230,
8250, 8260, 8290, 8310, 8330, 8350, 8370, 8390, 8510, 8530,
8540, 8550, 8570, 8580, 8590, 8710, 8730, 8780, 9110, 9130,
9170, 9190, 9310, 9510, 9530, 9550, 9590

Skilled clerical-sales-service 09

2359, 3133, 3134, 3337, 3339, 4111, 4131, 4143, 4192, 5131,
5133, 5171, 5172, 5173, 5174, 5177, 9553, 9557

Skilled crafts and trades 10

6111, 6112, 6113, 7511, 7516, 7517, 8131, 8133, 8135, 8137,
8141, 8143, 8151, 8155, 8161, 8163, 8165, 8167, 8231, 8311,
8313, 8316, 8333, 8335, 8337, 8351, 8376, 8391, 8395, 8399,
8525, 8529, 8537, 8541, 8553, 8555, 8581, 8582, 8583, 8584,
8585, 8586, 8588, 8591, 8592, 8731, 8733, 8735, 8781, 8782,
8784, 8785, 8791, 8795, 9119, 9131, 9132, 9311, 9511, 9512,
9513, 9514, 9515, 9517, 9531, 9539, 9551, 9555, 9559, 9916

The Occupational CodeFarmers 11

7112

Semiskilled clerical-sales-service 12

3135, 3139, 3159, 4113, 4133, 4135, 4137, 4139, 4141, 4151,
4153, 4155, 4157, 4159, 4161, 4169, 4171, 4175, 4191, 4193,
4195, 5135, 5137, 5179, 5193, 5199, 6123, 6125, 6143, 6144,
6145

Semiskilled crafts and trades 13

6117, 6121, 7313, 7513, 7711, 7713, 7715, 7717, 7719, 8111,
8113, 8115, 8149, 8153, 8156, 8171, 8173, 8211, 8213, 8215,
8223, 8225, 8226, 8227, 8233, 8235, 8236, 8251, 8253, 8256,
8261, 8263, 8265, 8267, 8271, 8273, 8275, 8276, 8293, 8295,
8296, 8315, 8319, 8331, 8334, 8339, 8353, 8355, 8356, 8357,
8371, 8373, 8379, 8393, 8511, 8513, 8515, 8523, 8527, 8531,
8533, 8534, 8536, 8546, 8549, 8551, 8557, 8561, 8562, 8563,
8566, 8569, 8571, 8573, 8575, 8576, 8587, 8589, 8595, 8596,
8711, 8713, 8739, 8783, 8786, 8787, 8793, 8799, 9135, 9157,
9171, 9179, 9191, 9193, 9315, 9519, 9591, 9599

Unskilled clerical-sales-service 14

4172, 4173, 4177, 4179, 4194, 4197, 4199, 5141, 5143, 5149,
6129, 6139, 6147, 6149, 6199

Unskilled labourers 15

3375, 3379, 5145, 6115, 6119, 6133, 6135, 6162, 6165, 6169,
6191, 6193, 6198, 7315, 7319, 7518, 7519, 7718, 8118, 8119,
8148, 8158, 8159, 8178, 8179, 8217, 8221, 8228, 8229, 8238,

The Occupational Code

8239, 8258, 8259, 8278, 8279, 8298, 8299, 8359, 8528, 8538,
8539, 8548, 8568, 8578, 8579, 8593, 8598, 8599, 8715, 8718,
8719, 8738, 8798, 9139, 9155, 9159, 9173, 9175, 9199, 9313,
9317, 9318, 9319, 9518, 9918, 9919

Farm labourers 16

7182, 7195, 7197, 7199

APPENDIX 5

CONTROL-RELEVANT KNOWLEDGE SCALE

DIRECTIONS TO JUDGES

QUESTIONS TO BE RATED

AND RESULTS

VALIDATION INSTRUMENT USED

WITH A GROUP OF PARENTS

Directions for Judges

On each slip of paper there is a factual statement or question. Please read each statement/question carefully and rate what it measures according to the categories and definitions provided below. This rating is completed by placing each slip of paper in the appropriately marked envelope. Each statement must be rated once as follows:

CONTROL-RELEVANT KNOWLEDGE - LOCAL SCHOOL (CRL)

or

CONTROL-RELEVANT KNOWLEDGE - BOARD (CRB)

or

NON-CONTROL-RELEVANT KNOWLEDGE - (NCR)

or

UNCERTAIN

You should not assess how the individual would answer the question. Your job is simply to indicate what the item tends to measure. Each item should be assessed on its own merits separately from each of the other items.

