

Corporate Sponsorship in B.C. Public Schools:  
An Exploratory Study

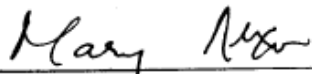
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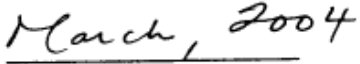
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MASTER OF EDUCATION

In Leadership Studies

*This project is accepted as conforming to the required standard*

  
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## Abstract

This study was conducted in a B.C. public school district. The purpose of the study was to explore teacher, parent, principal and vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. The objectives of the study were to explore the extent to which teachers, parents, principals and vice-principals, trustees, and district administrators agree with corporate sponsorship in B.C. public schools; to explore the opinions teachers, parents, principals and vice-principals, trustees, and district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial and/or detrimental; to gather data that can inform future decisions, practices, and policies around corporate involvement in B.C. public schools; and to provide an overview of the literature on corporate sponsorship in public schools.

The findings indicated the majority strongly agreed or agreed with fundraising, incentive programs, and sponsored educational materials and the majority disagreed or strongly disagreed with appropriation of space, electronic marketing, exclusive agreements, and privatization in B.C. public schools. A similar representation reported they strongly agreed or agreed as disagreed or strongly disagreed with program and activity sponsorship.

Participants reported that corporate sponsorship in B.C. public schools was beneficial because it provided money, resources, and materials; it benefited students and learning; and it linked communities and schools. Some also reported it was not beneficial and others claimed it was only beneficial within certain boundaries. In contrast, participants explained that corporate sponsorship in B.C. public schools was detrimental

because it brainwashed students, had a negative impact on student health, influenced curriculum, removed government responsibility, created a loss of freedom, consumed time, created have and have not schools, and encouraged students to associate with products rather than learning or the school. Some participants also explained how corporate sponsorship in B.C. public schools was not detrimental, how exclusive agreements were too restrictive, and how corporate influence in public schools was a slippery slope.

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## CHAPTER 1

## INTRODUCTION TO THE STUDY

Perceptions of corporate sponsorship in public schools vary. Some corporations, for example, can be interested in creating partnerships with public schools as schools are a desirable place to reach a prime market – children and youth. Some people claim that corporations can provide necessary resources to help meet the educational needs of students and welcome the monetary and material benefits of corporate partnerships. Still others argue that children and youth have the right to receive a broad and equitable education that is free of corporate influence and the public has the responsibility to provide it, not corporations. Finally, other individuals are ambivalent toward corporate involvement in public schools.

## Purpose of the Study

The purpose of the study was to explore teacher, parent, principal and vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools.

## Objectives of the Study

The study had four primary objectives:

1. To explore the extent to which teachers, parents, principals and vice-principals, trustees, and district administrators agree with corporate sponsorship in B.C. public schools.
2. To explore the opinions teachers, parents, principals and vice-principals, trustees, and district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

3. To gather data that can inform future decisions, practices, and policies around corporate involvement in B.C. public schools.

4. To provide an overview of the literature on corporate sponsorship in public schools.

### Significance of the Study

Over the past three years, school districts in B.C. have been adjusting to new legislation introduced by the Liberal government. Teachers, for example, were legislated to receive a 7.5 % pay increase between July 2001 and July 2003 (Legislative Session: 2<sup>nd</sup> Session, 37<sup>th</sup> Parliament). However, the Liberal government did not fully fund the pay increase and as a result, B.C. school districts have had to make tough decisions in order to achieve balanced budgets. Some decisions have included closing schools, eliminating special programs, and increasing class size.

With cutbacks to B.C. public education, school districts and individual schools are seeking new ways to increase funding. One method in which public schools have and can increase monetary and material resources is through corporate sponsorship. Corporate sponsorship can occur in public schools in many ways. Alex Molnar (2002), a professor of Education Policy and director of the Education Policy Studies Laboratory at Arizona State University, has identified eight different forms in which corporations can create partnerships with public schools. They are appropriation of space, electronic marketing, exclusive agreements, fundraising, incentive programs, privatization, program and activity sponsorship, and sponsorship of educational materials (Molnar, 2002).

As B.C. school districts adjust to new legislation and cutbacks it is possible that corporate sponsorships have the potential of becoming more prominent in public schools.

Consequently, it has been beneficial to explore the perceptions that teachers, parents, principals, vice-principals, trustees, and district administrators have about corporate sponsorship in public schools as their viewpoints could be utilized to inform future decisions, practices, and policies around corporate involvement in B.C. public schools.

