



Student councils in Montana high schools: a comparative study of roles and perceptions  
by Robert Clifton Schaal

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

The purpose of this study was to determine: (a) if there was a difference in perception of building principals, building principals who were also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (b) if there was a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (c) if the perception of the participants differed between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (d) if the perception of the participants differed between members and non-members of the National Association of Student Councils.

The problem was investigated by: (a) a review of literature related to the problems, (b) surveying seventy-seven building principals, seventy-five building principals who were also student council advisers, sixty-six student council advisers, and one hundred thirty-one student council presidents and (c) tabulation, analysis and comparison of data gathered.

All the various types of comparisons made yielded significant differences but three yielded more differences than the others. They were: (1) building principals, building principals who were also student council advisers, student council advisers, and student council presidents, (2) size of student council, and (3) size of the school.

A higher percentage of building principals and building principals/student council advisers indicated that their student council was pupil centered and a model of democratic government than did student council advisers and student council presidents. More student council presidents indicated that their student council was seldom a part of the total educational program than did the other groups.

The study indicated that the larger student councils had leadership training programs, handled more business through committees, and had more orientation programs than did the smaller student councils.

Fewer of the small schools considered their student council as part of the total educational program, had leadership training programs or programs for evaluating their work as compared to the larger schools. The study indicated that the student councils in larger schools used more committees, had more input into chartering clubs and selection of assemblies than did those from smaller schools.

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COMPARATIVE STUDY OF ROLES AND PERCEPTIONS

by

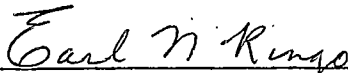
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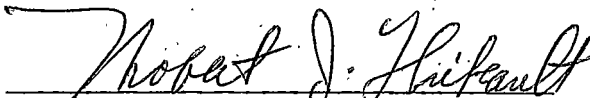
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## ABSTRACT

The purpose of this study was to determine: (a) if there was a difference in perception of building principals, building principals who were also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (b) if there was a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (c) if the perception of the participants differed between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (d) if the perception of the participants differed between members and non-members of the National Association of Student Councils.

The problem was investigated by: (a) a review of literature related to the problems, (b) surveying seventy-seven building principals, seventy-five building principals who were also student council advisers, sixty-six student council advisers, and one hundred thirty-one student council presidents and (c) tabulation, analysis and comparison of data gathered.

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Fewer of the small schools considered their student council as part of the total educational program, had leadership training programs or programs for evaluating their work as compared to the larger schools. The study indicated that the student councils in larger schools used more committees, had more input into chartering clubs and selection of assemblies than did those from smaller schools.

When the groups were compared as to years of experience and whether they were members of Montana Association of Student Councils or National Association of Student Councils or non-members, the data yielded a significant difference on only a few items.

## Chapter 1

### INTRODUCTION

There appears to be considerable agreement among writers and speakers that society in general and education in particular is in a state of change. A variety of groups, including students are asking for more participation in decision making (McGrew, 1970:124).

Giroux (1975:2) said, "there is no magic formula for producing mature democratic behavior in young people, but allowing them to share in the decision-making process of the school clearly affords them a means for learning to produce such behavior on their own." Giroux (1975:2) continued by saying, "if student representative organizations and student activity programs are to function properly, they must be recognized by administration and teachers as an integral part of the school community." Gainor stated that:

The title of student council should reflect a connotation of group interaction and subsequent decision making. Student councils should ultimately be faced with situations requiring skillful approaches to decision making and the ability to handle change in a positive manner (1973:129).

Much of the literature today speaks of the necessity for student involvement in their school's program. Lovetere (1973:132) stated that, "the general problem of how to involve students in the general operation of the school is advanced by the principles of participatory democracy." Lovetere listed the following reasons for involving students in the operation of the school:

1. It taps a source for new ideas.
2. People are likely to be more supportive of policies and programs that they feel they have shared in determining.
3. Participation in the democratic process is both educational and beneficial.
4. It allows others to get an inside view of the decision making process. It gives them a greater understanding of the limitations that reality imposes on a decision maker.
5. It gives the principal another perspective on the operation of the school.
6. It has a tendency to make faculty groups and student groups more responsive, more courteous, and more logical when dealing with each other.
7. It adds weight to recommendations that go to bodies outside of the school.
8. It provides a forum for "reality testing" ideas.
9. It provides a process where in potentially explosive issues can be defused and given adequate and deliberate consideration.
10. It compiles with the spirit of court decisions which imply student involvement and determination of practices and procedures in the school (1973:132).

Gainor stated that:

Too many student councils are pseudo-democratic. Students merely go through the actions and make decisions suggested by their school sponsor or administration. Students should be made aware of their operating boundaries and then be allowed to experience democracy in action (1973:130).

#### Statement of the Problem

Sterner (1963:31) wrote that the student council should be a place for the meeting of the minds of students, teachers and administrators. The Student Council Handbook had this to say about what the student council is capable of providing:

A student council will provide an effective voice for students only when it makes a commitment to represent all student

groups in the school, has a clear perception of its role within the total school program and defines its objectives in such a way that they can be understood and accepted by students, faculty and administration. If the understanding and acceptance are mutual there is no limit to the contribution that students can make to their education through the student council (1975:1).

With this in mind, the research was designed to determine:

(1) if there is a difference in perception of building principals, building principals who are also student council advisers, student council advisers and student council presidents with regard to the role of student councils in Montana high schools; (2) if there is a difference in the perception of the participants with regard to the role of student councils as the size of the high school increases; (3) if the perception of the participants differs between members and non-members of the Montana Association of Student Councils with regard to the role of the student council; and (4) if the perception of the participants in the survey differs between members and non-members of the National Association of Student Councils with regard to the role of student councils.

#### Need for the Study

Giroux (1975:1) said; "the need to define the purpose of student representative organizations is especially important in this time of educational, social and political change." According to Armstrong (1970:553) in recent years the student councils have received much criticism with regard to duties, membership and scope of authority.

Glatthorn stated that:

The tragedy is not that councils are bogged down in trivia, but that they are convinced that that is all they are allowed to do. Some how, under the leadership of the principal, the student councils of our nation have to find a more meaningful sense of purpose, a clearer sense of direction. An organization will live and flourish only as long as it performs a needed function. Consequently any attempts to keep a moribund council alive with suggestions of enthusiasm are bound to fail unless we take the more radical measure of rejuvenating what is at the heart of the council, its programs and its activities (1970:18).

Place (1973:2) agreed with this and then he commented about new approaches for student organizations by saying, "at present the best plan of action appears to be retention, remodeling and revitalizing the existing student councils."

Gluchman (1975:5) was of the opinion that a clear statement of the student council's role and responsibility was important in its operation. He felt that if students cooperated with administration in the development of operational procedures that the students could then operate more independently with fewer conflicts and administrative vetoes.

In several discussions with Montana school personnel the role of the student council and those involved with it has usually been a topic of concern. The writer hopes that this study will provide useful information for those involved with student councils in Montana high schools.

General Questions to be Answered  
From the Review of Literature

1. What is the historical background of student councils?
2. What traditional methods of organization have student councils used?
3. What are the stated goals of student councils?
4. What improvements are suggested in the literature for student councils?

Specific Questions to be  
Answered by the Study

1. Do principals, student council advisers and student council presidents perceive the role of the student council in Montana high schools differently?
2. Does the perceived role of student council in Montana high schools differ as the size of the school increases?
3. Is there a difference in the perceived role of student council in Montana high schools between schools that belong to the Montana Association of Student Councils and non-members?
4. Is there a difference in the perceived role of student council in Montana high schools between schools that belong to the National Association of Student Council and non-members?
5. Who selects the student council advisers of Montana high schools?

6. What position do student council advisers of Montana high schools normally hold?

7. What form of representation is used for student councils in Montana high schools?

8. Are student councils in Montana high schools perceived as contributing to the learning process of students?

9. Are all students eligible for membership in student councils in Montana high schools?

10. Are Montana high school student councils involved with their local communities?

11. Are all Montana high school students eligible to vote in student council elections?

12. What areas of administration do student councils in Montana high schools participate in?

13. What is the organizational structure of student councils in Montana high schools?

14. Is veto power used by administration with regard to student councils in Montana high schools?

15. How often do student councils in Montana high schools meet and during what part of the day?

16. How many student councils in Montana high schools have written constitutions and when were they last revised?

17. What grade point average requirements for student council



membership do student councils of Montana high schools have?

18. How many participants in the survey have attended a Montana Association of Student Councils meeting?

19. How many participants in the survey have taken a course in student activities?

### General Procedures

The procedures to be followed in this study started with an extensive review of related literature providing the background for the study. A survey questionnaire was developed to gather data on the role of student councils in Montana high schools. The questionnaire was developed to survey the perceptions of building principals, student council advisers and student council presidents with regard to the role of the student council in Montana high schools. The questionnaire was also designed to gather selected demographic data about the participants and the schools they were associated with. Comparisons of the perceptions among the three groups was made regarding the role of the student council in Montana high schools. The findings were analyzed and evaluated. From the analysis of the findings the researcher drew conclusions and made recommendations for improving student councils in Montana high schools.

### Delimitations

1. This study was conducted only in Montana high schools and

therefore, has limited applicability to areas of larger population.

2. Review of literature was limited to the library at Montana State University, interlibrary loan facilities at Montana State University, ERIC materials, dissertation abstracts, periodicals from appropriate professional associations and personal libraries.

3. This study was limited to the academic year 1975-76.

#### Definition of Terms

Student council. The most generally used term for student organization concerning itself with student affairs and interests.

Student council adviser. That person who directly has the responsibility for supervising student council activities, hereinafter referred to as sca.

School size. The four categories of schools used in this study are grouped as to the number of students enrolled. The groups, with a few exceptions, compare to the Montana High School Association activity grouping of class AA and A, (over 301), B (126-300), and C (0-125).

#### Summary

Some writers are of the opinion that in today's society students are asking for, and in many cases receiving, more opportunity to participate in the operation of the school. The problem is usually how administration can involve the students. Today's students are

not very receptive to artificial types of involvement. They want their efforts to be meaningful and contribute toward the goals. There are those that are of the opinion that the student council can provide students the opportunity for meaningful participation.

The need for this study was predicated upon a changing school community. During any period of change it is necessary to continually assess the roles of the organizations that make up the school community.

The purpose of this study was to determine the role of student councils in Montana high schools as perceived by building principals, student council advisers and student council presidents.

## Chapter 2

### REVIEW OF LITERATURE

This chapter will discuss the literature that is related to the history, roles and current trends of the student council found through the research. The following outline has been followed:

1. History of the student council.
2. Organization of student councils.
3. Stated goals of student councils.
4. Role of the student council adviser.
5. Role of the student council president.
6. Role of the administration.
7. Current trends.
8. Related studies.

#### History of Student Councils

The concept of student councils dates back a long way. McKown had this to say:

Although the expression "student council" is of recent origin, the basic idea is not by any means new. It was incorporated in Plato's Academy, in Aristotle's Lyceum, in Vittorino da Feltra's "Pleasant House," in the Monitorial and the Jesuits schools; and it was endorsed by such great early educators as Pestalozzi, Forebel, and Rousseau (1952:84).

Schoolland (1962:2) found through his research that the early New England High Schools did not provide much for the participation of students in government. He did find that in 1852 the Hartford Public

High School in Connecticut developed a plan that closely resembles the modern plan of student government. Schoolland reported that:

Beginning around 1900 the monitorial system was instigated in which monitors were appointed to carry on various responsibilities and there was a general transition away from a concept of student self government to a concept of student participation in the administration of school activities. With this came a gradually emerging philosophy of education in which Rousseau suggested pupil activity as an educational principle (1962:2).

The literature cited several incidents where the concept of self-government caused misunderstanding among the students, faculty and administration. McKown was not in favor of the term self-government and had this to say:

The use of the inaccurate expression "student self-government" is to be deplored. There is, in reality, no such thing as "student self-government," and there never will be for two good reasons.

In the first place, students lack the judgment that must accompany executive, legislative, and judicial power. They may possess, the ideals, ambitions, intentions and perhaps, even many of the knowledges essential to wise self-government, but they lack judgment. Judgment comes only with maturity, and maturity only with experience; the students lack both experience and maturity and consequently judgment also.

In the second place, there is a legal reason why student self-government is impossible. The principal of the school is officially charged by the community, through the board of education, with responsibility for the school, its equipment and its student welfare. The students are not so charged and could not be, even if it were desirable.

Hence, educationally and legally, the expression student self-government is an incorrect designation. It has been widely used because of its somewhat attractive and idealistic implication, and also it is a more compact, easily handled, and more commonly understood expression than participation in school control but it is a misnomer (1952:86).

In April, 1927, the idea of a nationwide organization of

student council sponsors was conceived by N. Robert Ringdahl and the first meeting was held in June 1927, in conjunction with the National Education Association meeting in Seattle, Washington (Coy, 1972:18).

According to Van Pool (1967:127) there was a national-student council organization for students started in 1931. However, the main thrust of the National Association came in 1942 when the National Association of Secondary School Principals assumed full responsibility for the association. Since 1942 the National Association of Student Councils has grown because of the influence of the Principals Association.

#### Organization of Student Councils

Bear (1962:15) said, "the student council is an important part of any good secondary school organization and program". He went on to say, "when properly organized and wisely managed it contributes significantly toward the attainment of the school's educational objectives".

McKown had this to say about the student council:

The council is not an end in itself, nor is it a thing apart from the school. Growing naturally out of the very life of the school and as an essential part of it the council can mobilize the school's forces for the promotion of a comprehensive, varied and educative program (1952:88).

As is the case in most concepts spread as widely as that of the student council there are different patterns of organization. Dodds

had this to say:

The particular pattern of organization for student councils and student government has been the subject of much study. Effective programs can be cited for practically any type, but an appropriate organization should provide for the representation of all students and for the performance of its function and at the same time be no more elaborate than necessary for the execution of its defined tasks (1960:253).

Representatives to the council are selected in a variety of ways. Frederick (1965:12) thought that the general representation of a relatively permanent group, such as a home room, a class or a grade group, is preferred over the special representation of officers of sub-organizations.

With regard to the representation on the student council Mathes concurred with the other writers when he said:

The student council should be representative of the entire student body. Just as the federal government is representative of all the people, so too, should the council represent all segments of the school. Several attempts have been made to classify councils on the basis of the groups represented. Most of these are of little value since councils almost always are found as combinations and seldom if ever occur as pure types. The important fact remains that the student council should never become just a group that represents a select few. Every student and every group should feel that it is adequately and fairly represented on the council (1962:19).

Frederick had this to say about the selection of representatives for the student council:

Representatives are commonly elected by free, secret ballot, more and more frequently by the use of public voting machines. Eligibility for membership is non-restrictive; it is based on membership in the student body. Some general organizations do specify the representatives must be in a certain grade group,

have a definite level of scholarship and be relatively free of other responsibilities. In general the wider concept of eligibility is preferred for the very important reason that it is desirable for all students to have the opportunity to practice the exercise of judgment (1965:12).

According to Frederick the following guidelines for student councils are acceptable:

1. Student organization, through which students may participate in managing their formal school life, fill very real and necessary functions.
2. Students and faculties must appreciate the value of the services performed by student organizations.
3. Representation must be total, truly representative and known by all.
4. A corollary to principle 3 is that every student is a voting citizen of the school.
5. Every student is eligible for election to the representative body and administrative staff.
6. Student councils should be given power of decision in defined areas.
7. Student councils should be given advisory roles in selected affairs.
8. The role of the administrator or faculty advisor is not that of veto-wielder, but that of a guide and helper.
9. The student organization should be the most important and most general of all student groups.
10. The structure of the student council is important but secondary to the principles suggested above (1965:21).

Dodds (1960:251) said, "it must be remembered that although, from the standpoint of the school administration, the broad purpose of the student council is to further the development of citizenship, that development will take place only if students have an opportunity in activities and undertakings that seem of genuine significance and importance to them".



Frederick offered this caution concerning student organizations:

Student organizations are elaborate and simple, legalistic and natural, imitative and original; they are all generally representative; they all work under a constitution and include a compliment of officers. Many older organizations are as burdened by traditions as in the Congress of the United States. But, organizations are means not ends. They are important, however, for in the American ideology the how is part of the what and the why (1965:12).

#### Stated Goals of Student Councils

The responsibility and duties that the council is to have should be clearly defined and understood; ideally they should be written down in a constitution (Dodds, 1960:252).

Frederick had this to say about the duties of the student council:

In operational terms student councils perform the services common to administration.

1. They conduct studies, investigations and research projects. They carry on problem solving activities. They gather data, facts and opinions on selected issues or proposals and use these as the basis for reaching decisions.
2. They make decisions and settle issues.
3. They delegate responsibility.
4. They initiate, promote, innovate and lead.
5. They consult.
6. They supervise and give or secure help.
7. They coordinate, integrate and articulate the diverse and inevitable complicated programs.
8. They look ahead and anticipate needs.
9. They inform.
10. They evaluate (1965:10).

Sterner (1963:43) said, "the student council in contemporary secondary schools aims to develop civic competence among youth by pro-

viding a means for youth to solve problems of interest and challenge to them". McKown (1953:88) expressed his concern that the student needed to learn by doing. He said, "the student may learn about but all of the learning about possibly would not of itself guarantee the establishment of desirable attitudes and habits". Gruber (1954:86) said, "democratic citizenship is learned exactly as arithmetic and woodworking are learned - by doing". McKown (1952:85) said, "it is logical to believe that educating the student for successful living in a democracy can best be accomplished by having him live in a setting which most nearly resembles that democracy".

Harris wrote that:

I have found that a progressive student council concerned not with its individual needs, but with those of the entire student body creates an increased school spirit which stimulates a sense of pride in belonging to a student body. This results in greater interest and academic achievement not only for the individual council member, but for the entire student body (1967:311).

Pfanstiehl (1975:4) said, "with an understanding of student needs, their abilities and the elements of support which the educational system can provide, responsible student involvement can be the most valuable resource available to modern educators".

Mathes (1962:17) said, "certainly one of the factors which has hindered student council participation has been a misunderstanding of the role of the council in the total school program". Schoolland (1962:5) said, "the student council is not separate from the academic

program nor in opposition to it; it is rather an integral part of the total school program".

Bear stated that:

The main function of the student council is to provide learning experiences for students. Its principal contribution to learning is the development of good citizenship, which is one of the cardinal objectives of the schools, both public and private. For this reason the student council is no longer considered to be extra curricular or an adjunct to the curriculum, but an integral part of it (1962:7).

McKown (1952:84) said, "even though some of the earlier student councils were developed for economy rather than for purposes of education the early educational writers justified it on the basis of its educational opportunities".

Frederick had this to say about the effect of the community on student council activities:

The activities of the student council in the promotion of the general school and national welfare are as varied as are the interests of Americans - particularly American youth. The students in any given community reflects the level of thinking of the people of the community. . . . the specific activities of the student council depends very definitely and revealingly on the level of citizenship in the community.

Schoolland (1962:5) said, "one thing that we should keep in mind in our consideration of the role of the student council in the school is that it is in effect a very real laboratory in citizenship and democratic living".

The goals as listed in the literature varied somewhat from writer to writer. McKown listed the following objectives for student

councils:

1. To capitalize for educational profit important fundamental drives.
2. To prepare the student for active life in a democracy.
3. To make the student increasingly self directed.
4. To teach and vitalize social cooperation.
5. To increase the interest of the student in the school.
6. To develop school morale.
7. To foster sentiments of law and order.
8. To develop special qualities and abilities (1952:87).

Gruber believed that the five most frequently stated aims were:

1. To furnish citizenship training.
2. To allow pupils to participate in or manage extra curricular affairs.
3. To promote proper student-faculty relationships.
4. To promote general welfare.
5. To provide for pupil expression (1954:87).

Van Pool listed the following aims as the most common at that particular time:

1. To promote student activities.
2. To develop harmonious relations between students and faculty.
3. To assist in the management of the school.
4. To develop attitudes of good citizenship.
5. To promote the welfare of the school.
6. To provide a forum for the expression of student opinions.
7. To develop student initiative and responsibility.
8. To provide a laboratory of citizenship.
9. To provide an opportunity for training of student leaders (1964:43).

Van Pool considered the standards formulated by Robert G. Vanderlip as the best available. He listed them as follows:

Criterion I. A good student council has clearly defined powers and responsibilities which it understands.

Criterion II. A good student council practices accepted democratic principles in its operation; its constitution and laws are carefully planned and democratically conceived.

Criterion III. A good student council is supported on the part of the faculty and principal by a true understanding of the council's role; in addition the attitude of the faculty and principal is sympathetic.

Criterion IV. A good student council has a sound functioning organization.

Criterion V. An effective student council has prestige, serves the school willingly and elicits the ready cooperation of the student body (1964:45).

Bear, writing for the National Association of Student Council Handbook, listed the following principles:

1. The functions and objectives of the student council must be clearly understood and accepted by all.
2. The student council can act only within certain limits of authority, which must be thoroughly understood.
3. The student council must be positive in its approach to development of good school citizenship.
4. The student council should concern itself only with real and significant problems of the school.
5. The student council's plan of organization should be consistent with its function.
6. The student council must have favorable conditions and adequate time must be provided if it is to be successful.
7. The student council should represent the interests of the entire school (1962:11).

A faculty committee sponsored by the Nebraska State Department of Education formulated the following nine reasons which provide a partial answer to the question of why a school should have a student council:

1. It will provide opportunities for qualified students to accept responsibility within the scope of their maturity and abilities and within the limits of authority prescribed by the school.

2. It will provide an opportunity for students to act in real situations and permit them to make decisions for which they are responsible.

3. It will act as a reliable sounding board to convey to the faculty and administration the opinions and attitudes of the student body.

4. It can be a real force in the improvement of teacher student relations by bridging the gap between the students and teachers.

5. It can be useful in more accurately interpreting the general school policies to the students as a whole.

6. It will provide opportunities and outlets for leadership within the school.

7. It will help members to understand their proper responsibilities to the school and thus improve school morale and inter-school relationships.