After sorting all the papers, you may review the placements that you have made. However, if any changes are made, you are asked to note the following on the back of any slip of paper that is rated differently:

1. How the statement was rated the first time.
2. Why you felt that the first rating was incorrect when you reviewed your placements.

CONTROL-RELEVANT KNOWLEDGE - LOCAL SCHOOL LEVEL AND BOARD LEVEL

There are two categories of control-relevant knowledge:

- (1) control-relevant knowledge at the local school level, and
- (2) control-relevant knowledge at the level of the school

Directions for Judges

board. The two types differ only in the levels at which they are observed and employed. Therefore, whether it be control-relevant knowledge at the board or at the school level, this type of information has the following characteristics.

1. This is knowledge that is useful in the planning, managing or controlling of life situations. In the present study the particular life situations considered are:

- 1) the education of one's child
- 2) the parent's influence on the school board.

These may or may not be mutually exclusive.

2. Control-relevant knowledge is information that can be used in planning, managing or controlling and can be acted upon. That is, if one has this information he can do something with it or use it in some way relative to his child's education or relative to his influencing the school board.

3. It is knowledge that may be useful now and/or in the foreseeable future. Control-relevant knowledge has the potential to be useful in an ongoing manner.

The Two Categories of Control-Relevant Knowledge

A. Control-Relevant at the Local School Level (CRL)

This is information that a parent would find useful at the level of his local community school. This information would be useful to him in the planning, managing or controlling of his own child's education.

Directions for Judges

Any action taken by a parent on this type of knowledge would be taken at the school level and would involve personnel, facilities and so on directly affecting his child on a day to day basis.

B. Control-Relevant at the School Board Level (CRB)

This is information that a parent would find useful at the level of the school board. This information would be useful to him in the planning, managing or controlling of the school board or board sponsored or board controlled activities. Control-Relevant Knowledge at the Board level may involve any action taken by a board that affects most if not all schools in the system.

Any action taken by parent on this type of knowledge is likely to be taken at a level other than the local school. It is most likely to be acted upon at the school board and school board trustee level.

NON-CONTROL-RELEVANT KNOWLEDGE

Information that is categorized as non-control-relevant knowledge has the following characteristics.

1. It is the opposite of control-relevant knowledge. That is, this information in itself is of little or no value to a parent relative to his planning, managing or controlling the school board and/or his child's education. Further, if one has this type of information, there is very little that he can do with it. It cannot

Directions for Judges

be acted upon.

2. It is generally descriptive data. That is, it consists largely of purely factual information such as dates, numbers and so on.

UNCERTAIN

Any statement/question which you believe does not clearly fall in one of: (a) control-relevant knowledge--local school, (b) control-relevant knowledge--board, or (c) the non-control-relevant knowledge category should be rated "uncertain", indicating your uncertainty as to its placement. Thank you for your help.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

Who has the major responsibility for supervising and evaluating the teachers in the school that your child attends?

- (a) Ministry of Education Officials
- (b) The Teachers' Federation
- (c) The School Principal
- (d) Other teachers.

What is the approximate total cost to the _____ Separate School Board to educate one elementary school student for one year?

- (a) \$1,000
- (b) \$1,500
- (c) \$2,000
- (d) \$2,500

Home telephone numbers of the school board trustees are:

- (a) Listed with the school board phone number in the telephone book
- (b) Obtainable by calling the school board office
- (c) Not given out by school board personnel
- (d) Available through the Director of Education if requested in writing.

Regular school board meetings are open to the public.

- (a) Never
- (b) Always
- (c) If requested by 10 taxpayers
- (d) When the school board trustees decide that they will be.

Who selects the type of report card that will be used in your child's school?

- (a) The School Board Trustees and/or the Director of Education and the Superintendents of Education
- (b) The staff of the school develop their own report card
- (c) The Minister of Education for Ontario
- (d) A committee of the local Teachers' Federation.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

Which is used most often in a language experience approach to reading?