8. It gives students opportunities to succeed or fail in undertakings through their successes and failures.

9. Most important of all, a student council provides the framework in which young people may actively participate in democratic processes.

The reasons for having a student council are many. Gruber (1954:86) said, "student participation in school control, rightly conceived, should provide wholesome experiences for the students and make the whole school program more effective". Sterner (1963:31) said, "a basic role of the student council in the modern secondary school is to act as a partner with the principal and the faculty in planning and managing school projects".

Frederick had this to say about the objectives of student government:

The objective of student government, in educational terms, include all the approved value aims of education. The list can be expanded endlessly: responsibility, initiative, leadership, fellowship, self control, self reliance, cooperation, respect

for law and order, honesty, obedience to law and effective citizenship. It is sufficient to say that student councils are useful - if guided by competent persons - in developing the basis for and the ideals of good citizenship (1965:9).

In justifying the student council and activities in general the Western Interstate Commission for Higher Education stated that these activities, when properly structured, served to "conduct rather than insulate, strengthen rather than substitute, total educational growth" (Hall, 1961:407).

Hess believed that the student council could help develop desirable personalities. He said:

Basically the school's mission is to develop a well-integrated personality, whether he be a leader or a follower. Potentially everyone is a leader - in fact everyone leads someone. The student council provides one of the best avenues through which personality can be developed. Through the student council we develop leadership - and personality is the essence of leadership success (1952:420).

Pfanstiehl had this to say about goals:

A democratic government which is built on laudable ideals but which operates on a less desirable set of goals is hardly conducive to mature citizen involvement. Adults who can illustrate, through action, the efficacy and self worth of operating within the system to achieve goals compatible with youth value system are likely to gain the respect of the students (1975:6).

Throughout the literature referring to goals of student councils the ability of this concept to assist in the teaching of good responsible citizenship is stressed. The importance of this seems to be pointed out by Schoolland (1962:5) when he said, "all knowledge

available to a man in the fields of science, industry and business profession is quite useless if there is no knowledge of how to live with and understand his fellow man".

#### The Role of the Student Council Advisor

Most writers agree that the advisor plays a very important role in the student council. Sterner (1963:1) said, "the faculty members who advise the student council have a most important assignment. If his methods or goals are undemocratic, much undesirable learning will take place. However, if he guides without being dictatorial, students can learn to make decisions wisely and well".

Glatthorn had this to say about the effect of the advisor role on the council:

With the young naive teacher who equates permissiveness with leadership, the council flounders from a lack of direction and wastes its time in "fun and games". With the old war horse, who thinks the whole thing is a game the council turns into just that - a game of pseudo democracy in which nothing meaningful is ever accomplished except endless meetings with students going through the motion of leadership. With the faculty dictator great projects are undertaken and carried out to success by the tired advisor while the students learn the lesson that adults will always run their show (1968:17).

Sterner (1963:1) said, "in a large measure the personal qualities of the student council advisor will determine the success of the council regardless of how democratic the school principal or the council constitution may be". Glatthorn had this to say about the importance of the advisor:



While many advisers are doing an outstanding job of providing dynamic leadership and direction for the groups under their charge it is quite apparent that many councils are running into difficulty because the advisor is simply the wrong person for the job. The advisor plays a critical role in the success or failure of the council and when the council fails it is logical to look to the advisor for some of the cause (1968:16).

Sterner (1963:2) wrote, "while there may be disagreement on specific duties in a given school, there is general agreement on the advisors role as a planner, consultant, counselor, evaluator and a teacher". He also said, "the primary task of the student council advisor is to work with and through students to carry out a phase of their civic education".

Frederick (1965:20) said, "it may now be time to think of the advisor to the student council as a highly specialized role requiring special aptitudes, traits, skills and knowledge".

#### Role of the Student Council President

The role of the student council president is similar to any group leader. Frederick (1965:10) said, "the president of the student council acts as an administrator, president, superintendent, chief executive or board chairman. They do what in their best judgment needs to be done to ensure the success of the total enterprise and each separate contributing activity". Wieckert stated that:

The duties of the council president are often more than the constitution states. However, varied the duties may seem on the surface, one basic qualification is required for all tasks - the

ability to communicate with people. The president must be an expert on leading people. He succeeds because of his ability to sell all council members on doing what will most benefit the student body (1971:38).

#### Role of the Administration

"If the school is an autocracy run by the principal or an oligarchy run by the faculty in which the student is a mere subject then we need not expect him to exhibit many of the basic traits of good citizenship when he emerges from the setting" (McKown, 1952:85).

Mathes (1962:18) said, "the principal should provide the council with a written statement of the areas or levels in which he feels the council should operate".

Kent (1971:73) thought it was important that the council realized that the principal did not create the world in which his school operates. Glatthorn said:

The most important factor is the principals own attitude toward the council and how he conveys this attitude to the student body. At every opportunity he should make it clear that the council has his support as the most important student group in the school. . . . The second basic way of making the student council more prestigious is by giving it the time and the space to do its work (1968:22).

Keith (1971:71) said, "students will always need guidance, but this guidance should be applied to solving problems - not preventing them from occurring".

Pfanstiehl presented a formula for student adult relationships. He said:

Basically there are five factors which must be presented to create an image that will satisfactorily comply with both the students needs and the society expectations.

1. Students must find rapport with adults.
2. Students need to feel relatively competent in their various roles.
3. Students need to be visible to the adult audience they will influence.
4. Students need to understand our roles and powers.
5. The student must be able to talk to his peers to seek consenses and to be accountable to their needs as well as his own (1975:7).

The amount and the level of participation varies from school to school. Mathes listed three levels of participation:

First there is the level of administration in which the students have absolutely no authority or power whatsoever. A second level is that which is shared with the administration and faculty. Generally this is the largest area in which the council works. Here the school staff, council and student body work cooperatively on projects of general interest and concern to the students and school. The third level is that in which the students, subject to only administrative veto, are relatively free to discuss issues and act (1962:18).

Schoolland (1962:4) said, "one of the greatest responsibilities that a principal has each year to the student council is not only to provide the opportunities for student participation, but also to provide the leadership and guidance necessary to make the student council a functioning organization with in the school structure".

Keith (1971:68) said, "if we severely limit a student's range of choices he feels less responsible for the choice itself since it wasn't the choice he wanted to make".

Giroux (1975:2) said, "if student representative organizations

and student activities program are to function properly they must be recognized by administrator and teacher as an integral part of the school community". Glatthorn thought we should bend all our efforts to give the council the appearance of an important organization. He listed the following ways to try and improve the council's image:

1. Each member is given a special memo pad with his name printed on it.
2. Council members are awarded special pins or emblems to be worn on jackets or coats.
3. The council installation is accompanied by a banquet in the evening to which parents and distinguished guests are invited.
4. Council officers and representative members are presented to the school board at a special board meeting.
5. A special video tape is made of major council meetings and is made available for viewing by the student body.
6. A special class meeting is held during a class assembly with the entire class observing and participating.
7. A student council recognition day is celebrated in school and community.
8. The student council is invited to attend a special meeting of the town council of township officials.
9. An evening council meeting is held to which council members' parents and the public at large are invited (1968:24).

Glatthorn (1968:15) stated, ". . . a good school administrator requires and should welcome constructive student opposition. Every school, like any large enterprise, begins to develop problem areas and an outspoken student council leadership can be one way - a very effective way - of giving the principal some important feedback".

Keith (1971:66) said, "a principal in dealing with his student council faces the same problem as a good parent. He must have the wisdom to teach the student council all it needs to know and the

patience to let the student council go out and prove it all to itself the hard way".

### Current Trends

Student participation in the management of their lives in educational institutions designed to guide their passage from childhood to adulthood has undergone great changes since the days of ancient Athens and Sparta (Frederick, 1965:12). Armstrong (1970:553) said, "in our changing world where education is assuming an emergent role and youth is attaining a new and different status, students are no longer content to accept the traditional patterns of government". Some schools are merely revising their student councils to allow for more student participation and some are adopting new organizations. Foug (1972:1) said, "there are even high schools where the traditional student council has been replaced by a policy making body composed of faculty, administration, and students". Foug stated that:

In the past the principal could point with pride to his student council as an example of how democracy was at work in his school. The student council provided an orderly way for students to discuss their problems, parties and projects, but seldom, if ever did it mean more than the council officers presenting student problems or proposals to the administration for its decision. The student council never ventured into the realm of curriculum. Today, however, in a number of school systems students are being asked for their opinions in areas that used to be reserved for the administration (1972:2).

With regard to students participating in the decision-making process Ferguson (1971:4) had this to say, "in the area of decision

making a dramatic turn around has already begun. Systems are finding a variety of ways to include students in management activities. Some ask only for information or opinions from the students while others are placing students in responsible positions". Ferguson went on to say:

This change has been needed. Contrary to the fears of some it does not mean divesting responsible officials of their powers or administrative authority. It involves respectfully listening to students ideas and where they are valid and workable allowing them to work. It means taking some chances with them. One of the outcomes of this change is that students are experiencing a democratic system at work. There is less reason for the young to feel alienated from the system (1971:4).

Chester (1970:9) said, "many educational and industrial research studies indicate that people are more likely to increase their learning and commitment to an organization when they are involved in making important decisions about that organization".

Van Pool, reflecting on the next 20 years had this to say:

The student council in the next 20 years will have to identify with the new generation of students if it is to retain its present respected position. It must demonstrate that it is truly in touch with present day problems; that it knows, understands and believes in teenagers. It will have to bestir itself and get excited about things that matter; about things a bit more significant than the theme of the next dance. If it fails it will not retain the interest and respect of tomorrow's students (1971:4).

In "This We Believe", a bulletin published by the National Association of Secondary School Principals the following statement was made:

Students should have a stake in the development of school policy. The advice and participation of youth is invaluable to schools in a wide variety of ways, from determination

of community goals and priorities for education to recurrent consideration of electives or student behavior that arises on campus with each school year (1975:50).

#### Related Studies

Dissertation abstracts revealed relatively few studies concerning student councils. Of the studies listed two seemed to be related to this study.

Manning's (1969) study was conducted at East Texas State University under the direction of Dr. Stuart Chilton. The purpose of the study was to determine if there was a significant difference of opinions regarding the student council among principals, student council sponsors, student council members, and students other than student council members. The study was limited to personnel selected from class A high schools located in the East Texas University service area. The following conclusions were presented:

1. Communications regarding the student council are poor in most of the schools in the sample.
2. Observation of the data revealed greater variations of opinion within the groups than between the groups.
3. Inspection of the data revealed that the student council is not always considered to be a pupil-centered organization.
4. Inspection of the data led to the conclusion that sponsors and student council members were more aware of the existence of a written constitution than were principals and non-student council members.
5. It was noted that only 25 percent of the sponsors were female.
6. There was a significant difference of opinion between principals and non-student council members with regard to the student council as a pupil-centered organization.

7. Principals, sponsors, and student council members believed that the council represented the entire student body; however, students other than student council members disagreed.

8. There were significant differences at the .05 level of confidence between adult groups and student groups who thought the student council was a part of the total educational program.

9. There was a significant difference of opinion between principals and non-student council members at the .05 level of confidence concerning student council members seeking out the opinions of the student body.

10. There were significant differences among the groups who believed that emphasis was placed on activities in which money raising was not a factor.

11. Observations of all data indicated that the student councils did not have a plan for regularly evaluating their work.

12. Responses to the interview were studied for an indication of the effectiveness of the student council as perceived by the various groups (1969:151).

Manning made the following recommendations:

1. Two-way communications among students and faculty and between the school and community should be of prime importance in maintaining the role and functions of the student council.

2. Principals, sponsors, and students should avail themselves of current literature concerning the student council.

3. More importance should be given to the written constitution of the student council.

4. Involvement of students other than student council members in council activities is highly encouraged.

5. The student council should be a part of the total educational program and all groups should be made aware of their participation.

6. The student council should be aware that it is a representative group, and as such should always seek out the opinions of those whom it represents.

7. The student council should be primarily a service organization.

8. As with any good organization, the student council should have a plan for regularly evaluating its work (1969:154).



Manning made the following recommendations for further research:

1. It is suggested that a similar study be made of elementary school student councils.
2. It is suggested that a similar study be conducted among high schools of various sizes and comparisons.
3. It is suggested that a similar study be conducted in which samples from various regions within the state would be compared.
4. An investigation should be made of the criteria on which student council sponsors are selected.
5. A study should be made of college courses that are available which help teachers prepare to sponsor organizations such as the student council.
6. A related study is suggested to determine whether there are significant relationships between student I.Q.'s and student council membership.
7. An investigation should be conducted to determine whether there is a significant relationship between student council membership and the affluence of the home background.
8. A study should be made to determine whether there is a significant relationship between and effective, functional student council and continuity with the same advisor for a period of years.
9. An investigation is recommended to determine whether there is a significant relationship between membership in the high school student council and vocational success in adult life.
10. A study similar to the present one should be conducted with mailed questionnaire and without the structured interview since personal contact may tend to bias some responses (1969:156).

Coy (1972) conducted a study at the Arizona State University under the direction of Dr. Robert L. Armstrong. The main purpose of the study was to determine if there was a significant difference of opinion among student council members, non-student council members, student council sponsors, and administrators regarding selected aspects of student council in the secondary schools of Arizona. A second purpose was to determine if the opinions were related to the

location of the school. A third purpose was to determine if the attitudes within each group varied according to the size of the school.

The following conclusions were reported in the study:

1. Respondents' role in school causes differences in attitude toward selected concepts of student council.
2. The location and size of the school do not cause substantial differences in attitudes of student council members, non-student council members, student council sponsors and administrators toward selected concepts of student councils.
3. In most instances student council is perceived as a positive influence in the secondary schools of Arizona.
4. Students, sponsors and administrators are in favor of requirements for qualifications for student council candidacy, yet apparently want fewer restrictions for candidacy qualifications.
5. It is generally agreed that student council members run for a student council office for a variety of reasons.
6. Generally all groups surveyed agreed that student council should be involved in a wide range of activities.
7. The non-student council members' ideas and opinions are not being used in student council.
8. Communication between the student council, the student body and administration is in need of improvement.
9. Administrators are not making themselves available to students.
10. The position that the student council is to occupy in the total educational process is not clearly understood, whether the council is extra-curricular or part of the regular program.
11. The authority and responsibility of the student council is not clearly understood by the students (1972:119).

Coy made the following recommendations:

1. Students, faculty and administrators should avail themselves to the current literature for a better understanding of the roles, responsibilities, objectives and related activities of student council.
2. The student council should become seriously aware that it is a representative organization, and as such, it should seek out the opinions of those whom it represents.
3. Student councils should be provided the opportunity to participate actively in a wide range of activities to accommodate

needs and desires of the students.

4. A communication system should be established which would enable the student council, sponsors and administrators to become more actively aware of the opinions of the student body.

5. A plan should be established whereby the students are represented on faculty committees, curriculum committees and other related committees dealing directly with the schools programs.

6. All student councils should be considered as a part of the total curriculum, and as such should be scheduled like any other class with credit toward graduation (1972:120).

### Summary

A review of the available literature revealed limited material relating to this study. The most informative material was found to be that produced by the National Association of Secondary School Principals. Noted authorities commented on the lack of material and placed some of the blame on the fact that the student council concept is a changing one and therefore, difficult to write about.

According to the literature the idea of student councils dates back to the time of Plato and Aristotle. The earlier concept of student self-government has gradually given way to the newer concept of student participation in the management of the school.

The literature pointed out that there is several methods of organization used for student councils. Most writers indicated a preference for a representative group selected from a relatively permanent group. The representatives are usually selected from groups such as the homeroom, a class year or a specific grade.

Success has been reported for most of the different kinds of organization and therefore the important point seems to be how well the organization represents the student body.

Several lists of goals were reported in the literature, but the main function of the student council seemed to be to provide learning experiences for students. The development of good citizenship seemed to be the most reported contribution to learning that the student council provides.

The importance of the advisor was stressed throughout the literature. It seemed to be the opinion of the writers that the leadership provided by the advisor through the administrative support was one of the more important factors in the success of a student council. The literature noted the need for the administration to make the student council an integral part of the curriculum to insure the councils success.

The trend seems to be toward allowing the students to have more input to the development of school policy. The literature pointed out that allowing the students more opportunity to participate in developing policy and other management procedure in no way removes power from the administration. The administration is still charged with the control of the school by the local community and this responsibility cannot be delegated to students. The writers seemed to agree that the input from students in certain phases of school management was important

and necessary in today's society. Girous (1975:2) said, "there is no major formula for producing mature democratic behavior in young people, but allowing them to share in the decision making process of the school clearly affords them a means for learning to produce such behavior on their own."

## Chapter 3

### PROCEDURES

The purpose of this study was to determine if there is a difference in the role of the student council as perceived by building principals, building principals who are also student council advisers, student council advisers and student council presidents. An instrument was prepared and mailed to the participants of all high schools in the state of Montana. The instrument asked the participants to indicate how they saw certain practices in their school and also how they thought the practices should be.

In this chapter the outline of the study will be presented in the following manner:

1. Population description.
2. Description of investigation categories.
3. Method of collecting data.
4. Method of organizing data.
5. Statistical hypotheses.
6. Method of analyzing data.

#### Population Description

The building principal, the building principal who is also the

student council adviser, the student council adviser, and the student council president from every Montana high school listed in the 1974-75 Montana Education Directory comprised the population for this study.

#### Description of Investigation Categories

This study compared the perceptions of building principals, building principals who were also student council advisers, student council advisers, and student council presidents based on their responses to the questionnaire in the following areas:

1. What kind of an organization did the participants perceive their student council to be?
2. How did the participants perceive their student council as a part of the educational program?
3. What kind of a role did the participants perceive the student council members as playing?
4. What did the participants perceive the student council contributes to the educational program?
5. How did the participants perceive the use of veto power against student council action?
6. What administrative functions did the participants perceive the student council participates in?
7. What role did the participants perceive the student body as playing?
8. What reasons did the participants perceive students as

having for seeking a student council office?

#### Method of Collecting Data

The researcher designed a questionnaire to determine the building principal's, building principal's/sca, student council advisers' and student council presidents' perceptions of the role of student council in all Montana high schools. Items for the questionnaire were determined from the related literature and adaptations from questionnaires used in studies by Coy (1972) and Manning (1969). The instrument was also designed to obtain certain demographic information concerning the participants and the school they were associated with. A copy of the questionnaire has been included in Appendix B.

The instrument along with a cover letter explaining the study was mailed to all building principals, student council advisers and student council presidents on October 22, 1975. A self addressed envelope was enclosed for each participant. A follow-up instrument was mailed November 28, 1975 to those that had not responded.

#### Method of Organizing the Data

The data collected has been presented in Chapter 4 in the form of tables. The tables are set up to provide information concerning:

1. The number and percentages of building principals, building principals who were also student council advisers, student council advisers and student council presidents involved in the distribution



and return of the questionnaire.

2. The demographic information pertaining to the participants and the schools with which they were associated.

3. Chi square values.

### Statistical Hypotheses

The purpose of this study was accomplished by testing the following hypotheses:

1. There is no significant difference among the building principals, building principals who are also student council advisers, student council advisers and student council presidents in their perceptions of:

a. actual role of the student council in Montana High schools.

b. the ideal role of the student council in Montana high schools.

2. There is no significant difference among building principals that are grouped by their years of experience as to their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

3. There is no significant difference among building principals who are also student council advisers that are grouped by their years

of experience as to their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

4. There is no significant difference among student council advisers that are grouped by their years of experience as to their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

5. There is no significant difference among building principals, building principals who are also student council advisers, student council advisers and student council presidents that are grouped by the number of students in their student council as to their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

6. There is no significant difference between building principals of schools that are members of the Montana Association of student councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools,

7. There is no significant difference between building principals who are also student council advisers of schools that are members of the Montana Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

8. There is no significant difference between student council advisers of schools that are members of the Montana Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

9. There is no significant difference between student council presidents of schools that are members of the Montana Association of Student Council and non-members in their perception of;

a. the actual role of the student council in Montana high

schools.

b. the ideal role of the student council in Montana high schools.

10. There is no significant difference between building principals of schools that are members of the National Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

11. There is no significant difference between building principals who are also student council advisers of schools that are members of the National Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

12. There is no significant difference between student council advisers of schools that are members of the National Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

13. There is no significant difference between student council presidents of schools that are members of the National Association of Student Councils and non-members in their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

14. There is no significant difference among building principals, building principals who are also student council advisers, student council advisers and student council presidents that are grouped by their size of school as to their perception of:

a. the actual role of the student council in Montana high schools.

b. the ideal role of the student council in Montana high schools.

#### Method of Analyzing Data

In order to test the stated hypotheses, statistical means and methods were used. The following formula from Englehart (1972:266) was used:

$$X^2 = N \left[ \sum \left( \frac{f_{rc}^2}{f_r f_c} \right) - 1 \right]$$

Degrees of Freedom =  $(c - 1) (r - 1)$  where  $c$  and  $r$  are the numbers of rows and columns.

$N$  = sum of all cells;  $f_{rc}^2$  = square of the frequency in a given cell;

$f_r$  = sum of frequency in same row;  $f_c$  = sum of frequency in same column.

### Summary

To accomplish the purpose of this study a questionnaire was prepared and mailed to the building principals, building principals who were also student council advisers, student council advisers and student council presidents of all Montana high schools.

The data which were compiled and analyzed to test the hypotheses have been reported in the next chapter. Chi square was used to determine the significance of the differences among the four categories of respondents at the five percent level of confidence.

## Chapter 4

### ANALYSIS OF DATA

The purpose of this study was to determine if there is a difference in the role of the student council as perceived by building principals who are also student council advisers, student council advisers and student council presidents. In this chapter the results of the developed questionnaire, which was used to collect the data, have been presented, described and discussed.

The data for this study were obtained from questionnaires returned by seventy-seven building principals, seventy-five building principals who were also student council advisers, sixty-six student council advisers and one-hundred twenty-nine student council presidents. Some respondents did not respond to every item on the questionnaire. Therefore, in some cases, the total number of replies vary from table to table.

For the sake of brevity in the tables and in the discussions the notation "principal/sca" was used to indicate principals who were also student council advisers.

#### Population and Number Sampled

The population for this study was the building principal, building principal/sca, student council adviser and student council president from every Montana high school listed in the 1974-75

Montana Education Directory. There were one hundred and eighty-three high schools listed in the directory.

It was not known how many building principals were also student council advisers so the questionnaire was mailed to building principals, student council advisers and student council presidents. Each questionnaire was marked to indicate the correct category to which the respondent belonged. After the questionnaires were returned the number of respondents under the category principal/sca was determined.

Table 1 reveals the number of participants in each group that returned the questionnaire. It also shows the number and percentage returned for each group that were useable for this study.

Table 1

Total Population Surveyed and Percentage  
of Returns of the Questionnaire

Respondents	Number of Questionnaires Distributed	Questionnaires Returned		Useable Questionnaires	
		Number	%	Number	%
Building Principals	183	157	85.8	152	83.1
Student Council Advisers	183	144	78.7	141	77.0
Student Council Presidents	183	131	71.6	129	70.5

(Building principals/sca were included in both building principals and adviser returns.)



As indicated in Table 1, seventy-nine building principals and seventy-eight building principals/sca returned the instrument which resulted in a return of 85.8 percent. One hundred fifty-two were useable for a percentage of 83.1. Seventy-eight student council advisers who were also building principals and sixty-six student council advisers returned the instrument which resulted in a return of 78.7 percent. One hundred forty-one were useable for a percentage of 77.0. One hundred thirty-one student council presidents returned the instrument which resulted in a return of 71.6 percent. One hundred twenty-nine were useable for a return of 70.5 percent.

Table 2 indicates the number of respondents in each group that had attended Montana Association of Student Councils meetings. Approximately sixty-six percent of the building principals, fifty-eight percent of the building principals/sca, forty-seven percent of the student council advisers and sixty percent of the student council presidents responded that they had not attended a Montana Association of Student Councils meeting. Only 33.8 percent of the building principals, 41.3 percent of the building principals/sca, 53 percent of the student council advisers and 39.5 percent of the student council presidents indicated that they had attended one or more meetings of the association.

Table 2

## Attendance of Montana Association of Student Councils Meetings

Respondents	None	%	One	%	More than One	%
Building Principals	51	66.2	9	11.7	17	22.1
Building Principals/sca	44	58.7	13	17.3	18	24.0
Student Council Advisers	31	47.0	15	22.7	20	30.3
Student Council Presidents	78	60.5	31	24.0	20	15.5
TOTAL	204	58.8	68	19.6	75	21.6

The respondents were asked if they had taken a course in student activities. Table 3 shows the number and percentage of each group that indicated they had taken such a course. Over 68 percent of the building principals, 82.7 percent of the building principals/sca, 81.8 percent of the student council advisers and 71.3 percent of the student council presidents indicated that they had not taken a course in student activities.

Table 3

## Number of Respondents Attending Student Activities Course

Respondents	Yes	%	No	%
Building Principals	24	31.2	53	68.8
Building Principals/sca	13	17.3	62	82.7
Student Council Advisers	12	18.2	54	81.8
Student Council Presidents	37	28.7	92	71.3
TOTAL	86	24.8	261	75.2

General Information

In order to get discrete data from each school represented in the sample, only the questionnaires returned by the building principals and the building principals/sca were used in the analysis of the descriptive data presented in Table 4 through 12.

The respondents indicated that over 90 percent of the schools refer to their student representative groups as the student council. Table 4 shows the responses to this question.

Table 4

Number of Student Representative Groups Using  
the Name Student Council

Name	Number	%
Student Council	138	90.8
Other Than Student Council	14	9.2

Over 80 percent of the schools surveyed indicated that their student councils had constitutions. The respondents were asked if and when their constitution had been revised. Over 16 percent indicated never, 56.6 percent indicated within the last three years, and 26.7 percent indicated over three years ago. Table 5 shows these results.

Table 5

Revision of Constitution

When	Number	%
Never	24	16.7
Within the last three years	81	56.6
Over three years ago	38	26.7

Table 6 shows the different units of representation and the number of schools using each unit. According to the respondents 47.4 percent of the schools are using class years and organization and clubs as their unit of representation. Over 33 percent indicated they were using class year only as their unit of representation. Only 9.2 percent were using the home room as their unit of representation.

Table 6

## Units of Representation for the Reporting Schools

Unit of Representation	Number	%
Home room	14	9.2
Class year	51	33.6
Organizations or clubs	3	1.9
Class year and organization and clubs	72	47.4
Faculty advisory groups	1	.7
Faculty appointment	0	0
Principals appointment	0	0
At large	11	7.2

Forty percent of the respondents indicated their council met bi-weekly, 37.5 percent indicated monthly and 21.1 percent responded weekly. Table 7 contains the data pertaining to frequency of meetings.

Table 7

## Frequency of Meetings

Frequency	Number	%
Daily	1	.6
Weekly	32	21.1
Bi-Weekly	62	40.8
Monthly	57	37.5

The majority of the responding building principals and building principals/sca indicated their student council met during school hours. According to the respondents 4.6 percent met before school, 65.8 percent met during school, 15.8 percent met during lunch, 5.9 percent met after school, and 7.9 percent met in the evening. Table 8 shows the number responding under each category.

Table 8

## Meeting Time for Student Councils

Time	Number	%
Before school	7	4.6
During school	100	65.8
During lunch	24	15.8
After school	9	5.9
Evenings	12	7.9

Of the building principals and building principals/sca only 22 percent indicated they sent delegates to the student leadership workshop at Montana State University. Table 9 shows the number responding under each category.

Table 9  
Leadership Workshop

Response	Number	%
Yes	33	22
No	107	78

According to the respondents the student council adviser is selected by the principal in 53.0 percent of the schools and by the superintendent in 37.5 percent of the schools. Only 8.9 percent of the schools allowed the students to select their adviser. Table 10 shows the number responding in each category.

Table 10

## Selection of the Advisor

Person selecting	Number	%
Superintendent	65	37.5
Principal	92	53.0
Faculty	1	.6
Students	15	8.9

According to the respondents, over one-half of the schools have student council advisers who are also principals or assistant principals. Twenty-four percent of those responding indicated that teachers served as student council advisers. Table 11 shows the number in each category.

Table 11

## Major Position of Student Council Adviser

Major Position	Number	%
Principal	81	57.0
Assistant Principal	14	9.9
Counselor	11	7.7
Activities Director	2	1.4
Teacher	34	24.0



Sixty-four percent of those responding indicated their student council had no grade point requirement for membership. Table 12 indicates the number responding under each category.

Table 12  
Grade Point Average Requirement

Grade Point	Number	%
None	94	64.0
2.00	39	26.3
2.50	10	6.7
3.00	5	3.0
3.50	0	0

#### Analysis of the Hypotheses

Each of the fourteen hypotheses presented in Chapter 3 was tested for each of the 59 items of Part II of the survey using the chi square test at the .05 percent level of significance. Since each hypothesis represented two separate analyses (i.e., perception of the actual role of the student council and perceptions of the ideal role of the student council), a total of 1652 different tests were actually run using the Sigma 7 Computer at Montana State University. Complete data on all of the tests may be found in Appendix C. In the remainder

of this chapter, each hypothesis has been restated and all of those items for which a significant value of chi-square was found have been tabulated and discussed.

Hypothesis 1. There is no significant difference among the building principals, building principals who are also student council advisers, student council advisers and student council presidents in their perceptions of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Significant differences among the four groups have been reported in Table 13. They differed in perception of the actual role of the student council on twenty-three items and on perceptions of the ideal role on twenty-two items. On eleven items they differed in perceptions of both the actual and the ideal role. Hypothesis 1 was rejected for the following items:

Item 1: (Actual and Ideal) - The mode response for all four groups under the actual category was two, (usually). Seventy percent of the principals responded two (usually) and 25.9 percent indicated one (always). Seventy-seven percent of the principals/sca responded two (usually) and two percent indicated one (always). Fifty-one percent of the advisers responded two (usually) and 21.6 percent

indicated one (always). Fifty-six percent of the student council presidents responded two (usually) and 32 percent indicated one (always). Under the ideal category the mode response for the principals was two (usually), and for the other groups it was one (always). Forty percent of the principals, 56.1 percent of the principals/sca, 55.3 percent of the advisers, and 66.6 percent of the student council presidents responded one (always).

Item 2: (Actual) - The mode response for the actual category was two (usually). The percent of participants responding in the mode was 71.5 percent for the principals, 70 percent for the principal/sca, 62.6 percent for the advisers and 53.4 percent for the student council presidents. The percentage responding three (seldom) or four (never) was 14.4 percent for the principals, 13.6 percent for the principals/sca, 13.6 percent for the advisers and 29.4 percent for the student council presidents.

Item 3: (Actual and Ideal) - The data yielded a significant difference under each category. The mode response under the actual category for the principals and principals/sca was two (usually). The mode response for advisers and student council was three (seldom). Fifty-three percent of the principals responded two (usually, but 18.1 percent responded three (seldom). Forty-three percent of the principal/sca responded two (usually) and 32.4 percent responded three (seldom) or four (never). Responses for the advisers were almost

equal with 37.8 percent two (usually), and 39.3 percent three (seldom), or four (never). Under the ideal category the mode response for the four groups was one (always). However, student responses were distributed throughout the cells.

Item 5: (Ideal) - Under the ideal category most of the responses were one (always) or two (usually) with one (always) being the mode response.

Item 6: (Ideal) - All of the responses were in the one (always) or two (usually) category.

Item 8: (Actual) - The mode response for the principals, principals/sca and advisers was two (usually). The mode response for the student council presidents was one (always). A high percentage of responses were in the three (seldom) and four (never) category. Twenty-nine percent of the principals, 34.6 percent of the principals/sca, 31.8 percent of the advisers, and 30.2 percent of the student council presidents responded either three or four.

Item 9: (Actual) - The mode response for the principals was three (seldom). The mode response for principals/sca, advisers and student council presidents was four (never). Sixty-three percent of the principals, 82.9 percent of the principals/sca, 71 percent of the advisers and 82.9 percent of the student council presidents responded in the four (never) category.

Item 10: (Actual) - Under the actual category the response mode for the principals and principals/sca was three (seldom). The response mode for advisers and student council presidents was four (never). Eighty percent of the principals, 78.6 percent of the principals/sca, 72.2 percent of the advisers and 66.6 percent of the student council presidents responded either three or four.

Item 14: (Actual) - The principals response mode was two (usually). The response mode for the principals/sca, advisers, and student council presidents was three (seldom).

Item 16: (Actual) - The response mode for the principals was three (seldom). The response mode for the other three groups was four (never). Sixty-two percent of the principals, 76 percent of the principals/sca, 75.7 percent of the advisers and 82.9 percent of the student council presidents responded in the three (seldom) or four (never) category.

Item 18: (Actual) - The response mode under the actual category for principals, principals/sca, and student council presidents was two (usually). The response mode for advisers was three (seldom).

Item 19: (Ideal) - Under the ideal category 74 percent of the principals, 76 percent of the principals/sca, 83.3 percent of the advisers, and 92.8 percent of the student council presidents responded one (always).

Item 21: (Actual and Ideal) - The mode response under the

actual category for all four groups was two (usually). Only a small percentage of the responses were in the three (seldom) or four (never) category. Under the ideal category 52.7 percent of the principals, 63 percent of the principals/sca, 66.6 percent of the advisers, and 81.7 percent of the student council presidents responded one (always). More principals and advisers responded two (usually) than did student council presidents.

Item 22: (Actual and Ideal) - The mode response for all four groups under the actual category was two (usually). Seventy-nine percent of the principals, 74.6 percent of the principals/sca, 59 percent of the advisers, and 44.1 percent of the student council presidents responded in the mode. Only 15.5 percent of the student council presidents responded three (seldom) or four (never). Under the ideal category all of the responses were either one (always) or two (usually). Sixty-four percent of the student council presidents responded one (always) as compared to 32.4 percent of the principals.

Item 24: (Actual) - The mode response for the actual category for all four groups was two (usually). A high percentage of all groups responded one (always) or two (usually), but 23.2 percent of the student council presidents responded either three (seldom) or four (never).

Item 25: (Ideal) - Under the ideal category the mode response was one (always). The majority of the responses were either one

(always) or two (usually), but 12.5 percent of the student council presidents responded three (seldom).

Item 26: (Actual) - The mode response under the actual category for all four groups was two (usually). There was a strong response under the three (seldom) and four (never) category. Forty percent of the principals, 45.3 percent of the principals/sca, 50 percent of the advisers, and 41 percent of the student council presidents responded under the three (seldom) and four (never) category.

Item 27: (Actual) - The mode response under the actual category for all four groups was two (usually). Twenty-five percent of the principals, 32.4 percent of the principals/sca, 33.8 percent of the advisers, and 33.3 percent of the student council presidents responded under the three (seldom) or four (never) category.

Item 29: (Ideal) - The mode response under the ideal category for principals was one (always). The other three groups disagreed with a mode response of three (seldom). Thirty-seven percent of the principals, 44.7 percent of the principals/sca, 49.1 percent of the advisers and 59.2 percent of the student council presidents responded under the three (seldom) or four (never) category.

Item 33: (Ideal) - Sixty-nine percent of the principals, 83.9 percent of the principals/sca, 66.6 percent of the advisers, and 50.7 percent of the student council presidents responded three (seldom) or four (never) under the ideal category.

Item 37: (Actual and Ideal) - The mode response under the actual category for the principals was two (usually). The principal/sca had a bimodal response of one (always) and two (usually). The advisers responses were distributed throughout the cells with one (always) being the mode. The student council presidents disagreed with a mode response of three (seldom). Fifty-five percent of the student council presidents responded three (seldom) or four (never) as compared to 32.4 percent of the principals, 37 percent of the principal/sca and 44 percent of the advisers. Under the ideal category the mode response for all four groups was one (always). Twelve percent of the principals responded three (seldom) or four (never) as compared to 26.1 percent of the student council presidents.

Item 38: (Actual and Ideal) - Under the actual category the mode response for the principals, principals/sca, and advisers was three (seldom). The student council presidents mode response was two (usually), but 45 percent responded three (seldom) or four (never).

Item 39: (Ideal) - Under the ideal category the mode response was two (usually), but a high percentage responded three (seldom) or four (never). Forty-eight percent of the principals, 42 percent of the principals/sca, and 41 percent of the advisers responded in the three (seldom) or four (never) category. The student council presidents disagreed with only 20 percent responding three(seldom) or four (never).

Item 40: (Ideal) - Under the ideal category the mode response



for principals was three (seldom) and for the principals/sca four (never). The student council advisers mode response was three (seldom), but the mode response for the student council president was two (usually). Over 50 percent of the student council presidents responded one (always) or two (usually).

Item 41: (Actual and Ideal) - Under the actual category most of the responses for all four groups were four (never) with a few three (seldom) and very few two (usually). Under the ideal category the mode response for the principal, principals/sca, and the advisers was four (never). The student council presidents disagreed with a mode response of two (usually). Only 16 percent of the principals responded one (always) as compared to 49.6 percent of the student council presidents.

Item 42: (Ideal) - Under the ideal category the mode response for principals/ principals/sca, and advisers was four (never). The student council presidents mode response was two (usually). A high percentage of the student council presidents responded three (seldom) or four (never).

Item 43: (Actual and Ideal) - The mode response under the actual category for principals, principals/sca, and student council presidents was three (seldom). The mode response for advisers was four (never). More student council presidents responded one (always) or two (usually) than the other groups. Under the ideal category

the mode response for the principals and advisers was three (seldom). The principal/sca had a bimodal response of two (usually) and three (seldom). The student council presidents mode response was two (usually). A higher percentage of student council presidents responded one (always) than the other three groups.

Item 45: (Ideal) - Under the ideal category most of the responses were one (always) or two (usually) with a mode response for all groups of two (usually).

Item 46: (Actual and Ideal) - Under the actual category the mode response for all four groups was four (never). Under the ideal category the principals mode response was two (seldom). The other three groups had a mode response of two (usually). Seventy-three percent of the students indicated they thought the student council should participate in the budgeting of activity money as compared to 49 percent of the principals.

Item 47: (Actual) - Under the actual category the mode response for all four groups was one (always). Seventy-six percent of the principals responded one (always) as compared to only sixty-one percent of the students.

Item 53: (Ideal) - Under the ideal category the mode response for the principals, principals/sca and advisers was two (usually). The students disagreed with a mode response of one (always).

Item 54: (Actual and Ideal) - Under the actual category the

principals, principals/sca and student council presidents mode response was two (usually). The advisers disagreed with a mode response of three (seldom). Under the ideal category the mode response for the principals, principals/sca, and advisers was three (seldom). The higher percentage of students responded three (seldom) or four (never) as compared to the other groups. The students mode response was four (never).

Item 56: (Actual) - Under the actual category the mode response for all four groups was two (usually). Only 7.7 percent of the principals responded one (always) as compared to 24.8 percent of the student council presidents.

Item 59: (Actual and Ideal) - Under the actual category the mode response was three (seldom) for all four groups. Fifty percent of the student council presidents responded one (always) or two (usually) as compared to 38 percent of the principals. Under the ideal category the mode response for principals, principal/sca and advisers was three (seldom). The student council presidents disagreed with a mode response of two (usually).

Table 13

Cell Frequencies for Significant Items of Hypothesis 1

		Groups	Actual.				Ideal			
<u>Your student council is:</u>			1	2	3	4	1	2	3	4
1.	A pupil centered organization	Prin.	20	54	3	0	30	44	0	0
		Prin/sca	15	58	2	0	41	32	0	0
		Advisers	16	46	3	0	36	29	0	0
		Students	42	72	14	0	84	42	0	0
			df=6 $X^2=13.653$				df=3 $X^2=13.004$			
2.	A model of democratic government	Prin.	10	55	10	1				
		Prin/sca	9	54	9	1				
		Advisers	8	45	12	0				
		Students	22	69	32	6				
			df=9 $X^2=16.081$							
3.	A part of the education program	Prin.	22	41	14	0	49	25	0	0
		Prin/sca	18	32	24	0	49	21	3	0
		Advisers	15	25	26	0	44	22	0	0
		Students	12	44	58	13	57	50	13	5
			df=9 $X^2=48.263$				df=9 $X^2=31.418$			
5.	Respected by the faculty	Prin.					51	23	0	0
		Prin/sca					51	23	0	0
		Advisers					46	19	0	0
		Students					110	18	0	0
							df=3 $X^2=11.837$			
6.	Respected by the students	Prin.					56	18	0	0
		Prin/sca					58	16	0	0
		Advisers					49	17	0	0
		Students					116	12	0	0
							df=3 $X^2=11.554$			

Table 13 (Continued)

	Groups	Actual	Ideal
<u>Your student council has:</u>			
8. An agenda for meetings	Prin	20 32 17 5	
	Prin/sca	10 39 20 6	
	Advisers	20 25 19 2	
	Students	48 42 26 13	
		df=9 $X^2=19.005$	
<u>Critical Values</u>			
		df 3 = 7.815	
		df 6 = 12.592	
		df 9 = 16.920	
9. A training program for its leaders	Prin	5 23 33 16	
	Prin/sca	6 9 27 33	
	Advisers	4 15 17 30	
	Students	5 17 38 69	
		df=9 $X^2=25.104$	
10. A plan for evaluating its work.	Prin	2 9 38 24	
	Prin/sca	2 10 31 28	
	Advisers	2 12 21 30	
	Students	13 28 36 50	
		df=9 $X^2=20.390$	
14. A program to explain its objectives.	Prin	5 30 22 19	
	Prin/sca	6 22 29 16	
	Advisers	6 13 26 21	
	Students	20 31 58 20	
		df=9 $X^2=19.390$	
16. Orientation for new members.	Prin	6 22 29 19	
	Prin/sca	6 10 27 30	
	Advisers	4 12 23 27	
	Students	9 13 36 71	
		df=9 $X^2=23.316$	

Table 13 (Continued)

		Actual				Ideal			
Groups		1	2	3	4	1	2	3	4
<u>Your student council members:</u>									
18. Report frequently to electorate	Prin	12	41	21	2				
	Prin/sca	14	35	22	3				
	Advisers	11	25	28	2				
	Students	26	45	36	19				
		df=9 $X^2=22.256$							
19. Understand and accept responsibilities	Prin					55	19	0	0
	Prin/sca					56	17	0	0
	Advisers					55	11	0	0
	Students					117	9	0	0
		df=3 $X^2=14.957$							
<u>Critical Values:</u>									
df 3 = 7.815									
df 9 = 16.920									
<u>Your student council members:</u>									
21. Seeks the opinion of the student body	Prin	9	54	12	0	39	33	0	0
	Prin/sca	18	43	14	0	55	19	0	0
	Advisers	13	38	15	0	44	22	0	0
	Students	49	59	21	0	103	23	0	0
		df=6 $X^2=21.106$				df=3 $X^2=18.071$			
22. Determines what the student council does	Prin	7	61	9	0	25	48	0	0
	Prin/sca	12	56	7	0	35	39	0	0
	Advisers	18	39	9	0	38	28	0	0
	Students	51	57	19	1	83	43	0	0
		df=6 $X^2=34.913$				df=3 $X^2=20.208$			
<u>Your student council contributes to:</u>									
24. The general welfare of the school	Prin	10	49	18	0				
	Prin/sca	11	50	14	0				
	Advisers	8	43	15	0				
	Students	31	67	24	6				
		df=9 $X^2=18.925$							

Table 13 (Continued)