- (a) All the stories in the child's reader
- (b) The child's own stories
- (c) Stories made up by the teacher
- (d) Stories in the reader that can be acted out.

A record is kept of what happens at each school board meeting and this record may be examined:

- (a) By any taxpayer
- (b) By trustees only
- (c) By Ministry of Education officials only
- (d) By any taxpayer if he is accompanied by a school board trustee.

School buildings (gymnasium etc.) are available for community use:

- (a) Provided it does not interfere with the regular operation of the school
- (b) Never
- (c) Only during the summer months
- (d) If the school principal is available to supervise the activity.

In your child's school, who decides how the school budget for pupil supplies and equipment will be spent?

- (a) The School Board Trustees
- (b) The Director of Education
- (c) The School Principal
- (d) Officials from the Ministry of Education.

The Director of Education for any school board in Ontario is:

- (a) Hired by the school board
- (b) Elected for a 2-year term
- (c) Appointed by the Minister of Education
- (d) Appointed by the Teachers' Federation.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

At regular school board meetings, presentations by parents are:

- (a) Not permitted
- (b) Permitted if permission is requested and granted before the meeting
- (c) Permitted if the presentation deals only with school curriculum
- (d) Permitted during the first half hour of each board meeting.

The number of trustees who are elected to any school board in Ontario is:

- (a) 14
- (b) Decided by the School Board Trustees before each election
- (c) Based upon the population of the area they represent
- (d) 20

The official school records which are kept on your child may be examined by you:

- (a) At any time during regular school hours
- (b) If a written request is sent to the Director of Education
- (c) If the classroom teacher agrees
- (d) If the principal gives his permission.

As a parent, you have a right to ask that any comment made on your child's official school record be changed. The school principal must either change it or justify his refusal.

- (a) True
- (b) True only if the child is in a special education class
- (c) False
- (d) Not sure.

Which school board has the largest student population? Include elementary and secondary school students.

- (a) Carleton Board of Education
- (b) Carleton Roman Catholic Separate School Board
- (c) Ottawa Board of Education
- (d) Ottawa Roman Catholic Separate School Board.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

The decision to close a school which has a small enrolment is made by:

- (a) The Minister of Education
- (b) The Director of Education
- (c) The School Board Trustees
- (d) A committee of the Teachers' Federation.

School attendance is compulsory between the ages of:

- (a) 5 and 15
- (b) 5 and 16
- (c) 6 and 16
- (d) 6 and 18

In any elementary school the maximum amount of homework that a teacher may assign to a student is controlled by:

- (a) The School Board Trustees
- (b) The principal
- (c) The Teachers' Federation
- (d) The Minister of Education.

How many years of education after grade 13 are now required to become a teacher?

- (a) 1 year
- (b) 2 years
- (c) 3 years
- (d) 4 years

Under the Ontario law, the responsibility for the discipline of any child while at school rests with:

- (a) The School Board Trustees
- (b) The parents of the child
- (c) The principal of the school
- (d) The Minister of Education.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

How many elementary schools does the _____ Separate School Board have in operation?

- (a) 30 to 39
- (b) 40 to 49
- (c) 50 to 59
- (d) 60 to 69

Who makes the final decision as to whether or not a new school may be built in any area?

- (a) The Minister of Education.
- (b) The School Board Trustees
- (c) A parent advisory committee
- (d) The Director of Education.

Approximately how many school boards are there in Ontario?

- (a) 20
- (b) 50
- (c) 100
- (d) 200

Who decides what extracurricular programs will be offered in your child's school?

- (a) The principal and staff
- (b) A board-wide extracurricular education committee
- (c) The School Board Trustees
- (d) The Teachers' Federation.

Who decides how many professional activity days there will be for your child's school?

- (a) The school principal
- (b) The teaching staff of the school
- (c) The School Board Trustees
- (d) The Teachers' Federation.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES

Who has the authority to decide whether or not a child may stay at school during the lunch hour?

- (a) The parent
- (b) The classroom teacher
- (c) The principal
- (d) The lunch hour supervisors.