		Actual				Ideal			
		1	2	3	4	1	2	3	4
25. Teaching citizenship	Prin					51	23	0	0
	Prin/sca					46	24	2	0
	Advisers					35	27	3	0
	Students					69	42	16	0
		df=6 $X^2=18.115$							
26. Teaching responsibilities	Prin	2	43	26	5				
	Prin/sca	5	34	28	6				
	Advisers	2	39	15	8				
	Students	20	56	42	11				
		df=9 $X^2=20.342$							
27. Better human relations	Prin	3	43	19	1				
	Prin/sca	6	45	21	2				
	Advisers	6	37	18	4				
	Students	25	61	37	6				
		df=9 $X^2=19.440$							
<u>Critical Values:</u>									
df 3 = 7.815									
df 6 = 12.592									
df 9 = 16.920									
<u>Your school veto power is used by:</u>									
29. Principal	Prin					23	17	21	3
	Prin/sca					21	15	25	6
	Advisers					12	19	24	6
	Students					12	39	50	24
		df=9 $X^2=28.412$							
33. Student body	Prin					7	11	18	23
	Prin/sca					4	11	25	23
	Advisers					7	13	24	16
	Students					27	35	45	19
		df=9 $X^2=23.377$							

Table 13 (Continued)

		Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council participates in:</u>									
37. Chartering of clubs	Prin	22	30	17	8	35	29	5	4
	Prin/sca	23	23	16	11	34	30	7	1
	Advisers	19	18	12	17	29	22	8	6
	Students	28	29	43	28	46	45	29	7
		df=9 $X^2=17.790$				df=9 $X^2=17.232$			
38. Developing school policy	Prin	4	31	39	2	7	43	24	0
	Prin/sca	6	14	45	10	12	35	24	3
	Advisers	1	22	32	11	10	38	15	2
	Students	16	58	46	9	57	64	6	1
		df=9 $X^2=33.369$				df=9 $X^2=63.775$			
39. Curriculum development	Prin					7	31	29	6
	Prin/sca					7	36	25	6
	Advisers					10	29	20	7
	Students					27	76	16	9
						df=9 $X^2=26.543$			
40. Administration of the school	Prin					2	12	32	28
	Prin/sca					3	17	24	30
	Advisers					7	14	25	20
	Students					13	63	34	16
						df=9 $X^2=50.687$			
<u>Critical values:</u>									
df=9 = 16.920									
<u>Your student council participates in:</u>									
41. Faculty meetings	Prin	0	4	21	51	3	10	27	33
	Prin/sca	0	0	20	55	0	8	24	42
	Advisers	0	0	13	51	4	10	23	27
	Students	0	11	16	101	16	48	32	31
		df=6 $X^2=19.837$				df=9 $X^2=50.078$			



Table 13 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
42. Teacher evaluation	Prin					3	14	22	33
	Prin/sca					3	17	21	33
	Advisers					4	19	15	27
	Students					28	48	33	19
									df=9 $X^2=49.078$
43. Discipline problems	Prin	0	10	37	30	6	22	34	12
	Prin/sca	1	6	35	32	3	27	27	16
	Advisers	0	8	21	35	5	21	23	15
	Students	7	34	51	36	38	55	23	11
									df=9 $X^2=31.772$
									df=9 $X^2=52.394$
45. Fund raising	Prin					18	41	12	2
	Prin/sca					15	42	7	8
	Advisers					21	31	8	5
	Students					56	60	6	4
									df=9 $X^2=25.033$
46. Budgeting of activity money	Prin	12	14	24	72	18	18	22	15
	Prin/sca	8	16	12	39	13	31	11	18
	Advisers	10	6	17	33	15	24	16	11
	Students	29	25	26	48	45	47	19	15
									df=9 $X^2=16.679$
									df=9 $X^2=21.516$
<u>Your entire student body:</u>									
47. Is represented on the student council	Prin	59	12	2	4				
	Prin/sca	60	11	1	3				
	Advisers	46	17	3	0				
	Students	79	43	4	3				
									df=6 $X^2=13.513$

Critical values:

df 6 = 12.592

df 9 = 16.920

Table 13 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>A student is likely to run for an office:</u>									
53. To initiate change	Prin					6	49	18	0
	Prin/sca					19	42	9	0
	Advisers					17	40	8	0
	Students					63	54	10	0
		df=6 $X^2=43.001$							
54. To be known in school	Prin	3	41	30	1	2	22	31	17
	Prin/sca	6	32	23	12	1	21	31	19
	Advisers	6	15	37	5	5	13	31	14
	Students	12	58	47	11	14	9	49	55
		df=9 $X^2=26.928$				df=9 $X^2=37.100$			
56. To learn something	Prin	6	48	19	2				
	Prin/sca	6	36	25	5				
	Advisers	7	28	21	6				
	Students	32	52	40	4				
		df=9 $X^2=25.253$							
59. Unhappy with the council	Prin	0	28	44	2	3	22	36	9
	Prin/sca	0	28	39	5	5	27	31	8
	Advisers	3	18	41	1	9	21	29	4
	Students	13	50	58	7	40	46	29	12
		df=9 $X^2=22.864$				df=9 $X^2=41.280$			
<u>Critical values:</u>									
df 6 = 12.592									
df 9 = 16.920									

Hypothesis 2. There was no significant difference among building principals that were grouped by their years of experience as to their perception of:

a. The actual role of the student council in Montana high schools.

b. The ideal role of the student council in Montana high schools.

As indicated on Table 14 Hypothesis 2 was rejected for the following items:

Item 9: (Ideal) - Under the ideal category 71 percent of the principals with 0-5 years of experience responded one (always) while only 51 percent of those with over six years of experience agreed.

Item 11: (Ideal) - Under the ideal category 88 percent of the principals with 0-5 years of experience responded one (always) while only 61 percent of the principals with six years and over agreed.

Item 17: (Ideal) - Under the ideal category 62 percent of the principals with 0-5 years of experience thought council members should preside over assemblies as compared to only 28 percent of those with six years and over.

Item 20: (Ideal) - Under the ideal category 82 percent of the principals with 0-5 years of experience responded one (always) as compared to 58 percent for those with six years and over.

Item 38: (Ideal) - Under the ideal category only 14 percent of the principals with 0-5 years of experience responded one (always) as compared to 5 percent of those with six years and over. The mode response for the principals with 0-5 years of experience was three (seldom) while the mode response for those with six years and over was two (usually).

Item 54: (Ideal) - Under the ideal category 38 percent of the principals with 0-5 years of experience responded four (never) as compared to 10 percent for those with six years and over. Twenty-nine percent of the principals with 0-5 years of experience responded three (seldom) as compared to 55 percent for those with six years and over.

Item 57: (Ideal) - Under the ideal category 82.3 percent of the principals with 0-5 years of experience responded one (always) while only 53.8 percent of those with six years and over agreed.

Table 14

Cell Frequencies for Significant Items of Hypothesis Number 2  
for Responding Building Principals

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council has:</u>									
9. A training program for its leaders	0-5 yrs.					27	5	3	0
	6-over					20	17	2	0
						df=2 $X^2=7.593$			
11. Clearly defined areas of responsibility	0-5 yrs.					30	4	0	0
	6-over					24	15	0	0
						df=1 $X^2=5.409$			
<u>Your student council members:</u>									
17. Preside over assembly programs	0-5 yrs.					22	9	4	0
	6-over					11	24	4	0
						df=2 $X^2=14.827$			
20. Cooperates with faculty for school improvement	0-5 yrs.					29	6	0	0
	6-over					23	16	0	0
						df=1 $X^2=3.957$			
<u>Your student council participates in:</u>									
38. Developing school policy	0-5 yrs.					5	14	16	0
	6-over					2	29	8	0
						df=2 $X^2=8.995$			
<u>A student is likely to run for an office:</u>									
54. To be known in school	0-5 yrs.					0	11	10	13
	6-over					0	13	21	4
						df=2 $X^2=8.639$			
57. Interested in student council	0-5 yrs.					28	6	0	0
	6-over					21	18	0	0
						df=1 $X^2=5.459$			

Table 14 (Continued)

Groups	Actual	Ideal
<u>Critical values:</u>		
	df 1 = 3.841	
	df 2 = 5.991	

Hypothesis 3. There was no significant difference among building principals who were also student council advisers that are grouped by their years of experience as to their perceptions of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Item 42: (Actual) - Under the actual category 83.6 percent of the principals/sca with 0-5 years of experience responded four (never) while only 57 percent of those with six years and over responded under the same category.

Item 58: (Actual) - Under the actual category 78 percent of the principals/sca with 0-5 years of experience responded three (seldom) or four (never) as compared to 52 percent of those with six years and over.

Table 15

Cell Frequencies for Significant Items of Hypothesis Number 3  
for Responding Building Principals/sca

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council participates in:</u>									
42. Teacher evaluation	0-5 yrs.	0	3	5	41				
	6-over	0	1	10	15				
		df=2 $X^2=8.482$							
<u>A student is likely to run for an office:</u>									
58. List on scholarship application	0-5 yrs.	0	10	27	10				
	6-over	0	12	12	1				
		df=2 $X^2=7.271$							
<u>Critical values:</u>									
df 2 = 5.991									

Hypothesis 4. There was no significant difference among student council advisers that were grouped by their years of experience as to their perceptions of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

As indicated in Table 16, Hypothesis 4 under the actual

category was rejected for items 5, 11, 14, and 20; and under the ideal category items 37 and 54.

Item 11: (Actual) - The mode response for both groups was two (usually). Fifty-four percent of those with 0-5 years of experience and 69 percent of those with six years and over responded in the mode. Thirty-five percent of those with 0-5 years of experience responded three (seldom) as compared to only 8 percent of those with six years and over.

Item 14: (Actual) - Under the actual category 88 percent of the advisers with 0-5 years of experience responded either three (seldom) or four (never) as compared to only 47 percent of those with six years and over. Only 9 percent of the advisers with 0-5 years of experience responded one (always) as compared to 13 percent of those with six years and over.

Item 20: (Actual) - Under the actual category the mode response for both groups was two (usually). Twenty-one percent of the advisers with 0-5 years of experience responded one (always) as compared to only 8 percent of those with six years and over.

Item 37: (Ideal) - Under the ideal category 35.7 percent of the advisers with 0-5 years of experience responded one (always) as compared to 60 percent of those with six years and over. Thirty percent of the advisers with 0-5 years of experience responded three (seldom) as compared to only 4 percent of those with six years and over.



Item 54: (Ideal) - Under the ideal category 73 percent of those with 0-5 years of experience responded either three (seldom) or four (never) as compared to 60 percent of those with six years and over.

Table 16

Cell Frequencies for Significant Items of Hypothesis  
Number 4 for Responding Advisers

		Groups	Actual				Ideal			
			1	2	3	4	1	2	3	4
<u>Your student council has:</u>										
11. Clearly defined areas of responsibility	0-5 years		4	23	15	0				
	6-over		5	16	2	0				
			df=2 $X^2=6.292$							
14. A program to explain its objectives	0-5 years		3	4	21	15				
	6-over		3	9	5	6				
			df=3 $X^2=10.532$							
<u>Your student council members:</u>										
20. Cooperate with the faculty for school improvement	0-5 years		9	24	9	0				
	6-over		2	21	0	0				
			df=2 $X^2=8.857$							
<u>Your student council participates in:</u>										
37. Chartering and coordinating clubs	0-5 years						15	14	13	0
	6-over						14	8	1	0
			df=2 $X^2=7.000$							

Table 16 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>A student is likely to run for office:</u>									
54. To be known in school	0-5 yrs.					0	11	26	5
	6-over					0	7	5	9
						df=2. $\chi^2=6.269$			
<u>Critical values:</u>									
df 2 - 5.991									

Hypothesis 5. There was no significant difference among building principals, building principals who are also student council advisers, student council advisers and student council presidents that are grouped by the number of students in their student council as to their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Significant differences among the four groups have been reported in Table 17. They differed in perception of the actual role on twenty items and on perception of the ideal role on eleven items. On ten items they differed in perception of both the actual and ideal

role. Hypothesis 5 was rejected for the following items:

Item 7: (Actual and Ideal) - Under the actual category 80.8 percent of those responding in the 0-10 group, 75.3 percent of those in the 11-20 group and 89.4 percent of those in the twenty-one and over group responded one (always) or two (usually). Under the ideal category the mode response for all three groups was one (always).

Item 9: (Actual) - Under the actual category 53 percent of those responding in the 0-10 group, 20.3 percent of those in the 11-20 group and 43.5 percent of those in the twenty-one and over group responded one (always).

Item 12: (Actual and Ideal) - Under the actual category the mode response for all three groups was two (usually). Twenty-one percent of those in the 0-10 group and 34.6 percent of those in the 11-20 group responded three (seldom) or four (never) as compared to only 7 percent of those in the twenty-one and over group. Under the ideal category 70.2 percent of those in the 0-10 group, 64.8 percent in the 11-20 group and 81 percent of those in the twenty-one and over group responded one (always).

Item 15: (Actual) - Under the actual category 25.5 percent of those in the 0-10 group and 33.9 percent of those in the 11-20 group responded one (always) as compared to 77.6 percent of those in the twenty-one and over group. Twenty-five percent of the 0-10 group responded three (seldom) or four (never) as compared to only 15.4

percent of those in the 11-20 group and 2.3 percent for those in the twenty-one and over group.

Item 16: (Actual) - Under the actual category the mode response for the 0-10 group and the 11-20 group was four (never). The mode response for the twenty-one and over group was three (seldom). Only 15.9 percent of those in the 0-10 group responded one (always) as compared to 20.9 percent for those in the 11-20 group and 38.8 percent for those in the twenty-one and over group.

Item 21: (Actual) - Under the actual category 34 percent of those in the 0-10 group responded one (always) as compared to only 25.9 percent for those in the 11-20 group and 17.6 percent for those in the twenty-one and over group. The mode response for all three groups was two (usually).

Item 25: (Actual) - Under the actual category 54.2 percent of the 0-10 group, 49.3 percent of the 11-20 group and 36.4 percent of the twenty-one and over group responded three (seldom) or four (never). The mode response for all three groups was two (usually).

Item 27: (Actual) - Under the actual category, 31.9 percent of those in the 0-10 group and 37.6 percent of those in the 11-20 group responded three (seldom) or four (never) as compared to only 18.8 percent of those in the twenty-one and over group. The mode response for all three groups was two (usually).

Item 28: (Actual and Ideal) - Under the actual category the mode response for those in the 0-10 group was one (always), for the 11-20 group three (seldom) and for the twenty-one and over group four (never). Under the ideal category the mode response for the 0-10 group was one (always). The mode response for the 11-20 group was three (seldom) and the twenty-one and over group had a bimodal response of three (seldom) and four (never).

Item 29: (Actual and Ideal) - Under the actual category the mode response for those in the 0-10 group was two (usually). The mode response for the 11-20 group and the twenty-one and over group was three (seldom). Under the ideal category the mode response for the 0-10 group was two (usually). The 11-20 group and the twenty-one and over group had a mode response of three (seldom).

Item 30: (Actual and Ideal) - Under the actual category the mode response for all three groups was four (never). Under the ideal category the mode response for the 0-10 and the 11-20 group was four (never). The mode response for the twenty-one and over group was three (seldom).

Item 32: (Actual and Ideal) - Under the actual category 61.7 percent of those in the 0-10 group responded four (never) as compared to 72.2 percent for those in the 11-20 group and 80 percent for those in the twenty-one and over group. The mode response for all three groups was four (never). Under the ideal category the mode response

for the 0-10 groups was two (usually) and for the 11-20 group it was three (seldom). The twenty-one and over group had a bimodal response of three (seldom) and four (never).

Item 37: (Actual) - Under the actual category 50 percent of those in the 0-10 group and 50 percent of those in the 11-20 group responded four (never) as compared to only 28.3 percent for those in the twenty-one and over group.

Item 44: (Actual) - Under the actual category 27.6 percent of the 0-10 group and 23.4 percent of the 11-20 group responded one (always) or two (usually) as compared to 45.8 percent of those in the twenty-one and over group.

Item 46: (Actual and Ideal) - The mode response for all three groups under the actual category was four (never). A higher percentage of those in the 11-20 group responded four (never) than did the other groups. Under the ideal category all groups had a high percentage of responses under one (always) or two (usually). Sixty-five percent of those in the 0-10 group, 56.7 percent of those in the 11-20 group and 67 percent of those in the twenty-one and over group responded one (always) or two (usually).

Item 49: (Ideal) - Under the ideal category the mode response for all three groups was one (always).

Item 50: (Actual) - Under the actual category a higher percentage of responses were one (always) for both the 0-10 and the

11-20 group was compared to the twenty-one and over group. Twenty percent of the 0-10 group and 19 percent of the 11-20 group responded one (always) as compared to only 3 percent of those in the twenty-one and over group.

Item 53: (Actual) -- Under the actual category a higher percentage of the responses for the 0-10 and 11-20 group were three (seldom) as compared to those in the twenty-one and over group. Fifty-two percent of those in the 0-10 group and 38.2 percent of those in the 11-20 group responded three (seldom) as compared to 27.1 percent for those in the twenty-one and over group.

Item 57: (Actual and Ideal) - The mode response for all three groups was two (usually). Seventy-nine percent of those in the 0-10 group, 82 percent of those in the 11-20 group and 96.4 percent of those in the twenty-one and over groups responded one (always) or two (usually). Under the ideal category 64.8 percent of those in the 0-10 group, 73.4 percent of those in the 11-20 group and 83.5 percent of those in the twenty-one and over group responded one (always).

Item 58: (Actual and Ideal) - Under the actual category the mode response for all three groups was three (seldom). Fifty-eight percent of those in the 0-10 group, 76.5 percent of those in the 11-20 group and 64.7 percent of those in the twenty-one and over group responded either three (seldom) or four (never). Under the ideal category the mode response for those in the 0-10 group was two (usually),

for those in the 11-20 group and the twenty-one and over group it was three (seldom).



Table 17

## Cell Frequencies for Significant Items of Hypothesis Number 5

		Groups	Actual				Ideal				
			1	2	3	4	1	2	3	4	
<u>Your student council has:</u>											
7. Regularly scheduled meetings	0-10		36	40	15	5	69	25	0	0	
	11-20		52	70	25	8	105	57	0	0	
	21-over		57	19	7	2	70	15	0	0	
			df=6	$X^2=26.933$				df=2	$X^2=8.642$		
9. A training program for its leaders	0-10		2	13	31	50					
	11-20		8	24	54	79					
	21-over		10	27	30	18					
			df=6	$X^2=30.983$							
12. Channels for referring projects or problems	0-10		31	43	15	5	66	25	0	0	
	11-20		45	74	32	8	105	51	0	0	
	21-over		33	45	6	0	69	15	0	0	
			df=6	$X^2=13.002$				df=2	$X^2=6.017$		
15. Committees to handle activities	0-10		25	44	20	4					
	11-20		55	75	21	4					
	21-over		66	34	1	1					
			df=6	$X^2=20.919$							
16. Orientation program for new members	0-10		6	9	30	49					
	11-20		8	26	56	74					
	21-over		11	22	28	24					
			df=6	$X^2=18.807$							
<u>Your student council members:</u>											
21. Seek opinion of student body	0-10		32	49	14	0					
	11-20		42	86	37	0					
	21-over		15	58	11	0					
			df=4	$X^2=11.133$							

Table 17 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council contributes:</u>									
25. Teaching citizenship	0-10	3	40	38	13				
	11-20	13	71	54	26				
	21-over	2	52	25	6				
		df=6 $\chi^2=13.865$							
<u>Critical values:</u>									
		df 2 = 5.991							
		df 4 = 9.488							
		df 6 = 12.592							
<u>Your student council contributes:</u>									
27. Better human relations	0-10	13	52	25	5				
	11-20	19	84	56	5				
	21-over	8	61	13	3				
		df=6 $\chi^2=13.107$							
<u>Your school veto power is used by:</u>									
28. Superintendent	0-10	44	16	23	7	30	23	22	13
	11-20	48	30	65	15	32	36	72	14
	21-over	17	2	26	35	11	9	30	30
		df=6 $\chi^2=65.616$				df=6 $\chi^2=44.724$			
29. Principal	0-10	22	27	16	22	18	32	8	17
	11-20	38	39	49	23	25	41	59	21
	21-over	30	13	42	0	24	17	43	1
		df=6 $\chi^2=39.215$				df=6 $\chi^2=31.014$			
30. Assistant Principal	0-10	7	5	7	45	6	11	14	32
	11-20	3	9	20	71	6	13	22	62
	21-over	6	15	24	28	6	13	29	26
		df=6 $\chi^2=26.654$				df=6 $\chi^2=12.899$			

Table 17 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
32. Student council president	0-10	6	23	28	30	13	29	25	18
	11-20	5	23	47	70	13	37	61	34
	21-over	4	7	32	36	6	13	30	30
		df=6 $X^2=12.674$				df=6 $X^2=15.478$			
35. Teachers	0-10	0	13	22	47	0	16	21	42
	11-20	0	7	41	89	0	13	45	79
	21-over	0	4	15	59	0	5	14	59
		df=4 $X^2=12.711$				df=4 $X^2=15.298$			

Your student council participates in:

37. Chartering and coordinating clubs	0-10	19	29	22	25
	11-20	40	43	50	31
	21-over	33	27	16	8
		df=6 $X^2=17.576$			

Critical values:

df 4 = 9.488

df 6 = 12.592

Your student council participates in:

44. Selection of assemblies	0-10	5	21	19	50				
	11-20	10	28	49	75				
	21-over	12	27	33	12				
		df=6 $X^2=36.085$							
46. Budgeting of activity money	0-10	18	21	17	39	25	37	19	11
	11-20	17	27	40	81	33	59	31	37
	21-over	24	13	22	26	33	24	17	11
		df=6 $X^2=18.384$				df=6 $X^2=14.292$			

Table 17 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your entire student body:</u>									
49. Clearly understands the purpose of a student council	0-10					67	27	0	0
	11-20					134	27	0	0
	21-over					75	10	0	0
						df=2 $X^2=9.245$			
50. Presents ideas to the student council	0-10	19	38	37	0				
	11-20	31	77	55	0				
	21-over	3	51	29	0				
		df=4 $X^2=14.845$							
<u>A student is likely to run for an office:</u>									
53. Initiate change	0-10	10	33	49	0				
	11-20	17	82	62	0				
	21-over	9	53	23	0				
		df=4 $X^2=14.084$							
57. Interested in student council	0-10	20	55	17	0	61	30	0	0
	11-20	34	99	27	0	119	40	0	0
	21-over	20	62	2	0	71	13	0	0
		df=4 $X^2=12.309$				df=2 $X^2=7.170$			
58. List on scholarship application	0-10	10	24	40	15	15	31	22	20
	11-20	2	36	87	34	11	32	60	54
	21-over	3	26	45	10	7	9	36	32
		df=6 $X^2=18.271$				df=6 $X^2=25.975$			
<u>Critical values:</u>									
		df 2 = 5.991							
		df 4 = 9.488							
		df 6 = 12.592							

Hypothesis 6. There was no significant difference between building principals of schools that are members of the Montana Association of Student Councils and non-members in their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Significant difference between the groups are reported in Table 18. Under the actual category Hypothesis 6 was rejected for items 16 and 45; and under the ideal category items 3, 34, 41 and 45.

Item 3: (Ideal) - Under the ideal category 31.7 percent of the members responded one (always) as compared to 51.6 percent of the non-members.

Item 16: (Actual) - Under the actual category 63.4 percent of MASC members responded three (seldom) or four (never) as compared to 63.3 percent for non-members.

Item 34: (Ideal) - Under the ideal category 93.1 percent of the MASC members responded three (seldom) or four (never) as compared to 66.6 percent for non-members.

Item 41: (Ideal) - Under the ideal category 65.5 percent of the members responded four (never) as compared to 53 percent of the non-members.

Item 45: (Actual and Ideal) - Under the actual category 60 percent of the members responded one (always) or two (usually) as compared to 72.4 percent of the non-members. Under the ideal category 74.3 percent of the members responded one (always) or two (usually) as compared to 86.2 percent of the non-members.

Table 18

Cell Frequencies for Significant Items of Hypothesis Number 6  
for Responding Building Principals

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council is:</u>									
3. Part of the total educational program	Member					13	24	0	4
	Non-member					16	8	1	6
						df=3 $X^2=8.485$			
<u>Your student council has:</u>									
16. An orientation program for members	Member	0	15	17	9				
	Non-member	0	11	10	9				
						df=2 $X^2=7.438$			
<u>Your school veto power is used by:</u>									
34. Activities director	Member					0	2	8	19
	Non-member					0	7	7	7
						df=2 $X^2=7.289$			
<u>Your student council participates in:</u>									
41. Faculty meetings	Member					0	2	8	19
	Non-member					0	8	6	16
						df=2 $X^2=9.628$			
45. Fund raising	Member	5	20	16	0	4	25	10	0
	Non-member	11	10	9	0	14	11	4	0
						df=2 $X^2=5.982$		df=2 $X^2=12.368$	
<u>Critical values:</u>									
df 2 = 5.991									
df 3 = 7.815									

Hypothesis 7. There was no significant difference between building principals who are also student council advisers of schools that are members of the Montana Association of Student Councils and non-members in their perception of:

a. The actual role of the student council in Montana high schools.

b. The ideal role of the student council in Montana high schools.

Table 19 presents the cell values for each of the significant items.

Hypothesis 7 under the actual category was rejected for items 9 and 55; and under the ideal category item 58.

Item 9: (Actual) - Under the actual category 31.5 percent of the members responded one (always) or two (usually) as compared to 8.3 percent of the non-members. Of the members 28.9 percent responded four (never) as compared to 61.1 percent for non-members.

Item 55: (Actual) - Under the actual category 43.2 percent of the members responded one (always) or two (usually) as compared to 31.2 percent of the non-members.

Item 58: (Ideal) - Under the actual category only 5.5 percent of the members responded one (always) as compared to 23.6 percent of the non-members.



Table 19

Cell Frequencies for Significant Items of Hypothesis Number 7  
for Responding Building Principals/SCA

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council has:</u>									
9. A training program for its leaders.	Members	5	7	15	11				
	Non-members	1	2	11	22				
		$df=3 \quad X^2=9.679$							
<u>A student is likely to run for office:</u>									
55. It would be fun	Members	3	13	5	16				
	Non-members	3	7	16	7				
		$df=3 \quad X^2=10.890$							
58. List on scholarship application	Members					2	7	11	17
	Non-members					9	9	10	5
		$df=3 \quad X^2=11.105$							
<u>Critical values:</u>									
$df \ 3 = 7.815$									

Hypothesis 8. There was no significant difference between student council advisers of schools that were members of the Montana Association of Student Councils and non-members in their perceptions of:

a. The actual role of the student council in Montana high schools.

b. The ideal role of the student council in Montana high

schools.

Table 20 presents the cell values for each of the significant items.

Hypothesis 8 was rejected for the following items:

Item 8: (Actual) - Under the actual category 42.5 percent of the members responded one (always) as compared to only 12 percent of the non-members.

Item 9: (Actual) - Under the actual category only 32.5 percent of the members responded four (never) as compared to 64 percent of the non-members.

Item 10: (Actual) - Under the actual category 70 percent of the members responded three (seldom) as compared to 88 percent of the non-members.

Item 12: (Ideal) - Under the ideal category 100 percent of the members responded one (always) as compared to only 64 percent of the non-members.

Item 13: (Ideal) - Under the ideal category 87.1 percent of the members responded one (always) as compared to 54.1 percent of the non-members.

Item 20: (Ideal) - Under the ideal category 81.5 percent of the members responded one (always) as compared to only 48.1 percent of the non-members.

Item 26: (Actual and Ideal) - Under the actual category none

of the participants responded one (always) and only 65 percent of the members responded two (usually) as compared to 60 percent of the non-members. Under the ideal category 73.6 percent of the members responded one (always) as compared to 44 percent of the non-members.

Item 27: (Ideal) - Under the ideal category 87.5 percent of the members responded one (always) as compared to only 52 percent of the non-members.

Item 28: (Ideal) - Under the ideal category 72.5 percent of the members responded three (seldom) or four (never) as compared to 32 percent of the non-members.

Item 37: (Actual) - Under the actual category 65 percent of the members responded one (always) or two (usually) as compared to 40 percent of the non-members.

Item 46: (Ideal) - Under the ideal category 72.5 percent of the members responded one (always) or two (usually) as compared to 40 percent of the non-members.

Table 20

Cell Frequencies for Significant Items of Hypothesis Number 8  
for Responding Advisers

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council has:</u>									
8. An agenda for all meetings	Members	17	13	10	0				
	Non-members	3	11	9	2				
		df=3 $X^2=9.939$							
9. A training program for its leaders	Members	0	14	13	13				
	Non-members	0	5	4	16				
		df=2 $X^2=6.207$							
10. A plan for evaluating its work	Members	0	11	16	12				
	Non-members	0	3	5	17				
		df=2 $X^2=8.541$							
12. Channels for referring projects or problems	Members					40	0	0	0
	Non-members					16	9	0	0
		df=1 $X^2=13.832$							
13. Written objectives for school year	Members					34	5	0	0
	Non-members					13	11	0	0
		df=1 $X^2=6.892$							
<u>Your student council members:</u>									
20. Cooperate with faculty for school improvement	Members					31	8	0	0
	Non-members					13	14	0	0
		df=1 $X^2=5.711$							
<u>Your student council contributes to:</u>									
26. Teaching responsibility	Members	0	26	11	1	28	11	0	0
	Non-members	0	15	4	6	11	14	0	0
		df=2 $X^2=7.422$				df=1 $X^2=3.845$			
27. Better human relations	Members					35	5	0	0
	Non-members					13	12	0	0
		df=1 $X^2=10.038$							

Table 20 (Continued)

		Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your school veto power is used by:</u>									
28.	Superintendent	Members				7	3	20	9
		Non-members				7	9	6	2
						df=3 $X^2=12.107$			
<u>Critical values:</u>									
df 1 = 3.841									
df 2 = 5.991									
df 3 = 7.815									
<u>Your student council participates in:</u>									
37.	Chartering and	Members		14	12	5	9		
	coordinating clubs	Non-members		5	5	3	12		
						df=3 $X^2=10.104$			
46.	Budgeting of	Members				9	20	7	4
	activity money	Non-members				6	4	9	6
						df=3 $X^2=8.930$			
<u>Critical values:</u>									
df 3 = 7.815									

Hypothesis 9. There was no significant difference between student council presidents of schools that are members of the Montana Association of Student Councils and non-members in their perception of:

a. The actual role of the student council in Montana high schools.

b. The ideal role of the student council in Montana high

schools.

Table 21 presents the cell values for each of the significant items.

Hypothesis 9 under the actual category was rejected for items 9, 16 and 49; and for the ideal category items 1, 8, 38 and 41.

Item 1: (Ideal) - Under the ideal category 71.4 percent of the members responded three (seldom) or four (never) as compared to 62.5 percent of the non-members. None of the members responded one (always) as compared to only 1 percent of the non-members.

Item 8: (Ideal) - Under the ideal category 34.6 percent of the members responded one (always) as compared to 35.5 percent of the non-members.

Item 9: (Actual) - Under the actual category 23 percent of the members indicated two (usually) as compared to only 1 percent of the non-members.

Item 16: (Actual) - Under the actual category 24.3 percent of the members responded one (always) as compared to only 6.6 percent of the non-members.

Item 38: (Ideal) - Under the ideal category 50 percent of the members responded one (always) as compared to 37.7 percent of the non-members.

Item 41: (Ideal) - Under the ideal category 58.9 percent of the members responded either one (always) or two (usually) as compared

to 61.7 percent of the non-members.

Table 21

Cell Frequencies for Significant Items of Hypothesis Number 9  
for Responding Student Council Presidents

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council is:</u>									
1. A pupil centered organization	Members					0	16	21	19
	Non-members					4	11	20	5
		df=3 $X^2=10.748$							
<u>Your student council has:</u>									
8. An agenda for all meetings	Members					27	48	3	0
	Non-members					16	21	8	0
		df=2 $X^2=7.325$							
9. A training program for its leaders	Members	0	18	28	35				
	Non-members	0	4	10	33				
		df=2 $X^2=9.105$							
16. An Orientation program for members	Members	7	12	24	38				
	Non-members	2	1	12	32				
		df=3 $X^2=8.143$							
<u>Your student council participates in:</u>									
38. Developing school policy	Members					39	40	1	0
	Non-members					17	24	6	0
		df=2 $X^2=8.192$							
41. Faculty meetings	Members					13	33	14	19
	Non-members					3	14	18	12
		df=3 $X^2=8.428$							
<u>Your entire student body:</u>									
49. Clearly understands the purpose of student council	Members	4	33	44	0				
	Non-members	8	21	18	0				
		df=2 $X^2=6.317$							

Table 21 (Continued)

Groups	Actual				Ideal			
	1	2	3	4	1	2	3	4
<u>Critical values:</u>								
df 2 = 5.991								
df 3 = 7.815								

Hypothesis 10. There was no significant difference between building principals of schools that are members of the National Association of Student Councils and non-members in their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Significant differences between the two groups have been reported in Table 22. They differed in perception of the actual role of the student council on seven items and on perception of ideal role on six items. Hypothesis 10 was rejected for the following items:

Item 1: (Ideal) - Under the ideal category 62.5 percent of the members responded one (always) as compared to 33.9 percent of the non-members.

Item 3: (Ideal) - Under the ideal category 93.7 percent of



the members responded one (always) as compared to 60.3 percent of the non-members.

Item 7: (Actual) - Under the actual category 82.3 percent of the members responded one (always) as compared to 35.8 percent of the non-members.

Item 8: (Actual) - Under the actual category 94.1 percent of the members responded either one (always) or two (usually) as compared to 62.2 percent of the non-members.

Item 9: (Actual) - Under the actual category 58.8 percent of the members responded two (usually) as compared to 30.1 percent of the non-members.

Item 15: (Actual) - Under the actual category 100 percent of the members responded either one (always) or two (usually) as compared to 79.2 percent of the non-members.

Item 33: (Ideal) - Under the ideal category 46.1 percent of the members responded either one (always) or two (usually) as compared to 27.2 percent of the non-members.

Item 36: (Ideal) - Under the ideal category 53.3 percent of the members responded one (always) as compared to 19.2 percent of the non-members.

Item 42: (Actual) - Under the actual category 88.2 percent of the members responded either three (seldom) or four (never) as compared to 92.7 percent of the non-members.

Item 52: (Actual) - Under the actual category 76.4 percent of the members responded one (always) as compared to 80 percent of the non-members.

Item 53: (Ideal) - Under the ideal category 81.2 percent of the members responded either one (always) or two (usually) as compared to 71.1 percent of the non-members.

Item 54: (Actual) - Under the actual category 35.2 percent of the members responded two (usually) as compared to 66 percent of the non-members.

Item 58: (Ideal) - Under the ideal category 81.2 percent of the members responded either three (seldom) or four (never) as compared to 62.2 percent for the non-members.

Table 22

Cell Frequencies for Significant Items for Hypothesis Number 10  
for Responding Building Principals

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council is:</u>									
1. A pupil centered organization	Members					10	6	0	0
	Non-Members					18	35	0	0
		df=1 $X^2=4.263$							
3. Part of the educational program	Members					15	1	0	0
	Non-members					31	22	0	0
		df=1 $X^2=5.380$							
<u>Your student council has:</u>									
7. Regularly scheduled meetings	Members	14	3	0	0				
	Non-members	19	28	8	0				
		df=2 $X^2=12.285$							
8. An agenda for all meetings	Members	6	10	1	0				
	Non-members	12	21	20	0				
		df=2 $X^2=6.226$							
9. A training program for its leaders	Members	0	10	6	1				
	Non-members	0	16	25	14				
		df=2 $X^2=6.353$							
<u>Critical values:</u>									
df 1 = 3.841									
df 2 = 5.991									
<u>Your student council has:</u>									
15. Committees to handle activities	Members	8	8	0	0				
	Non-members	13	29	12	0				
		df=2 $X^2=6.353$							

Table 22 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your school veto power is used by:</u>									
33. Student body	Members					1	5	0	7
	Non-members					6	6	17	15
						df=3 $X^2=9.530$			
<u>Your student council participates in:</u>									
36. Administration of extra-curricular activities	Members					8	4	3	0
	Non-members					10	27	15	0
						df=2 $X^2=6.983$			
42. Teacher evaluation	Members	0	2	4	11				
	Non-members	0	4	10	41				
		df=2 $X^2=6.795$							
52. Is eligible for membership	Members	13	2	0	2				
	Non-members	44	9	2	0				
		df=3 $X^2=7.288$							
<u>A student is likely to run for an office:</u>									
53. To initiate change	Members					4	9	3	0
	Non-members					2	35	15	0
						df=2 $X^2=6.888$			
<u>Critical values:</u>									
		df 1 = 3.841							
		df 2 = 5.991							
		df 3 = 7.815							
<u>A student is likely to run for an office:</u>									
54. To be known in school	Members	0	6	11	0				
	Non-members	0	35	18	0				
		df=1 $X^2=3.826$							
58. List on scholarship application	Members					1	2	3	10
	Non-members					5	12	21	12
						df=3 $X^2=8.135$			

Hypothesis 11. There was no significant difference between building principals who were also student council advisers of schools that are members of the National Association of Student Councils and non-members in their perception of:

a. The actual role of the student council in Montana high schools.

b. The ideal role of student councils in Montana high schools.

Table 23 presents the cell values for each of the significant items.

Hypothesis 11 under the actual category was rejected for items 1, 19, and 50; and for the ideal category items 22, 30, 32, 41 and 42.

Item 1: (Actual) - Under the actual category 54.5 percent of the members responded one (always) as compared to only 14 percent of the non-members.

Item 19: (Actual) - Under the actual category 90.9 percent of the members responded either one (always) or two (usually) as compared to 79.3 percent of the non-members.

Item 22: (Ideal) - Under the ideal category 81.8 percent of the members responded one (always) as compared to 41.2 percent of the non-members.

Item 30: (Ideal) - Under the ideal category 55.5 percent of the members responded either one (always) or two (usually) as compared

to only 9.5 percent of the non-members.

Item 32: (Ideal) - Under the ideal category 55.5 percent of the members responded two (usually) as compared to only 14.2 percent of the non-members.

Item 41: (Ideal) - Under the ideal category 44.4 percent of the members responded two (usually) as compared to 6.3 percent of the non-members.

Item 42: (Ideal) - Under the ideal category 66.6 percent of the members responded two (usually) as compared to 22.2 percent of the non-members.

Item 50: (Actual) - Under the actual category 90.9 percent of the members responded two (usually) as compared to 44.4 percent of the non-members.

Table 23

Cell Frequencies for Significant Items of Hypothesis Number 11  
for Responding Building Principals/sca

		Groups	Actual				Ideal			
			1	2	3	4	1	2	3	4
<u>Your student council is:</u>										
1. A pupil centered organization	Members		6	5	0	0				
	Non-members		9	55	0	0				
			df=1 $X^2=7.250$							
<u>Your student council members:</u>										
19. Understand and accept their responsibility	Members		4	6	1	0				
	Non-members		6	44	13	0				
			df=2 $X^2=6.019$							
22. Determine what the student council does	Members						9	2	0	0
	Non-members						26	37	0	0
			df=1 $X^2=4.657$							
<u>Your school veto power is used by:</u>										
30. Assistant principal	Members						2	3	3	1
	Non-members						4	2	7	19
			df=3 $X^2=7.279$							
32. Student council president	Members						0	5	4	1
	Non-members						0	9	19	27
			df=2 $X^2=7.517$							
<u>Your student council participates in:</u>										
41. Faculty meetings	Members						0	4	3	4
	Non-members						0	4	21	38
			df=2 $X^2=8.856$							
42. Teacher evaluation	Members						0	6	0	5
	Non-members						0	14	21	28
			df=2 $X^2=7.289$							

Table 23 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your entire study body:</u>									
50. Presents ideas to	Members	0	10	1	0				
student council	Non-members	12	28	23	0				
		df=2 $\chi^2=8.203$							
<u>Critical values:</u>									
		df 1 = 3.841							
		df 2 = 5.991							
		df 3 = 7.815							

Hypothesis 12. There was no significant difference between student council advisers of schools that were members of the National Association of Student Councils and non-members in their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Table 24 presents the cell values for each of the significant items.

Hypothesis 12 under the actual category was rejected for items 10 and 21; and under the ideal there was no significant difference.



Item 10: (Actual) - Under the actual category 53.8 percent of the members responded three (seldom) or four (never) as compared to 84.3 percent for the non-members.

Item 21: (Actual) - Under the actual category 38.4 percent of the members responded one (always) as compared to only 15.3 percent of the non-members.

Table 24

Cell Frequencies for Significant Items of Hypothesis Number 12  
for Responding Student Council Advisers

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council has:</u>									
10. A plan for evaluating its work	Members	0	6	3	4				
	Non-members	2	6	18	25				
		df=3 $\chi^2=8.276$							
<u>Your student council members:</u>									
21. Seek the opinions of student body	Members	5	3	5	0				
	Non-members	8	35	9	0				
		df=2 $\chi^2=8.410$							
<u>Critical values:</u>									
		df 2 = 5.991							
		df 3 = 7.815							

Hypothesis 13. There was no significant difference between student council presidents of schools that were members of the National Association of Student Councils and non-members in their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Table 25 presents the cell values for each of the significant items.

Hypothesis 13 under the actual category was rejected for items 9, 16, 26, and 55; and for the ideal category items 7, 30 and 55.

Item 7: (Ideal) - Under the ideal category 58.6 percent of the members responded one (always) as compared to 66 percent of the non-members.

Item 9: (Actual) - Under the actual category 38.8 percent of the members responded one (always) as compared to only 11.6 percent of the non-members.

Item 16: (Actual) - Under the actual category 38.8 percent of the members responded either one (always) or two (usually) as compared to only 14.5 percent of the non-members.

Item 26: (Actual) - Under the actual category 33.3 percent of the members responded one (always) as compared to only 12.6 percent of

the non-members.

Item 30: (Ideal) - Under the ideal category 50 percent of the members responded three (seldom) or four (never) as compared to 70.8 percent for the non-members.

Item 55: (Actual and Ideal). - Under the actual category 88.8 percent of the members responded either one (always) or two (usually) as compared to 50.9 percent for the non-members. Under the ideal category 70.5 percent of the members responded either one (always) or two (usually) as compared to only 39.2 percent of the non-members.

Table 25

Cell Frequencies for Significant Items of Hypothesis Number 13  
for Responding Student Council Presidents

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council has:</u>									
7. Regularly scheduled meetings	Members					10	6	1	0
	Non-members					68	32	3	0
		df=2 $X^2=6.709$							
9. A training program for its leaders	Members	0	7	5	6				
	Non-members	0	12	30	61				
		df=2 $X^2=9.104$							
16. An orientation program for its members	Members	4	3	2	9				
	Non-members	5	10	29	59				
		df=3 $X^2=8.786$							
<u>Your student council contributes to:</u>									
26. Teaching responsibility	Members	6	7	2	3				
	Non-members	13	47	38	5				
		df=3 $X^2=10.656$							
<u>Your school veto power is used by:</u>									
30. Assistant principal	Members					0	7	3	6
	Non-members					0	12	30	43
		df=2 $X^2=7.888$							
<u>A student is likely to run for an office:</u>									
55. It would be fun	Members	2	14	1	1	2	10	0	5
	Non-members	10	42	41	9	16	24	29	33
		df=3 $X^2=9.859$				df=3 $X^2=11.373$			
<u>Critical values:</u>									
df 1 = 3.841									
df 2 = 5.991									
df 3 = 7.815									

Hypothesis 14. There was no significant difference among building principals, building principals who are also student council advisers, student council advisers and student council presidents that are grouped by their size of school as to their perception of:

- a. The actual role of the student council in Montana high schools.
- b. The ideal role of the student council in Montana high schools.