Textbooks (readers, spellers) that are used by the pupils are chosen by:

- (a) The principal from a list of approved books which is published by the Ontario Ministry of Education
- (b) A committee of parents
- (c) The School Board Trustees
- (d) The principal from a list of approved books which is published by the Teachers' Federation.

In the elementary schools, physical education must be part of every pupil's program.

- (a) False
- (b) True only if the school has a gymnasium
- (c) True
- (d) Not sure.

Who is in charge of school bus transportation?

- (a) The school principal
- (b) A transportation officer for the board
- (c) A supervisor from the Ministry of Education
- (d) The Ottawa-Carleton Safety Council.

Who supervises the school safety patrols?

- (a) A safety officer from the school board
- (b) The police department
- (c) Canada Safety Council
- (d) Ottawa-Carleton Safety Council.

KNOWLEDGE QUESTIONS RATED BY THE INDEPENDENT JUDGES.

How many School Board Trustees are there on the _____
Separate School Board?

- (a) 14
- (b) 16
- (c) 17
- (d) 20

How many students attend the schools of the _____ Separate
School Board?

- (a) 13,000 to 14,000
- (b) 18,000 to 19,000
- (c) 38,000 to 39,000
- (d) more than 40,000

Who is the chairman of the _____ Separate School Board?

- (a) R. Anderson
- (b) J. Dobell
- (c) H. Jakes
- (d) Y. O'Neill.

Ratings by the Independent Judges for the Knowledge Questions

Judge	Questions																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
1	A	C	B	B	A	C	B	B	A	C	B	A	C	B	C	B	C	B	C	A	A	A	A	A	A	A	A	A	B	A	B	B	C	C	B
2	A	C	B	B	A	A	B	B	A	B	B	C	A	A	C	B	C	A	C	B	C	A	A	A	A	A	A	A	A	B	B	A	C	C	B
3	A	B	B	B	A	A	B	B	A	B	B	C	A	A	C	B	C	A	C	B	C	A	B	A	B	A	B	A	B	A	B	A	C	C	B
4	A	C	B	B	A	B	B	A	C	B	C	A	A	C	B	B	A	C	A	B	D	C	A	B	A	A	A	A	A	B	B	C	C	B	
5	A	C	B	B	C	B	C	A	A	C	B	A	C	B	A	C	A	C	B	C	A	A	A	A	A	A	A	A	A	B	B	C	C	B	
6	A	B	B	B	A	A	B	B	A	A	C	B	B	A	C	C	B	C	A	A	A	A	A	A	A	A	A	A	C	A	B	B	C	C	B
7	A	C	B	B	A	C	B	A	B	B	A	C	A	A	C	B	B	A	C	A	C	B	C	A	A	A	A	A	B	A	B	B	C	C	B
*	A	C	B	B	A	C	B	B	A	C	B	C	A	C	A	C	A	C	B	C	A	A	A	A	A	A	A	A	A	A	A	B	C	C	B

Notes. A = Control-relevant-school level
 B = Control-relevant-school board level
 C = Non-control-relevant
 D = Uncertain
 * = Rating proposed by Researcher.

PARENT SURVEY

Your school has been selected to test a measuring instrument that was designed to assess how much knowledge parents have about their local school board. As your school is the only school involved in this project, it is very important that you complete this form and return it to your child's teacher. This will ensure that all the parents from your child's school are equally represented in the survey results. NO signature is required.

DIRECTIONS

Each question is followed by 4 possible answers. Please select the one answer (and only one answer) which you believe to be true. If you are uncertain or do not know which one is correct, select the one that you believe to be the most nearly true. Indicate your answer by placing a circle around the letter immediately to the left of the response you selected.

Example: The Prime Minister of Canada is:

- (a) Broadbent
- (b) Clark
- (c) Davis
- (d) Trudeau

1. Who has the major responsibility for supervising and evaluating the teachers in the school that your child attends?
 - (a) Ministry of Education officials
 - (b) The Teachers' Federation
 - (c) The School Principal
 - (d) Other teachers

2. What is the approximate total cost to the _____ Separate School Board to educate one elementary school student for one year?
 - (a) \$1,000
 - (b) \$1,500
 - (c) \$2,000
 - (d) \$2,500