Significant differences among the four groups have been reported in Table 13. They differed in perception of the actual role of the student council on twenty-two of the items and on perception of the ideal role on eleven. On eight items they differed in perception of both actual and ideal. Hypothesis 14 was rejected for the following items:

Item 3: (Actual) - Under the actual category the mode response for the 9-125 group responded three (seldom). The 126-300 and the 301 and over group had a mode response of two (usually). Forty-five percent of the 0-125 group responded three (seldom) as compared to 30.7 percent for the 126-300 group and 26 percent for the 301 and over group. Thirty-two percent of the 0-125 group responded two (usually) as compared to 43.8 percent for the 126-300 group and 48.9 percent for the 301 and over group.

Item 7: (Actual) - Under the actual category the mode response

for the 0-125 and the 126-300 groups was two (usually). The 301 and over group had a mode response of one (always). Forty-two percent of the 0-125 group and 42.1 percent of the 126-300 group responded two (usually) as compared to only 25 percent for the 301 and over group. Thirty-four percent of the 0-125 group and 37.7 percent of the 126-300 group responded one (always) as compared to 67.7 percent of the 301 and over group.

Item 8: (Actual) - Under the actual category the mode response for the 0-125 group and the 126-300 group was two (usually). The 301 and over group had a mode response of one (always). Thirty-four percent of the 0-125 group and 48.2 percent of the 126-300 group responded two (usually) as compared to 37.5 percent of the 301 and over group. Twenty-two percent of the 0-125 group and 25.4 percent of the 126-300 group responded one (always) as compared to 39.5 percent of the 301 and over group.

Item 9: (Actual) - Under the actual category the mode response for the 0-125 group and the 126-300 was four (never). The 301 and over group had a mode response of two (usually). Fifty-six percent of the 0-125 group and 42.1 percent of the 126-300 group responded four (never) as compared to 22.9 percent of the 301 and over group. Twelve percent of the 0-125 group and 14 percent of the 126-300 group responded two (usually) as compared to 32.2 percent of the 301 and over group.

Item 10: (Actual and Ideal) - Under the actual category the mode response for the 0-125 group was four (never). The 126-300 and 301 and over groups had a mode response of three (seldom). Fifty percent of the 0-125 group responded four (never) as compared to 33.3 percent of the 126-300 group and 26 percent of the 301 and over group. Twenty-seven percent of the 0-125 group responded three (seldom) as compared to 40.3 percent of the 126-300 group and 43.7 percent of the 301 and over group. Under the ideal category the mode response for the 0-125 group was two (usually). The 126-300 and the 300 and over group had a mode response of one (always). Forty-two percent of the 0-125 group responded two (usually) as compared to 37.7 percent of the 126-300 group and 33.3 percent of the 301 and over group. Thirty-nine percent of the 0-125 group responded one (always) as compared to 55.2 percent of the 126-300 group and 61.4 percent of the 301 and over group.

Item 12: (Actual) - Under the actual category the mode response for all three groups was two (usually). Thirty-eight and six tenths percent of the 0-125 group as compared to 49.1 percent of the 126-300 group and 56.2 percent of the 301 and over group.

Item 13: (Actual) - Under the actual category the mode response for the 0-125 group was four (never). The mode response for the 126-300 and the 301 and over groups was three (seldom). Forty and eight-tenths percent of the 0-125 group responded four (never) as

compared to 24.5 percent of 126-300 group and 15.6 percent of the 301 and over group. Forty percent of the 0-125 group responded three (seldom) as compared to 49.1 percent of the 126-300 group and 48.9 percent of the 301 and over group.

Item 15: (Actual) - Under the actual category the mode response for the 0-125 group and the 126-300 group was two (usually). The 301 and over group had a mode response of one (always). Forty-seven and four-tenths percent of the 0-125 group and 46.4 percent of the 126-300 group responded two (usually) as compared to 37.5 percent of the 301 and over group. Twenty-six and two tenths percent of the 0-125 group and 35.0 percent of the 126-300 group responded one (always) as compared to 52 percent of the 301 and over group.

Item 16: (Actual and Ideal) - Under the actual category the mode response for both the 0-125 group and the 126-300 group was four (never). The mode response for the 301 and over group was three (seldom). Fifty-three and two tenths percent of the 0-125 group and 40.3 percent of the 126-300 group responded four (never) as compared to 29.1 percent of the 301 and over group. Thirty-one and three tenths percent of the 0-125 group and 35 percent of the 126-300 group responded three (seldom) as compared to 33.3 percent of the 301 and over group. Under the ideal category the mode response for all three groups was one (always). Forty-eight and nine-tenths percent of the 0-125 group, 53.3 percent of the 126-300 group and 59.3 percent of the 301



and over groups responded one (always).

Item 19: (Ideal) - Under the ideal category the mode response for all three groups was one (always). Seventy-five nine-tenths percent of the 0-125 group, 82.4 percent of the 126-300 group, and 88.5 percent of the 301 and over responded one (always).

Item 22: (Actual) - Under the actual category the mode response for all three groups was two (usually). Fifty-six and two-tenths percent of the 0-125 group, 67.5 percent of the 126-300 group and 61.4 percent of the 301 and over group responded two (usually). Twenty and four-tenths percent of the 0-125 group responded three (seldom) as compared to 7.8 percent of the 126-300 group and 9.3 percent of the 301 and over group.

Item 27: (Actual and Ideal) - Under the actual category the mode response for all three groups was two (usually). Fifty and three-tenths percent of the 0-125 group, 52.6 percent of the 126-300 group and 70.8 percent of the 301 and over group responded two (usually). Under the ideal category the mode response for all three groups was one (always). Sixty and five-tenths percent of the 0-125 group, 71 percent of the 126-300 group and 76 percent of the 301 and over group responded one (always).

Item 28: (Actual and Ideal) - Under the actual category the mode response was one (always) for the 0-125 group, three (seldom) for the 126-300 group and four (never) for the 301 and over group.

Forty-five and two-tenths percent of the 0-125 group responded one (always) as compared to 28 percent for the 126-300 group and 16.6 percent for the 301 and over group. Twenty-eight and four tenths percent of the 0-125 group and 34.3 percent of the 301 and over group responded three (seldom) as compared to 36.8 percent of the 126-300 group. Two and one-tenth percent of the 0-125 group and 14 percent of the 126-300 group responded four (never) as compared to 39.5 percent of the 301 and over group. Under the ideal category the mode response for the 0-125 group was one (always). The 126-300 and 301 and over group had a mode response of three (seldom). Thirty-one and three-tenths percent of the 0-125 group responded one (always) as compared to 19.2 percent of the 126-300 group and 9.3 percent of the 300 and over group. Twenty-eight and four tenths percent of the 0-125 group responded three (seldom) as compared to 42.1 percent of the 126-300 group and 38.5 percent of the 301 and over group.

Item 29: (Actual and Ideal) - Under the actual category the mode response for the 0-125 group was four (never). The 126-300 group had a trimodal response of one (always), two (usually) and three (seldom). The 301 and over group had a mode response of three (seldom). Twenty-six and two-tenths percent of the 0-125 group responded four (never) as compared to 6.1 percent of the 126-300 group and 2 percent of the 301 and over group. Twenty and four-tenths percent of the 0-125 group responded three (seldom) as compared to 29.8 percent

of the 126-300 group and 46.8 percent of the 301 and over group. Under the ideal category the 0-125 group had a bimodal response of two (usually) and three (seldom). The 126-300 and the 301 and over group had a response mode of three (seldom). Twenty-four and eight-tenths percent of the 0-125 group responded three (seldom) as compared to 35.9 percent of the 126-300 group and 46.8 percent of the 301 and over group.

Item 30: (Actual) - Under the actual category the mode response for the 0-125 and the 126-300 groups was four (never). The 301 and over group had a bimodal response of three (seldom) and four (never). Fifty-one percent of the 0-125 group, 39.4 percent of the 126-300 group and 30.2 percent of the 301 and over group responded four (never).

Item 37: (Actual and Ideal) - Under the actual category the mode response for the 0-125 and the 126-300 groups was two (usually). The mode response for the 301 and over group was one (always). Thirty-one and three-tenths percent of the 0-125 group and 26.3 percent of the 126-300 group responded two (usually) as compared to 28.1 percent of the 301 and over group. Sixteen and seven-tenths percent of the 0-125 group and 24.5 percent of the 126-300 group responded one (always) as compared to 42.7 percent of the 301 and over group. Under the ideal category the mode response for the 0-125 group was two (usually). The 126-300 and 301 and over groups had a mode response of one (always).

Forty-five and nine-tenths percent of the 0-125 group responded two (usually) as compared to 30.7 percent of the 126-300 group and 29.1 percent of the 301 and over group. Thirty-two and one-tenth percent of the 0-125 group responded one (always) as compared to 42.9 percent of the 126-300 group and 53.1 percent of the 301 and over group.

Item 39: (Actual and Ideal) - Under the actual category the mode response for the 0-125 group was four (never). The 126-300 and 301 and over groups had a mode response of three (seldom). Forty-three and seven-tenths percent of the 0-125 group responded four (never) as compared to 24.5 percent of the 126-300 and 25 percent of the 301 and over group. Forty-three percent of the 0-125 group responded three (seldom) as compared to 50 percent of the 126-300 group and 57.2 percent of the 301 and over group. Under the ideal category the mode response for all three groups was two (usually). Forty-five and nine-tenths percent of the 0-125 group, 51.7 percent of the 126-300 group and 52 percent of the 301 and over group responded two (usually).

Item 41: (Actual) - Under the actual category the mode response for all three groups was four (never). Eighty and two-tenths percent of the 0-125 group, 76.3 percent of the 126-300 group and 63.5 percent of the 301 and over group responded four (never).

Item 44: (Actual and Ideal) - Under the actual category the mode response for the 0-125 and the 126-300 groups was four (never). The 301 and over group had a mode response of three (seldom). Fifty-

four and seven-tenths percent of the 0-125 group and 44.7 percent of the 126-300 group responded four (never) as compared to only 12.5 percent of the 301 and over group. Twenty-seven and seven-tenths percent of the 0-125 group and 23.6 percent of the 126-300 group responded three (seldom) as compared to 37.5 percent of the 301 and over group. Under the ideal category the mode response for all three groups was two (usually). Fifty-one percent of the 0-125 group, 53.5 percent of the 126-300 group and 57.2 percent of the 301 and over group responded two (usually).

Item 45: (Actual) - Under the actual category the mode response for all three groups was two (usually). Forty-four and five tenths percent of the 0-125 group, 43.8 percent of the 126-300 group and 47.9 percent of the 301 and over group responded two (usually).

Item 46: (Actual) - The mode response of all three groups was four (never). Forty-eight and one-tenth percent of the 0-125 group, 45.6 percent of the 126-300 group and 30.2 percent of the 301 and over group responded four (never).

Item 48: (Ideal) - Under the ideal category the mode response was one (always). Seventy-four and four-tenths percent of the 0-125 group, 86.8 percent of the 126-300 group and 86.4 percent of the 301 and over group responded one (always).

Item 49: (Ideal) - Under the ideal category the mode response

for all three groups was one (always). Seventy-two and nine-tenths percent of the 0-125 group, 80.7 percent of the 126-300 group and 87.5 percent of the 301 and over group responded one (always).

Item 50: (Actual) - Under the actual category the mode response for all three groups was two (usually). Forty-seven and four-tenths percent of the 0-125 group, 41.2 percent of the 126-300 group and 57.2 percent of the 301 and over group responded two (usually).

Item 53: (Actual) - Under the actual category the mode response for the 0-125 group was three (seldom). The 126-300 and 301 and over groups had a mode response of two (usually). Forty-eight and nine-tenths percent of the 0-125 group responded three (seldom) as compared to 34.2 percent of the 126-300 group and 29.1 percent of the 301 and over group. Thirty-eight and six tenths percent of the 0-125 group responded two (usually) as compared to 50.8 percent of the 126-300 group and 60.4 percent of the 301 and over group.

Item 54: (Actual) - Under the actual category the mode response for the 0-125 and 301 and over groups was two (usually). The 126-300 group had a mode response of three (seldom). Forty-two and three-tenths percent of the 0-125 group and 51 percent of the 301 and over group responded two (usually) as compared to 34.2 percent of the 126-300 group. Thirty-five percent of the 0-125 group and 36.4

percent of the 301 and over group responded three (seldom) as compared to 47.3 percent of the 126-300 group.

Item 57: (Actual) - Under the actual category the mode response for all three groups was two (usually). Fifty-two and five tenths percent of the 0-125 group, 67.5 percent of the 126-300 group and 70.8 percent of the 301 and over group responded two (usually).

Item 58: (Actual) - Under the actual category the mode response for all three groups was three (seldom). Forty-four and five tenths percent of the 0-125 group, 57 percent of the 126-300 group and 48.9 percent of the 301 and over group responded three (seldom).

Table 26

## Cell Frequencies for Significant Items of Hypothesis Number 14

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>Your student council is:</u>									
3. Part of the total educational program	0-125	25	45	62	5				
	126-300	20	50	35	6				
	301-over	22	47	25	2				
		df=6 $X^2=13.027$							
<u>Your student council has:</u>									
7. Regularly scheduled meetings	0-125	47	58	25	7				
	126-300	43	48	16	7				
	301-over	65	24	6	1				
		df=6 $X^2=30.925$							
8. An agenda for all meetings	0-125	31	47	42	16				
	126-300	29	55	26	3				
	301-over	38	36	14	7				
		df=6 $X^2=22.457$							
9. A training program for its leaders	0-125	2	17	40	78				
	126-300	5	16	45	48				
	301-over	13	31	30	22				
		df=6 $X^2=46.195$							
10. A plan for evaluating its work	0-125	8	16	38	69	54	58	14	0
	126-300	5	22	46	38	63	43	5	0
	301-over	6	21	42	25	59	32	2	0
		df=6 $X^2=18.894$				df=4 $X^2=14.172$			
12. Channels for referring projects or problems	0-125	43	53	29	7				
	126-300	34	56	17	6				
	301-over	32	54	7	0				
		df=6 $X^2=16.231$							



Table 26 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
13. Written objectives	0-125	6	20	55	56				
	126-300	7	21	56	28				
	301-over	7	27	47	15				
		df=6 $X^2=21.130$							
<u>Critical values:</u>									
		df 4 = 9.488							
		df 6 = 12.592							
<u>Your student council has:</u>									
15. Committees to handle activities	0-125	36	65	28	0				
	126-300	40	53	16	0				
	301-over	50	36	10	0				
		df=4 $X^2=15.338$							
16. An orientation program for new members	0-125	6	14	43	73	67	45	12	8
	126-300	8	18	40	46	61	42	2	7
	301-over	11	25	32	28	57	33	1	2
		df=6 $X^2=20.622$				df=6 $X^2=13.996$			
<u>Your student council members:</u>									
19. Understand and accept responsibility	0-125					104	29	0	0
	126-300					94	18	0	0
	301-over					85	9	0	0
		df=2 $X^2=5.997$							
22. Determines what the student council does	0-125	32	77	28	0				
	126-300	28	77	9	0				
	301-over	28	59	8	0				
		df=4 $X^2=11.825$							
<u>Your student council contributes to:</u>									
27. Better human relations	0-125	15	69	43	8	83	49	0	0
	126-300	15	60	36	3	81	32	0	0
	301-over	10	68	16	2	73	18	0	0
		df=6 $X^2=13.290$				df=2 $X^2=6.431$			

Table 26 (Continued)

		Groups				Actual				Ideal			
		1	2	3	4	1	2	3	4	1	2	3	4
<u>Your school veto power is used by:</u>													
28. Superintendent	0-125	62	31	39	3	43	37	39	11				
	126-300	32	14	42	16	22	20	48	14				
	301-Over	16	3	33	38	9	11	37	32				
		df=6 $X^2=80.099$				df=6 $X^2=47.519$							
29. Principal	0-125	27	27	28	36	18	34	34	28				
	126-300	34	34	34	7	26	34	41	8				
	301-over	29	19	45	2	24	22	45	3				
		df=6 $X^2=50.733$				df=6 $X^2=30.819$							
<u>Critical values:</u>													
df 2 = 5.991													
df 4 = 9.488													
df 6 = 12.592													
<u>Your school veto power is used by:</u>													
30. Assistant Principal	0-125	5	6	12	70								
	126-300	2	5	10	45								
	301-over	9	18	29	29								
		df=6 $X^2=37.556$											
<u>Your student council participates in:</u>													
37. Chartering and coordinating clubs	0-125	23	43	40	30	44	63	21	4				
	126-300	28	30	29	26	49	35	15	12				
	301-over	41	27	19	8	51	28	13	2				
		df=6 $X^2=24.496$				df=6 $X^2=21.584$							
39. Curriculum development	0-125	0	17	59	60	18	63	34	17				
	126-300	0	28	57	28	25	59	25	5				
	301-over	0	17	55	24	8	50	31	6				
		df=4 $X^2=16.798$				df=6 $X^2=15.126$							
41. Faculty meetings	0-125	0	4	20	110								
	126-300	0	5	21	87								
	301-over	0	6	29	61								
		df=4 $X^2=10.668$											

Table 26 (Continued)

	Groups	Actual				Ideal				
		1	2	3	4	1	2	3	4	
44. Selection of school assemblies	0-125	4	19	38	75	24	70	22	16	
	126-300	8	25	27	51	25	61	14	11	
	301-over	15	32	36	12	25	55	14	0	
		df=6	$X^2=51.296$				df=6	$X^2=13.575$		
45. Fund raising	0-125	23	61	40	11					
	126-300	31	50	25	6					
	301-over	30	46	12	8					
		df=6	$X^2=13.644$							
46. Budgeting of activity money	0-125	16	25	29	66					
	126-300	17	19	26	52					
	301-over	26	17	24	29					
		df=6	$X^2=13.475$							
<u>Critical values:</u>										
df 4 = 9.488										
df 6 = 12.592										
<u>Your entire study body:</u>										
48. Considers the student council as its representative	0-125					102	30	0	0	
	126-300					99	14	0	0	
	301-over					83	11	0	0	
						df=2	$X^2=6.743$			
49. Clearly understands the purpose of the student council	0-125					100	33	0	0	
	126-300					92	21	0	0	
	301-over					84	11	0	0	
						df=2	$X^2=6.314$			
50. Presents ideas to the student council	0-125	24	65	47	0					
	126-300	24	47	41	0					
	301-over	5	55	33	0					
		df=4	$X^2=12.265$							

Table 26 (Continued)

	Groups	Actual				Ideal			
		1	2	3	4	1	2	3	4
<u>A student is likely to run for an office:</u>									
53. To initiate change	0-125	10	53	67	0				
	126-300	16	58	39	0				
	301-over	10	58	28	0				
		df=4 $X^2=14.806$							
54. To be known in school	0-125	5	58	48	19				
	126-300	11	39	54	9				
	301-over	11	49	35	1				
		df=6 $X^2=22.340$							
57. Interested in student council	0-125	26	72	33	0				
	126-300	23	77	12	0				
	301-over	25	68	2	0				
		df=4 $X^2=26.433$							
58. List on scholarship application	0-125	9	26	61	32				
	126-300	2	28	65	15				
	301-over	4	32	47	12				
		df=6 $X^2=15.277$							

Critical values:

df 2 = 5.991

df 4 = 9.488

df 6 = 12.592

Summary

Although the various types of comparisons made yielded significant differences on some of the fifty-nine items, only three kinds of comparisons yielded significant differences on more than ten

items. They were: (1) building principals, building principals/sca, student council advisers and student council presidents, (twenty-three in the actual category, twenty-two in the ideal category); (2) size of council, 0-10, 11-20, 21 and over (twenty actual, eleven ideal); and (3) size of school, 0-125, 126-300, 301 and over (twenty-five actual, eleven ideal).

A higher percentage of building principals and building principals/sca indicated their student council was pupil centered and a model of democratic government than did student council adviser and student council presidents. More student council presidents indicated their student council was seldom a part of the total educational program than did the other groups. A higher percentage of the student council presidents perceived their student council as seeking the opinion of the student body than did the other groups. The four groups disagreed that their student council determines what it did with more students indicating seldom than the other groups. A higher percentage of student council presidents indicated that their student council did not contribute to the general welfare of their school than did the other groups. A high percentage of all four groups indicated their student council did not contribute to teaching responsibility. The majority of the respondents indicated their student council seldom participated in solving discipline problems or in budgeting of activity money.

More of the respondents from schools with larger student councils indicated they had training programs for their leaders than did the smaller ones. From the responses it appeared that the larger student councils handled more business through committees as compared to the smaller ones. According to the respondents fewer of the smaller student councils had orientation programs as compared to the larger student councils. A larger percentage of the respondents from schools with smaller student councils indicated that their student council did not contribute to better human relations as compared to those from schools with larger student councils. From the data it appeared that the smaller student councils had more input from the student body. The data indicated that the larger student councils were better organized, but had less contact with the student body.

Fewer of the small schools considered their student council as part of the total educational program. More of the respondents from schools 301 and over indicated their schools had leadership training programs. More of the respondents from schools 0-125 indicated their school had no plan for evaluating the work of the student council than did those from larger schools. The data seemed to indicate the larger schools did more organization through committees than did the smaller schools. More respondents from the larger schools indicated their school contributed toward better human relations than did those from smaller schools. The data

revealed that veto power was used in most schools, but the size of the school determined who used it. More of the respondents from the larger school indicated their student council participated in chartering and coordinating clubs than did those from the smaller schools. The data collected indicated very few student councils participated in curriculum development. According to the data student councils seldom, if ever, participated in faculty meetings. According to the responses the student councils from larger schools may have more input into the selection of school assemblies than those from smaller schools. More of the respondents from larger schools indicated that students from their school would seek an office to initiate change than did those from the smaller schools.

When the groups were compared as to years of experience and whether they were members of the MASC and NASC or non-members the data yielded a significant difference on only a few items.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A study of relevant literature indicated that the role of the student council was changing and that more study was needed to determine the role of student council in student related activities. Therefore, this study attempted to investigate the role of student councils in Montana high schools. The basic purpose of the study was to determine building principals, building principals who were also student council advisers, student council advisers and student council presidents perception of the role of the student council in Montana high schools as it was and what they thought it should be.

An extensive search of the literature was made. The Investigator found several lists of goals, but the main function of the student council seemed to be to provide learning experiences for students. The literature also pointed out that the trend seemed to be toward allowing students to have more of a stake in the administration of the school.

This study was conducted during the 1975-76 academic year. The population included the building principals, building principals/sca, student council advisers, and the student council presidents of all Montana high schools. A questionnaire was developed which consisted of two sections. The first section dealt with the demographic data and the second section consisted of items concerning the role of



the student council.

The questionnaire was mailed to the building principals, student council advisers and student council presidents of 183 high schools in Montana. The number of building principals/sca was not known until after the questionnaire was returned. Five hundred and forty-nine questionnaires were mailed out. With the adjustment for the building principals/sca the percentage of useable returns was 77 percent. The returns were coded on IBM code sheets and the data analyzed by the computer center at Montana State University.

Chi square was used to test the data of part II of the questionnaire for statistical significance. The 5 percent level of confidence was selected to indicate a significant difference between variables.

### Findings

The demographic data revealed that:

1. Sixty-six percent of the building principals, 58.7 percent of the building principals/sca, 47 percent of the student council advisers and 60 percent of the student council presidents had never attended a MASC meeting.

2. Only 31.2 percent of the building principals, 17.3 percent of the building principals/sca, 18.2 percent of the student council advisers and 28.7 percent of the student council presidents had taken a college course in student activities.

3. Over 90 percent of the schools refer to their student

representative organization as the student council.

4. Over 80 percent of the schools surveyed had a written constitution.

5. Forty-seven and four tenths percent of the schools use class year and organization and clubs as their unit of representation.

6. Forty and eight-tenths percent of the student councils met bi-weekly, 37.5 percent met monthly and 21.1 percent met weekly.

7. The majority of those responding (65.8%) met during school hours.

8. Only 22 percent of the respondents indicated they send delegates to the Montana State University Leadership Workshop.

9. Only 8.9 percent of the respondents indicated they allowed their students to select the student council adviser.

10. Over half of the schools have student council advisers who are also principals or assistant principals.

11. Over 64 percent of those responding indicated their school had no GPA requirement for student council membership.

Hypothesis 1. Under the actual category a statistical significant difference was found among the building principals, building principals/sca, student council advisers and the student council presidents in their perception of the role of the student council in twenty-three of the fifty-nine items. There was a

disagreement on the following items;

1. Their student council was:
  - a. A pupil centered organization.
  - b. A model of democratic government.
  - c. A part of the total educational program.
2. Their student council had:
  - a. An agenda for all meetings.
  - b. A training program for its leaders.
  - c. A plan for evaluating its work.
  - d. A program to explain its objectives.
  - e. An orientation program for new members.
3. Their student council members:
  - a. Reported frequently to their electorate.
  - b. Sought the opinion of the student body.
  - c. Determined what the council did.
4. Their student council contributed to:
  - a. The general welfare of the school.
  - b. Teaching responsibility.
  - c. Better human relations.
5. Their student council participated in:
  - a. Chartering and coordinating clubs.
  - b. Developing school policy.
  - c. Faculty meetings.

- d. Discipline problems.
- e. Budgeting of activity money.
- 6. Their entire student body:
  - a. Was represented on the student council.
- 7. Students in their school were likely to run for an office:
  - a. To be known in school.
  - b. Learn something.
  - c. Because they were unhappy with something.

Under the ideal category there was a statistically significant difference among the four groups in twenty-two of the fifty-nine items. The groups disagreed on the following items:

- 1. Their student council should be:
  - a. A pupil centered organization.
  - b. A part of the total educational program.
  - c. Respected by the faculty.
  - d. Respected by the students.
- 2. Their student council members should:
  - a. Understand and accept responsibility.
  - b. Seek the opinion of the student body.
  - c. Determine what the student council does.
- 3. Their student council should contribute to:
  - a. Teaching citizenship.
- 4. Their school veto power should be used by:

- a. The principal.
  - b. The student body.
5. Their student council should participate in:
- a. Chartering and coordinating clubs.
  - b. Developing school policy.
  - c. Curriculum development.
  - d. Administration of the school.
  - e. Faculty meetings.
  - f. Teacher evaluation.
  - g. Discipline problems.
  - h. Fund raising.
  - i. Budgeting of activity money.
6. Students in their school should run for an office:
- a. To initiate change.
  - b. To be known in school.
  - c. Because they are unhappy with the council.

Hypothesis 2. Under the ideal category a statistically significant difference was found between the building principals when compared as to their years of experience in seven of the fifty-nine items. The building principals disagreed on the following items:

1. Their student council should have:
  - a. A training program for its leaders.
  - b. Clearly defined areas of responsibility.

2. Their student council members should:
  - a. Preside over assembly programs.
  - b. Cooperate with the faculty for school improvement.
3. Their student council should participate in developing school policy.
4. Their students should run for an office:
  - a. To be known in school.
  - b. Because they are interested in student council.

Hypothesis 3. Under the actual category a statistically significant difference was found between the building principals/sca when compared as to their years of experience in two of the fifty-nine items. The building principals/sca disagreed on the following items:

1. Their student council participated in teacher evaluation.
2. A student in their school was likely to run for an office to list on a scholarship application.

Hypothesis 4. Under the actual category a statistically significant difference was found between the student council advisers when compared as to their years of experience in three of the fifty-nine items. The advisers disagreed on the following items.

1. Their student council had:
  - a. Clearly defined areas of responsibility.
  - b. A program to explain its objectives.

2. The student council members of their school cooperated with the faculty in improving the school.

Under the ideal category a statistically significant difference was found in two of the fifty-nine items. The advisers disagreed on the following items:

1. Their student council should participate in chartering and coordinating clubs.
2. Students in their school should run for an office to be known in school.

Hypothesis 5. Under the actual category a statistically significant difference was found among the building principals, building principals/sca, student council advisers and student council presidents when grouped as to the number of members in their student council in twenty of the fifty-nine items. The groups disagreed on the following items:

1. Their student council had:
  - a. Regularly scheduled meetings.
  - b. A training program for its leaders.
  - c. Channels for referring projects or problems.
  - d. Committees to handle activities.
  - e. Orientation program for new members.
2. Their student council members sought the opinion of the

student body.

3. Their student council contributed to:
  - a. Teaching citizenship.
  - b. Better human relations.
4. Their school veto power was used by:
  - a. Superintendent.
  - b. Principal.
  - c. Assistant Principal.
  - d. Student council president.
  - e. Teachers.
5. Their student council participated in:
  - a. Chartering and coordinating clubs.
  - b. Selection of assemblies.
  - c. Budgeting of activity money.
6. Their entire student body presented ideas to the student council.
7. A student in their school was likely to run for an office:
  - a. To initiate change.
  - b. Interested in student council.
  - c. To list on scholarship applications.

Under the ideal category a statistically significant difference was found in eleven of the fifty-nine items. The groups disagreed on the following items:



1. Their student council should have:
  - a. Regularly scheduled meetings.
  - b. Channels for referring projects or problems.
2. Their school veto power should be used by:
  - a. The superintendent.
  - b. The principal.
  - c. The assistant principal.
  - d. The student council president.
  - e. The teachers.
3. Their student council should participate in budgeting activity money.
4. Their entire student body clearly understood the purpose of a student council.
5. A student of their school should run for an office:
  - a. Because they are interested in student council.
  - b. To list on a scholarship application

Hypothesis 6. Under the actual category a statistically significant difference was found between building principals of schools that were members of the MASC and non-members in two of the fifty-nine items. The principals disagreed on the following items:

1. Their student council had an orientation program for new members.
2. Their student council participated in fund raising.

Under the ideal category a statistically significant difference was found in three of the fifty-nine items. The principals disagreed on the following items:

1. Their student council should be a part of the total educational program.
2. Their school veto power should be used by the activities director.
3. Their student council should participate in:
  - a. Faculty meetings.
  - b. Fund raising.

Hypothesis 7. Under the actual category a statistically significant difference was found between building principals/sca of schools that were members of the MASC and non-members in two of the fifty-nine items. The principals/sca disagreed on the following items:

1. Their student council had a training program for its leaders.
2. A student in their school would likely run for an office because it was fun.

Under the ideal category a statistically significant difference was found in one of the fifty-nine items. The principals/sca disagreed on the following item:

1. A student in their school should run for an office to list

on a scholarship application.

Hypothesis 8. Under the actual category a statistically significant difference was found between student council advisers of schools that were members of the MASC and non-members in five of the fifty-nine items. The advisers disagreed on the following items:

1. Their student council had:
  - a. An agenda for all meetings.
  - b. A training program for its leaders.
  - c. A plan for evaluating its work.
2. Their student council contributed to teaching responsibility.
3. Their student council participated in chartering and coordinating clubs.

Under the ideal category a statistically significant difference was found in seven of the fifty-nine items. The advisers disagreed on the following items:

1. Their student council should have:
  - a. Channels for referring projects or problems.
  - b. Written objective for the year.
2. Their student council members should cooperate with the faculty for school improvement.
3. Their student council should contribute to:

- a. Teaching responsibility.
- b. Better human relations.
4. Their school veto power should be used by the superintendent.
5. Their student council should participate in budgeting of activity money.

Hypothesis 9. Under the actual category a statistically significant difference was found between student council presidents of schools that were members of the MASC and non-members in three of the fifty-nine items. The student council presidents disagreed on the following items:

1. Their student council had:
  - a. A training program for its leaders.
  - b. An orientation program for new members.
2. The entire student body of their school clearly understood the purpose of the student council.

Under the ideal category a statistically significant difference was found in four of the fifty-nine items. The presidents disagreed on the following items:

1. Their student council should be a pupil centered organization.
2. Their student council should have an agenda for all

meetings.

3. Their student council should participate in:
  - a. Developing school policy.
  - b. Faculty meetings.

Hypothesis 10. Under the actual category a statistically significant difference was found between building principals that were from schools that were members of the NASC and non-members in seven of the fifty-nine items. The principals disagreed on the following items:

1. Their student council had:
  - a. Regularly scheduled meetings.
  - b. An agenda for all meetings.
  - c. A training program for its leaders.
  - d. Committees to handle activities.
2. Their student council participated in teacher evaluation.
3. The entire student body of their school was eligible for student council membership.
4. A student in their school was likely to run for an office to be known in school.

Under the ideal category a statistically significant difference was found in six of the fifty-nine items. The building principals disagreed on the following items:

1. Their student council should be:
  - a. A pupil centered organization.
  - b. Part of the total educational program.
2. Their school veto power should be used by the student body.
3. Their student council should participate in administration of extra-curricular activities.
4. A student in their school should run for an office:
  - a. To initiate change.
  - b. List on a scholarship application.

Hypothesis 11. Under the actual category a statistically significant difference was found between building principals/sca who were from schools that were members of the NASC and non-members in three of the fifty-nine items. The principals/sca disagreed on the following items:

1. Their student council was a pupil centered organization.
2. Their student council members understood and accepted responsibility.
3. Their entire student body presented ideas to the student council.

Under the ideal category a statistically significant difference was found in five of the fifty-nine items. The principals/sca

disagreed on the following items.

1. Their student council member should determine what the student council does.
2. Their school veto power should be used by:
  - a. The assistant principal.
  - b. The student council president.
3. Their student council should participate in:
  - a. Faculty meetings.
  - b. Teacher evaluation.

Hypothesis 12. Under the actual category a statistically significant difference was found between student council advisers of schools that were members of the NASC and non-members in two of the fifty-nine items. The student council advisers disagreed on the following items:

1. Their student council had a plan for evaluating its work.
2. Their student council members sought the opinion of the student body.

Under the ideal category no statistically significant difference was found.

Hypothesis 13. Under the actual category a statistically significant difference was found between student council presidents from schools that were members of the NASC and non-members in four of

the fifty-nine items. The presidents disagreed on the following items:

1. Their student council had:
  - a. A training program for its leaders.
  - b. An orientation program for new members.
2. Their student council contributed to teaching responsibility.
3. A student in their school was likely to run for an office because it would be fun.

Under the ideal category a statistically significant difference was found in three of the fifty-nine items. The presidents disagreed on the following items:

1. Their student council should have regularly scheduled meetings.
2. Their school veto power should be used by the assistant principal.
3. A student from their school should run for an office because it would be fun.

Hypothesis 14. Under the actual category a statistically significant difference was found among the building principals, building principals/sca, student council advisers, and student council presidents when they were grouped as to the size of their school in twenty-five of the fifty-nine items. The groups disagreed on the



following items:

1. Their student council was a part of the total educational program.
2. Their student council had:
  - a. Regularly scheduled meetings.
  - b. An agenda for all meetings.
  - c. A training program for its leaders.
  - d. A plan for evaluating its work.
  - e. Channels for referring projects or problems.
  - f. Written objectives for the school year.
  - g. Committees for handling activities.
  - h. An orientation program for new members.
3. Their student council determined what the student council did.
4. Their student council contributed to better human relations.
5. School veto power was used by:
  - a. The superintendent.
  - b. The principal.
  - c. The assistant principal.
6. Their student council participated in:
  - a. Chartering and coordinating clubs.
  - b. Curriculum development.
  - c. Faculty meetings.

- d. Selection of school assemblies.
- e. Fund raising.
- f. Budgeting of activity money.

7. The entire student body of their school presented ideas to the student council.

8. A student in their school was likely to run for an office:

- a. To initiate change.
- b. To be known in school.
- c. Interested in student council.
- d. List on scholarship application.

Under the ideal category a statistically significant difference was found between the groups in eleven of the fifty-nine items:

- 1. Their student council should have:
  - a. A plan for evaluating its work.
  - b. An orientation program for its new members.
- 2. Their student council members should understand and accept responsibility.
- 3. Their student council should contribute to better human relations.
- 4. School veto power should be used by:
  - a. The superintendent.
  - b. The principal.

5. Their student council should participate in:
  - a. Chartering and coordinating clubs.
  - b. Curriculum development.
  - c. Selection of school assemblies.
6. The entire study body of their school should:
  - a. Consider the student council as its representative.
  - b. Clearly understand the purpose of the student council.

### Conclusions

The findings of this study lead to these general conclusions:

1. There was a significant difference in the perception of building principals, building principals/sca, student council advisers, and student council presidents with regard to the role of the student council in Montana high schools.
2. There was a significant difference in the perception of building principals, building principals/sca, student council advisers, and student council presidents when they were grouped as to the size of their school.
3. The members and non-members of the Montana Association of Student Councils differed in their perception of the role of the student council in Montana high schools on some items, but for the most part there was no statistically significant difference.
4. The members and non-members of the National Association

of Student Councils differed in their perception of the role of the student council in Montana high schools on some items, but for the most part there was no statistically significant difference.

5. There was a significant difference among the groups as to the contribution of the student council in Montana high schools to the learning process of the students.

6. There was no significant difference among the groups with regard to those eligible for membership in the student council, but the survey indicated that 35.8 percent of the responding schools had a GPA requirement of 2.00 or higher.

7. There was no significant difference among the groups with regard to all Montana high school students being eligible to vote in student council elections.

8. There was no significant difference among the groups with regard to the student council in Montana high schools being involved with their local communities.

9. The survey indicated that the student council in Montana high schools played a minor role in the administration of the school. There was a significant difference in the perception of the groups with regard to the participation of the student council in the administration of the school. The survey indicated that the student council did participate in some schools in such areas as extra-curricular activities, developing school policy, teacher evaluation and

budgeting of activity money.

10. The survey indicated that veto power was used in most schools, but the size of the school determined who used it.

### Recommendations

The recommendations of this study were derived from the responses under the ideal category. A recommendation was considered if the majority of the responses were one (always) or two (usually) (a majority being over 50 percent of the respondents). Using this criterion the following recommendations were developed:

1. Student council should be considered part of the total educational program.
2. Students should be active in community affairs.
3. Effort to insure that the student council is respected by both faculty and students should be taken.
4. Student councils should have agendas for all meetings and hold them regularly.
5. Student councils should have a training program for their leaders.
6. Student councils should have clearly defined areas of responsibility and a plan for evaluation of their work.
7. Student councils should have written objectives for the year and a program for presenting them to the student body.

8. Student councils should have an orientation program for new members.

9. Student council members should keep their electorate informed.

10. The student council members should determine what the council does.

11. The student should contribute to the care and general welfare of the school.

12. The student council should contribute to teaching citizenship, teaching responsibility and better human relations.

13. Student councils should participate in administration of extra-curricular activities, chartering and coordination of clubs, developing school policy, curriculum development, selection of school assemblies, fund raising, and budgeting of activity money.

14. The entire student body should be represented on the student council, clearly understand the purpose of a student council, vote for student council officers and be eligible for student council membership.

#### Authors Recommendations

1. Student councils should have clearly defined areas of responsibility and the freedom to function within them.

2. Student council advisers should be encouraged to prepare

themselves as student council advisers through available college curriculum.

3. Adequacy of college curriculum for sponsors of student activities should be researched.

4. Student council advisers should be faculty members other than the principal.

Suggested Areas for Further Study

1. Role of the student council in the elementary school.
2. Role of the student council in the junior high school.
3. The role for effective student council sponsorship.
4. Role of the student council adviser.
5. Role of the administration in student council functions.

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APPENDIXES

APPENDIX A

Letters

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**Montana State University**

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Bozeman, Montana 59715

Tel. 406-994-4731

College of Education

Dear Building Principal:

This study is concerned with principals', advisers' and student council presidents' perceptions of the role of student council. This is a dissertation study conducted under the direction of the Graduate School Committee at Montana State University. Dr. Earl N. Ringo, Dean, College of Education is the chairman of the committee.

The data from this study will be used to determine what the perceived role of the student council is and also what the participants perceive it should be. It is hoped that this study will give those of us involved in student council work some direction for improving the organization.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to identify or compare the responses of individual participants.

All high schools in Montana will be included in the study. In order to get an accurate picture it is very important that a high percentage of responses be obtained. Having been a teacher and administrator for several years, I realize the busy schedule you have and will greatly appreciate your cooperation. Total time involved in responding to the questionnaire should be less than 15 minutes.

Please complete the questionnaire and return it in the enclosed self-addressed, postage-paid envelope by November 17. Again, your cooperation in this study will be greatly appreciated.

Sincerely yours,

Robert C. Schaal

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**Montana State University**

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Bozeman, Montana 59715

Tel. 406-994-4731

College of Education

Dear Building Principal:

During the last week in October you received a questionnaire and letter inviting you to participate in a dissertation study being conducted through the College of Education at Montana State University. In order to complete the study your response to the enclosed questionnaire is needed.

I realize that, due to your leadership position, there are numerous demands upon your time. However, the questionnaire was designed to be completed in about 15 minutes. Much time and effort have gone into the study and with your help you and the rest of us involved in student council work can benefit from the data.

Data from the study will be used to determine what the perceived role of the student council is and also what the participants perceive it should be. The data will be made available to those involved in student council work.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to compare individual participants or the student council organizations of the individual schools.

Again your participation is crucial to the success and completion of the study. A stamped, self-addressed envelope is enclosed for your convenience. Your cooperation will be greatly appreciated.

Sincerely yours,

Robert C. Schaal

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4731

College of Education

Dear Student Council Adviser:

This study is concerned with principals', advisers' and student council presidents' perceptions of the role of student council. This is a dissertation study conducted under the direction of the Graduate School Committee at Montana State University. Dr. Earl N. Ringo, Dean of the College of Education is the chairman of the committee.

The data from this study will be used to determine what the perceived role of the student council is and also what the participants perceive it should be. It is hoped that this study will give those of us involved in student council work some direction for improving the organization.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to identify or compare the responses of individual participants.

All high schools in Montana will be included in the study. In order to get an accurate picture it is very important that a high percentage of responses be obtained. Having been a teacher and administrator for several years, I realize the busy schedule you have and will greatly appreciate your cooperation. Total time involved in responding to the questionnaire should be less than 15 minutes.

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Sincerely yours,

Robert C. Schaal



College of Education

Dear Student Council Adviser:

During the last week in October you received a questionnaire and letter inviting you to participate in a dissertation study being conducted through the College of Education at Montana State University. In order to complete the study your response to the enclosed questionnaire is needed.

I am a full time principal myself and therefore, I am aware of the numerous demands upon your time. The questionnaire, however, was designed with this in mind and should take less than 15 minutes to complete. Much time and effort have gone into the study and with your help you and the rest of us involved in student council work can benefit from the data.

Data from the study will be used to determine what the perceived role of student council is and also what the participants perceive it should be. The data will be made available to those involved in student council work.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to compare individual participants or the student council organizations of the individual schools.

Again your participation is crucial to the success and completion of the study. A stamped, self-addressed envelope is enclosed for your convenience. Your cooperation will be greatly appreciated.

Sincerely yours,

Robert C. Schaal

---

**Montana State University**

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Bozeman, Montana 59715 Tel. 406-994-4731

College of Education

Dear Student Council President:

This study is concerned with principals', advisers' and student council presidents' perceptions of the role of student council. This study is a dissertation study conducted under the direction of the Graduate School Committee at Montana State University. Dr. Earl N. Ringo, Dean, College of Education is the chairman of the committee.

The data from this study will be used to determine what the perceived role of the student council is and also what the participants perceive it should be. It is hoped that this study will give those of us in student council work some direction for improving the involvement of all personnel associated with the organization.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to identify or compare the responses of individual participants.

All high schools in Montana will be included in the study. In order to get an accurate picture it is very important that a high percentage of responses be obtained. I am working with students every day and realize that the demands on your time are many. However, if you could find time in your busy schedule to complete the enclosed questionnaire it would be greatly appreciated. Total time involved in responding to the questionnaire should be less than 15 minutes.

Please complete the questionnaire and return it in the enclosed self-addressed, postage-paid envelope by November 17. Again, your cooperation in this study will be greatly appreciated.

Sincerely yours,

Robert C. Schaal

---

**Montana State University**

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Bozeman, Montana 59715

Tel. 406-994-4731

College of Education

Dear Student Council President:

During the last week in October you received a questionnaire and letter inviting you to participate in a dissertation study being conducted through the College of Education at Montana State University. In order to complete the study your response to the enclosed questionnaire is needed.