PARENT SURVEY

3. Home telephone numbers of the school board trustees are:
- (a) Listed with the school board phone number in the telephone book
 - (b) Obtainable by calling the school board office
 - (c) Not given out by school board personnel
 - (d) Available through the Director of Education if requested in writing.
4. Regular school board meetings are open to the public.
- (a) Never
 - (b) Always
 - (c) If requested by 10 taxpayers
 - (d) When the School Board Trustees decide that they will be.
5. Who selects the type of report card that will be used in your child's school?
- (a) The School Board Trustees and/or the Director of Education and Superintendents of Education
 - (b) The staff of the school develop their own report card
 - (c) The Minister of Education for Ontario
 - (d) A committee of the local Teachers' Federation.
6. A record is kept of what happens at each school board meeting and this record may be examined:
- (a) By any taxpayer
 - (b) By trustees only
 - (c) By Ministry of Education officials only
 - (d) By any taxpayer if he is accompanied by a School Board Trustee.
7. School buildings (gymnasium etc.) are available for community use:
- (a) Provided it does not interfere with the regular operation of the school
 - (b) Never
 - (c) Only during the summer months
 - (d) If the school principal is available to supervise the activity.

PARENT SURVEY

8. In your child's school, who decides how the school budget for pupil supplies and equipment will be spent?
- (a) The School Board Trustees
 - (b) The Director of Education
 - (c) The School Principal
 - (d) Officials from the Ministry of Education
9. The Director of Education for any school board in Ontario is:
- (a) Hired by the school board
 - (b) Elected for a 2-year term
 - (c) Appointed by the Minister of Education
 - (d) Appointed by the Teachers' Federation
10. At regular school board meetings, presentations by parents are:
- (a) Not permitted
 - (b) Permitted if permission is requested and granted before the meeting
 - (c) Permitted if the presentation deals only with school curriculum
 - (d) Permitted during the first half hour of each board meeting.
11. The number of trustees who are elected to any school board in Ontario is:
- (a) 14
 - (b) Based upon the population of the area that they represent
 - (c) Based upon the number of students who attend the schools of the board
 - (d) 20
12. The official school records which are kept on your child may be examined by you:
- (a) At any time during regular school hours
 - (b) If a written request is sent to the Director of Education
 - (c) If the classroom teacher agrees
 - (d) If the principal gives his permission.

PARENT SURVEY

13. As a parent, you have a right to ask that any comment made on your child's official school record be changed. The school principal must either change it or justify his refusal.
- (a) True
 - (b) True only if the child is in a special education class
 - (c) False
 - (d) Not sure
14. Which school board has the largest student population? Include elementary and secondary school students.
- (a) Carleton Board of Education
 - (b) Carleton Roman Catholic Separate School Board
 - (c) Ottawa Board of Education
 - (d) Ottawa Roman Catholic Separate School Board
15. The decision to close a school which has a small enrolment is made by:
- (a) The Minister of Education
 - (b) The Director of Education
 - (c) The School Board Trustees
 - (d) A committee of the Teachers' Federation
16. In any elementary school the maximum amount of homework that a teacher may assign to a student is controlled by:
- (a) The School Board Trustees
 - (b) The Principal
 - (c) The Teachers' Federation
 - (d) The Minister of Education
17. How many years of education after grade 13 are now required to become a teacher?
- (a) 1 year
 - (b) 2 years
 - (c) 3 years
 - (d) 4 years

PARENT SURVEY

18. Under Ontario law, the responsibility for the discipline of any child while at school rests with:
- (a) The School Board Trustees
 - (b) The parents of the child
 - (c) The principal of the school
 - (d) The Minister of Education
19. How many elementary schools does the _____ Separate School Board have in operation?
- (a) 30 to 39
 - (b) 40 to 49
 - (c) 50 to 59
 - (d) 60 to 69
20. Who makes the final decision as to whether or not a new school may be built in any area?
- (a) The Minister of Education
 - (b) The School Board Trustees
 - (c) A parent advisory committee
 - (d) The Director of Education
21. Approximately how many school boards are there in Ontario?
- (a) 20
 - (b) 50
 - (c) 100
 - (d) 200
22. Who decides what extracurricular programs will be offered in your child's school?
- (a) The principal and staff
 - (b) A board-wide extracurricular education committee
 - (c) The School Board Trustees
 - (d) The Teachers' Federation
23. Who decides how many professional activity days there will be for your child's school?
- (a) The school principal
 - (b) The teaching staff of the school
 - (c) The School Board Trustees
 - (d) The Teachers' Federation

PARENT SURVEY

24. Who has the authority to decide whether or not a child may stay at school during the lunch hour?
- (a) The parent
 - (b) The classroom teacher
 - (c) The principal
 - (d) The lunch hour supervisors
25. In the elementary schools, physical education must be part of every pupil's school program.
- (a) False
 - (b) True only if the school has a gymnasium
 - (c) True
 - (d) No Sure
26. Who is in charge of school bus transportation?
- (a) The school principal
 - (b) A transportation officer for the board
 - (c) A supervisor from the Ministry of Education
 - (d) The Ottawa-Carleton Safety Council
27. Who supervises the school safety patrols?
- (a) A safety officer from the school board
 - (b) The police department
 - (c) Canada Safety Council
 - (d) Ottawa-Carleton Safety Council
28. How many School Board Trustees are there on the Separate School Board?
- (a) 14
 - (b) 16
 - (c) 17
 - (d) 20
29. How many students attend the schools of the Separate School Board?
- (a) 13,000 to 14,000
 - (b) 18,000 to 19,000
 - (c) 38,000 to 39,000
 - (d) more than 40,000

PARENT SURVEY

30. Who is the chairman of the _____ Separate School Board?

- (a) R. Anderson
- (b) J. Dobell
- (c) H. Jakes
- (d) Y. O'Neill

HAVE YOU COMPLETED EVERY QUESTION? THANK YOU FOR YOUR HELP
AND COOPERATION - PLEASE RETURN THE COMPLETED SURVEY TO YOUR
CHILD'S TEACHER

APPENDIX 6
DIRECTIONS TO TEACHERS FOR
THE ADMINISTRATION OF SPAK

FACULTÉ D'ÉDUCATION
FORMATION DES ENSEIGNANTSFACULTY OF EDUCATION
TEACHER EDUCATION

Memo to Teachers

From Garry F. Bates

Re Instructions for the distribution of the Parent Survey Form

Thank you for your help in distributing and collecting the survey forms. I am well aware of the extra work and effort that is involved in doing this and want you to know that it is appreciated.

The following procedures are recommended:

1. Distribute the forms to the oldest child in each family.
2. Emphasize the following:
 - (a) The importance of the parents completing and returning the forms;
 - (b) Only 1 parent should complete the form i.e. either mother or father, not both.
3. Three days after the forms have been sent out, remind the students to return the completed form if they have not already done so.
4. Send all completed forms plus any extras to the office where I will pick them up.

Thank you again for your help and co-operation.

April, 1979

APPENDIX 7

ABSTRACT OF PARENTS' ATTITUDES
TOWARD AND KNOWLEDGE OF THE
EDUCATION OF THEIR CHILDREN AS
A FUNCTION OF THEIR FEELINGS
OF POWERLESSNESS

Abstract

Seeman's hypothesized relationship between powerlessness, a specific variant of alienation, and the acquisition of control-relevant knowledge was extended to an educational setting. As an extension to Seeman's studies, a relationship was proposed between powerlessness and a parent's attitude toward the education of his child and the school board trustees.

The research subjects were 927 parents who had children attending the English elementary schools of a medium size, separate school board in Eastern Ontario. All data were collected using a survey of parents which was distributed through the schools. The dependent variables were control-relevant knowledge, measured by a scale unique to the study and parent attitudes obtained using Osgood's semantic differential. Two independent variables were used: powerlessness as measured by the Neal and Seeman Powerlessness Scale; and social class as measured by the Pineo et al. Occupational Code. Social class was used as a blocking variable to ensure that the obtained differences were not merely a reflection of social class variables such as education and income.

The essential predictions were that those parents scoring high on powerlessness would; (1) possess less control-relevant knowledge relative to the education of their children and the school board, and (2) display more

Abstract

negative attitudes toward both the education that their children were receiving and the school board trustees. The findings confirmed these predictions. The relevance of these associations between powerlessness and the acquisition of control-relevant knowledge and attitudes was indicated for school board trustees and school principals.