I realize that, due to your leadership position, there are numerous demands upon your time. However, the questionnaire was designed to be completed in about 15 minutes. Much time and effort have gone into the study and with your help you and the rest of us involved in student council work can benefit from the data.

Data from the study will be used to determine what the perceived role of the student council is and also what the participants perceive it should be. The data will be made available to those involved in student council work.

I assure you that at all times both you and your school will remain anonymous. No attempt will be made to compare individual participants or the student council organizations of the individual schools.

Again your participation is crucial to the success and completion of the study. A stamped, self-addressed envelope is enclosed for your convenience. Your cooperation will be greatly appreciated.

Sincerely yours,

Robert C. Schaal

APPENDIX B

Questionnaire

SURVEY OF MONTANA HIGH SCHOOL  
STUDENT COUNCILS

The purpose of this survey is to identify some of the practices that are being used in student councils in Montana high schools as perceived by administrators, student council advisers and student council presidents. The survey will also indicate if it is perceived that some practices not in use should be. This information will be used for a research study being conducted at Montana State University. No school or person will be specifically identified.

PLEASE RETURN TO:

Robert C. Schaal  
Box 347  
Terry, Montana 59349

Part I. General information. Check the appropriate blank as indicated.

- A. Please indicate your position. (Check only one)
- 1. Building Principal
  - 2. Building Principal and Student Council Advisor
  - 3. Student Council Advisor
  - 4. Student Council President
- B. Please indicate your sex.
- 1. Male
  - 2. Female
- C. Please indicate years of experience in this position. (Consider this year as 1) (Students omit)
- 1. 0-5
  - 2. 6-10
  - 3. 11-15
  - 4. Over 15
- D. Please indicate if you have attended any Montana Association of Student Council meetings.
- 1. None
  - 2. One
  - 3. More than one
- E. Please indicate if you have taken a course in student activities. (Summer workshop, inservice, etc.)
- 1. Yes
  - 2. No
- F. Please indicate year in school. (Students only)
- 1. Freshman
  - 2. Sophomore
  - 3. Junior
  - 4. Senior
- G. Please indicate the number of students in your high school.
- 1. 0-125
  - 2. 126-300
  - 3. 301-900
  - 4. Over 901

- H. Please indicate if your school uses a name other than student council for your student representative group.
1. Yes
  2. No
- I. Please indicate if your school has a written student council constitution.
1. Yes
  2. No
- J. Please indicate when your student council constitution was revised.
1. Never
  2. Within the last three years.
  3. Over three years ago
- K. Please indicate the unit of representation your student council uses.
1. Home room
  2. Class year
  3. Organizations or clubs
  4. Class year and organizations or clubs
  5. Faculty advisory groups
  6. Faculty appointment
  7. Principal's appointment
  8. At large
- L. Please indicate the number of years your school has had a student council.
1. 1-5
  2. 6-10
  3. 11-15
  4. Over 15
- M. Please indicate if your student council is a member of the Montana Association of Student Councils.
1. Yes
  2. No
- N. Please indicate if your student council is a member of the National Association of Student Councils.
1. Yes
  2. No
- O. Please indicate the number of members in your student council.
1. 0-5
  2. 6-10
  3. 11-15
  4. 16-20
  5. 21-25
  6. 26-30
  7. 31-35
  8. 36-40
  9. 41-45
  10. Over 45
- P. Please indicate how often your student council meets.
1. Daily
  2. Weekly
  3. Bi-Weekly
  4. Monthly

- Q. Please indicate when your student council meets.
- 1. Before school
  - 2. During school
  - 3. During lunch
  - 4. After school
  - 5. Evenings
- R. Please indicate if your student council sends delegates to the summer Student Leadership Workshop at Montana State University.
- 1. Yes
  - 2. No
- S. Please indicate who selects your student council advisor.
- 1. Superintendent
  - 2. Principal
  - 3. Faculty
  - 4. Students
- T. Please indicate what other position the student council advisor holds. (Check the major position)
- 1. Principal
  - 2. Assistant Principal
  - 3. Counselor
  - 4. Activities Director
  - 5. Teacher
- U. Please indicate the grade point average (GPA) needed for student council membership.
- 1. None
  - 2. 2.00
  - 3. 2.50
  - 4. 3.00
  - 5. 3.50

Part II. Please use the following responses in completing the questionnaire. Circle the number which most nearly represents your choice. 1 = always, 2 = usually, 3 = seldom and 4 = never. Under the first heading of ACTUAL please respond as you think it is in your school now. Under the second heading of IDEAL please respond as you think it should be in your school. PLEASE RESPOND UNDER BOTH HEADINGS.

	<u>ACTUAL</u>			<u>IDEAL</u>		
	always	usually	seldom never	always	usually	seldom never
A. <u>Your student council is:</u>						
1. A pupil-centered organization.	1	2	3 4	1	2	3 4
2. A model of democratic government.	1	2	3 4	1	2	3 4
3. Part of the total educational program	1	2	3 4	1	2	3 4
4. Active in community affairs,	1	2	3 4	1	2	3 4
5. Respected by the faculty.	1	2	3 4	1	2	3 4
6. Respected by the students.	1	2	3 4	1	2	3 4

	<u>ACTUAL</u>			<u>IDEAL</u>				
	always	usually	seldom never	always	usually	seldom never		
<u>B. Your student council has:</u>								
7. Regularly scheduled meetings.	1	2	3	4	1	2	3	4
8. An agenda for all meetings.	1	2	3	4	1	2	3	4
9. A training program for its leaders.	1	2	3	4	1	2	3	4
10. A plan for evaluating its work.	1	2	3	4	1	2	3	4
11. Clearly defined areas of responsibilities.	1	2	3	4	1	2	3	4
12. Channels for referring projects or problems.	1	2	3	4	1	2	3	4
13. Written objectives for the school year	1	2	3	4	1	2	3	4
14. A program to explain its objectives to the students	1	2	3	4	1	2	3	4
15. Committees to handle activities.	1	2	3	4	1	2	3	4
16. An orientation program for new members.	1	2	3	4	1	2	3	4
<u>C. Your student council members:</u>								
17. Preside over assembly programs.	1	2	3	4	1	2	3	4
18. Report frequently to their electorate.	1	2	3	4	1	2	3	4
19. Understand and accept their responsibilities,	1	2	3	4	1	2	3	4
20. Cooperate with the faculty for school improvement.	1	2	3	4	1	2	3	4
21. Seek the opinions of the student body.	1	2	3	4	1	2	3	4
22. Determine what the student council does.	1	2	3	4	1	2	3	4
<u>D. Your student council contributes to:</u>								
23. Protection and care of school property.	1	2	3	4	1	2	3	4
24. General welfare of the school.	1	2	3	4	1	2	3	4
25. Teaching citizenship.	1	2	3	4	1	2	3	4
26. Teaching responsibility.	1	2	3	4	1	2	3	4
27. Better human relations.	1	2	3	4	1	2	3	4
<u>E. In your school veto power is used by:</u>								
28. Superintendent.	1	2	3	4	1	2	3	4
29. Principal.	1	2	3	4	1	2	3	4
30. Assistant Principal.	1	2	3	4	1	2	3	4
31. Student Council Advisor.	1	2	3	4	1	2	3	4
32. Student Council President.	1	2	3	4	1	2	3	4
33. Student Body.	1	2	3	4	1	2	3	4
34. Activities Director.	1	2	3	4	1	2	3	4
35. Teacher.	1	2	3	4	1	2	3	4
<u>F. Your student council participates in:</u>								
36. Administration of extra curricular activities.	1	2	3	4	1	2	3	4
37. Chartering and coordinating clubs.	1	2	3	4	1	2	3	4



	<u>ACTUAL</u>				<u>IDEAL</u>			
	always	usually	seldom	never	always	usually	seldom	never
38. Developing school policy.	1	2	3	4	1	2	3	4
39. Curriculum development.	1	2	3	4	1	2	3	4
40. Administration of the school.	1	2	3	4	1	2	3	4
41. Faculty meetings.	1	2	3	4	1	2	3	4
42. Teacher evaluation.	1	2	3	4	1	2	3	4
43. School discipline problems.	1	2	3	4	1	2	3	4
44. Selection of school assemblies.	1	2	3	4	1	2	3	4
45. Fund raising.	1	2	3	4	1	2	3	4
46. Budgeting of activity money.	1	2	3	4	1	2	3	4
<u>G. Your entire student body:</u>								
47. Is represented on the student council.	1	2	3	4	1	2	3	4
48. Considers the student council as its representative.	1	2	3	4	1	2	3	4
49. Clearly understands the purpose of a student council.	1	2	3	4	1	2	3	4
50. Presents ideas to the student council.	1	2	3	4	1	2	3	4
51. Votes for student council officers.	1	2	3	4	1	2	3	4
52. Is eligible for membership on the student council.	1	2	3	4	1	2	3	4
<u>H. A student in your school is likely to run for a student council office:</u>								
53. To initiate change.	1	2	3	4	1	2	3	4
54. To be known in the school.	1	2	3	4	1	2	3	4
55. It would be fun.	1	2	3	4	1	2	3	4
56. Would learn something.	1	2	3	4	1	2	3	4
57. Interested in student council.	1	2	3	4	1	2	3	4
58. List on scholarship application.	1	2	3	4	1	2	3	4
59. Unhappy with the present student council.	1	2	3	4	1	2	3	4

APPENDIX C

Data

Hypothesis 1. Results for principals, principals and student council advisors, student council advisors, and student council presidents who responded to the questionnaire for categories actual.

	<u>Item 1</u>				<u>Item 2</u>				<u>Item 3</u>			
Prin.	20	54	3	0	10	55	10	1	22	41	14	0
Prin/SCA	15	58	2	0	9	54	9	1	18	32	24	0
SCA	16	46	3	0	8	45	12	0	15	25	26	0
SCP	42	72	14	0	22	69	32	6	12	44	58	13
	$\chi^2 = 13.653$ df = 6				$\chi^2 = 16.081$ df = 9				$\chi^2 = 48.263$ df = 9			

	<u>Item 4</u>				<u>Item 5</u>				<u>Item 6</u>			
Prin.	3	24	43	7	9	55	12	1	10	52	13	2
Prin/SCA	1	15	52	6	6	54	13	2	6	50	17	2
SCA	3	18	34	8	8	43	14	0	5	34	25	0
SCP	7	39	61	18	27	70	26	5	13	84	28	4
	$\chi^2 = 10.402$ df = 9				$\chi^2 = 14.038$ df = 9				$\chi^2 = 12.632$ df = 9			

	<u>Item 7</u>				<u>Item 8</u>				<u>Item 9</u>			
Prin.	36	33	7	1	20	32	17	5	5	23	33	16
Prin/SCA	27	32	12	4	10	39	20	6	6	9	27	33
SCA	37	21	6	2	20	25	19	2	4	15	17	30
SCP	55	44	22	8	48	42	26	13	5	17	38	69
	$\chi^2 = 12.178$ df = 9				$\chi^2 = 19.005$ df = 9				$\chi^2 = 25.104$ df = 9			

	<u>Item 10</u>				<u>Item 11</u>				<u>Item 12</u>			
Prin.	2	9	38	24	15	43	18	1	24	37	12	1
Prin/SCA	2	10	31	28	11	35	22	5	24	39	7	2
SCA	2	12	21	30	9	39	13	4	22	32	7	4
SCP	13	28	36	50	28	62	31	8	39	55	27	6
	$\chi^2 = 20.390$ df = 9				$\chi^2 = 8.147$ df = 9				$\chi^2 = 9.128$ df = 9			

Hypothesis 1 (Actual) Continued.

	<u>Item 13</u>				<u>Item 14</u>				<u>Item 15</u>			
Prin.	5	14	37	21	5	30	22	19	22	41	11	1
Prin/SCA	1	11	38	24	6	22	29	16	22	37	8	2
SCA	5	10	24	27	6	13	26	21	26	28	7	3
SCP	9	33	59	27	20	31	58	20	56	48	19	3
	$\chi^2 = 15.637$ df = 9				$\chi^2 = 19.390$ df = 9				$\chi^2 = 9.865$ df = 9			
	<u>Item 16</u>				<u>Item 17</u>				<u>Item 18</u>			
Prin.	6	22	29	19	27	31	14	5	12	41	21	2
Prin/SCA	6	10	27	30	25	27	18	4	14	35	22	3
SCA	4	12	23	27	21	20	16	9	11	25	28	2
SCP	9	13	36	71	34	38	31	26	26	45	36	19
	$\chi^2 = 23.316$ df = 9				$\chi^2 = 15.638$ df = 9				$\chi^2 = 23.231$ df = 9			
	<u>Item 19</u>				<u>Item 20</u>				<u>Item 21</u>			
Prin.	8	57	10	2	14	55	7	1	9	54	12	0
Prin/SCA	10	50	13	1	15	51	8	0	18	43	14	0
SCA	7	47	12	0	11	45	8	1	13	38	15	0
SCP	24	86	17	2	38	78	12	0	49	59	21	0
	$\chi^2 = 6.563$ df = 9				$\chi^2 = 8.981$ df = 6				$\chi^2 = 21.106$ df = 6			
	<u>Item 22</u>				<u>Item 23</u>				<u>Item 24</u>			
Prin.	7	61	9	0	8	35	30	3	10	49	18	0
Prin/SCA	12	56	7	0	5	41	23	6	11	50	14	0
SCA	18	39	9	0	9	32	20	4	8	43	15	0
SCP	51	57	21	0	25	54	42	8	31	67	24	6
	$\chi^2 = 34.913$ df = 6				$\chi^2 = 10.284$ df = 9				$\chi^2 = 18.925$ df = 9			

Hypothesis 1 (Actual) Continued.

	<u>Item 25</u>		<u>Item 26</u>		<u>Item 27</u>
Prin.	4 42 26 5		2 43 26 5		3 54 19 1
Prin/SCA	2 35 29 7		5 34 28 6		6 45 21 2
SCA	2 35 19 9		2 39 15 8		6 37 18 4
SCP	10 51 44 24		20 56 42 11		25 61 37 6
	$\chi^2 = 13.491$ df = 9		$\chi^2 = 20.342$ df = 9		$\chi^2 = 19.440$ df = 9
	<u>Item 28</u>		<u>Item 29</u>		<u>Item 30</u>
Prin.	20 11 25 12		19 22 20 4		2 6 8 22
Prin/SCA	22 9 24 14		19 15 29 6		6 3 10 23
SCA	21 8 21 16		11 18 21 12		1 8 12 33
SCP	47 20 44 15		41 25 37 23		7 12 21 66
	$\chi^2 = 6.199$ df = 9		$\chi^2 = 16.854$ df = 9		$\chi^2 = 7.891$ df = 9
	<u>Item 31</u>		<u>Item 32</u>		<u>Item 33</u>
Prin.	9 15 26 8		3 11 23 22		1 7 22 29
Prin/SCA	10 12 29 10		5 9 23 28		3 6 24 29
SCA	4 12 28 16		1 11 21 27		1 6 25 28
SCP	23 25 49 25		6 22 40 59		9 23 39 56
	$\chi^2 = 8.296$ df = 9		$\chi^2 = 4.4031$ df = 9		$\chi^2 = 9.182$ df = 9
	<u>Item 34</u>		<u>Item 35</u>		<u>Item 36</u>
Prin.	2 5 12 32		1 2 13 38		10 30 27 9
Prin/SCA	1 11 10 31		1 4 14 40		11 29 24 10
SCA	0 6 9 37		1 3 12 43		10 32 17 7
SCP	5 9 26 77		3 9 39 74		27 54 34 13
	$\chi^2 = 9.621$ df = 9		$\chi^2 = 4.742$ df = 9		$\chi^2 = 5.520$ df = 9

Hypothesis 1 (Actual) Continued.

	<u>Item 37</u>				<u>Item 38</u>				<u>Item 39</u>			
Prin.	22	30	17	8	4	31	39	2	1	11	44	19
Prin/SCA	23	23	16	11	6	14	45	10	2	11	35	27
SCA	19	18	12	17	1	22	32	11	0	5	37	24
SCP	28	29	43	28	16	58	46	9	2	30	55	42
	$\chi^2 = 17.790$ df = 9				$\chi^2 = 33.369$ df = 9				$\chi^2 = 13.754$ df = 9			
	<u>Item 40</u>				<u>Item 41</u>				<u>Item 42</u>			
Prin.	0	5	36	36	0	4	21	51	0	6	17	54
Prin/SCA	2	3	31	39	0	0	20	55	1	3	15	56
SCA	0	5	22	39	0	0	13	51	1	4	11	50
SCP	2	16	50	59	2	9	16	101	5	10	30	84
	$\chi^2 = 11.357$ df = 9				$\chi^2 = 19.837$ df = 6				$\chi^2 = 7.191$ df = 9			
	<u>Item 43</u>				<u>Item 44</u>				<u>Item 45</u>			
Prin.	0	10	37	30	9	23	23	20	16	34	23	3
Prin/SCA	1	6	35	32	4	17	19	33	14	37	18	5
SCA	0	8	21	35	4	13	22	27	17	27	14	8
SCP	7	34	51	36	10	23	37	58	37	59	22	9
	$\chi^2 = 31.772$ df = 9				$\chi^2 = 11.467$ df = 9				$\chi^2 = 10.156$ df = 9			
	<u>Item 46</u>				<u>Item 47</u>				<u>Item 48</u>			
Prin.	12	14	24	27	59	12	6	0	26	42	9	0
Prin/SCA	8	16	12	39	60	11	4	0	23	37	14	1
SCA	10	6	17	33	46	17	3	0	15	33	16	0
SCP	29	25	26	48	79	43	7	0	47	61	20	1
	$\chi^2 = 16.679$ df = 9				$\chi^2 = 17.840$ df = 6				$\chi^2 = 8.493$ df = 9			

Hypothesis 1 (Actual) Continued.

	<u>Item 49</u>				<u>Item 50</u>				<u>Item 51</u>			
Prin.	10	34	32	1	14	42	19	0	71	4	1	1
Prin/SCA	5	31	36	3	12	38	24	0	67	5	1	2
SCA	4	23	35	3	7	32	21	3	58	6	0	2
SCP	12	54	61	2	20	55	49	5	115	5	6	2
	$\chi^2 = 6.891 \text{ df} = 9$				$\chi^2 = 11.885 \text{ df} = 9$				$\chi^2 = 8.375 \text{ df} = 9$			
	<u>Item 52</u>				<u>Item 53</u>				<u>Item 54</u>			
Prin.	60	12	2	3	6	39	30	0	3	41	30	1
Prin/SCA	60	11	0	4	7	33	31	1	6	32	23	12
SCA	50	11	1	4	6	30	27	1	6	15	37	5
SCP	103	16	2	7	17	67	41	3	12	58	47	11
	$\chi^2 = 2.947 \text{ df} = 9$				$\chi^2 = 5.886 \text{ df} = 9$				$\chi^2 = 26.928 \text{ df} = 9$			
	<u>Item 55</u>				<u>Item 56</u>				<u>Item 57</u>			
Prin.	6	31	30	7	6	48	19	2	14	49	12	0
Prin/SCA	6	26	31	9	6	36	25	5	12	48	12	0
SCA	5	20	32	6	7	28	21	6	12	46	5	0
SCP	12	60	46	10	32	52	40	4	36	74	16	2
	$\chi^2 = 6.389 \text{ df} = 9$				$\chi^2 = 25.253 \text{ df} = 9$				$\chi^2 = 11.145 \text{ df} = 9$			
	<u>Item 58</u>				<u>Item 59</u>							
Prin.	4	22	36	10	0	28	44	2				
Prin/SCA	4	18	39	11	0	28	39	5				
SCA	1	13	33	16	3	18	41	1				
SCP	6	33	65	22	13	50	58	7				
	$\chi^2 = 5.933 \text{ df} = 9$				$\chi^2 = 22.864 \text{ df} = 9$							

Hypothesis 1. Results for principals, principals and student council advisors, student council advisors, and student council presidents who responded to the questionnaire for categories ideal.

	<u>Item 1</u>				<u>Item 2</u>				<u>Item 3</u>			
Prin.	30	44	0	0	48	25	0	0	49	25	0	0
Prin/SCA	41	32	0	0	50	22	0	1	49	21	3	0
SCA	36	29	0	0	39	25	2	0	44	22	0	0
SCP	84	42	0	0	88	32	5	2	57	50	13	5
	$X^2 = 13.004$ df = 3				$X^2 = 10.988$ df = 9				$X^2 = 31.418$ df = 9			

	<u>Item 4</u>				<u>Item 5</u>				<u>Item 6</u>			
Prin.	19	45	9	0	51	23	0	0	56	18	0	0
Prin/SCA	19	45	7	2	51	22	0	0	58	16	0	0
SCA	22	33	8	0	46	19	0	0	49	17	0	0
SCP	43	69	10	2	110	18	0	0	116	12	0	0
	$X^2 = 7.352$ df = 9				$X^2 = 11.837$ df = 3				$X^2 = 11.554$ df = 3			

	<u>Item 7</u>				<u>Item 8</u>				<u>Item 9</u>			
Prin.	55	18	1	0	56	14	1	0	47	22	3	2
Prin/SCA	53	20	1	0	58	15	1	0	44	25	3	1
SCA	53	13	0	0	57	9	0	0	48	16	1	0
SCP	84	40	3	1	94	28	2	4	65	52	7	4
	$X^2 = 7.113$ df = 9				$X^2 = 10.080$ df = 9				$X^2 = 11.774$ df = 9			

	<u>Item 10</u>				<u>Item 11</u>				<u>Item 12</u>			
Prin.	35	30	1	3	54	18	1	0	48	22	0	0
Prin/SCA	37	32	2	0	45	25	1	0	52	18	1	0
SCA	39	24	2	1	47	18	0	0	51	14	0	0
SCP	65	47	7	5	89	37	1	1	90	34	3	0
	$X^2 = 7.753$ df = 9				$X^2 = 4.746$ df = 9				$X^2 = 4.879$ df = 9			































































































































































































































