### Conceptual Framework

The conceptual base underlying this study assumed that education is never neutral and to engage in any educational process is to participate in political action (Apple, 1990; Mayo, 1999). Education either provides space to critically reflect on and transform dominant ideologies or conforms people to hegemonic thought (Mayo, 1999). Consequently, through a review of literature, this study sought to frame corporate sponsorship in public schools as a political and ideological debate.

### Methodology

#### *Sample*

The sample for this study was selected from a population of teachers, parents, principals and vice-principals, trustees, and district administrators in a specific school district in B.C. The sample included 35 grade two, 37 grade five, 56 grade eight, and 83 grade eleven teachers; 69 Parent Advisory Committee chairs, secretaries, and treasurers; 22 principals and 13 vice-principals; all nine school board trustees; and 13 district administrators.

#### *Data Collection Instruments*

As indicated by the data collection instruments in Appendix B, answers to the study's research questions were sought in the form of a questionnaire. The questionnaires

were distributed to and collected from participants through the school district's inter-school mailing system.

### Limitations

There were many limitations regarding this research project. First, since participants volunteered, not all selected participants responded to the questionnaire. Second, responses to the questionnaires might have been influenced by participants' varied breadth of knowledge about and experience with corporate sponsorship in public schools. Third, participants may not have felt comfortable revealing their understanding and ideas about corporate sponsorship in B.C. public schools. For example, some participants who knew the researcher may have provided responses they thought the researcher would like to receive rather than what they truly thought. Fourth, there were no controls over the time and setting in which participants responded to the questionnaire. Each participant responded when and where he or she chose, and with or without the influence of distraction and the opinions of others. Fifth, there was potential that participants may have interpreted the definitions, instructions, and questions on the questionnaire in an entirely different manner than the researcher intended.

Finally, "all research is directly or indirectly 'political'" (Palys, 1997, p. 82), is influenced by the researcher's "values and sense of social justice" (Palys, p. 82), and is subject to the bias of the researcher and its participants. A research design is created to "reflect the sort of social order...[the researcher] wish[es] to promote" (Palys, p. 82). During this research project the researcher's bias revolved around the idea that education is a right and that it is a public responsibility to provide it, not corporations. As a result, the researcher participated in this research project with the intent of facilitating



understanding as to what corporate sponsorship is, encouraging democratic debate between ideological viewpoints, and promoting practices, policies, and decisions around corporate sponsorship in public schools that are socially responsible, socially just, and ethical. While the researcher sought to be objective throughout this research project, the researcher's bias has always been present. Likewise, participants' responses may have been influenced by their biases toward corporate sponsorship in public schools. Therefore, keeping in mind that all research is subject to the bias of its researcher and participants, the content of this project, particularly the conclusions and recommendations, should be interpreted in a conservative and critical manner.

#### Delimitations

The researcher delimited this study by limiting the study to a school district in B.C. Because of the limited sample size, the results may not be representative of the school district, the community of the school district, or the province of B.C. The study is also delimited because no statistical tests of significance are used in the analysis of data. Consequently, the findings from the study cannot be representative of the population.

#### Definition of Terms

For the purpose of this research project, the definition of corporate sponsorship in public schools was based on the definition created by Alex Molnar (2002), a professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University. According to Molnar (2002), corporate sponsorship in public schools is any one or combination of the following:

1. Appropriation of Space

When a corporation buys or rents space in a school or school district

Example: Advertisements on rooftops, scoreboards, buses, etc.

2. Electronic Marketing

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students

Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A

3. Exclusive Agreements

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits

Example: A vending machine that sells Coke products

4. Fundraising

When a corporation raises money for schools

Example: Collecting Campbell Soup labels in exchange for money or equipment

5. Incentive Programs

Programs that are set up by corporations to reward students, parents, and teachers

Example: Pizza Hut Book It Reading Program and Scholastic Books

6. Privatization

When a private for-profit corporation manages a public school or public school program

Example: Edison Schools in the U.S.A.

7. Program and Activity Sponsorship

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests

Example: Sporting companies sponsoring athletic teams

#### 8. Sponsored Educational Materials

Educational materials that are made by corporations or trade organizations

Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

### Overview of the Project

The research project includes five chapters. An introduction to the study has been provided in this first chapter. Chapter one has introduced the study by explaining the purpose, objectives, and significance of the study, providing an overview of the conceptual framework and methodology, and defining important terms. Chapter two offers a review of relevant literature about corporate sponsorship in public schools and an in-depth discussion of the conceptual framework. Chapter three describes the methodology used during the study while chapter four explains the findings of the study. Finally, chapter five presents the conclusions of the study and the researcher's recommendations.

## CHAPTER TWO

### REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK

This discussion reviews literature surrounding corporate sponsorship in public schools and presents the conceptual framework. It provides a description of the present political climate in B.C. in order to suggest one reason why B.C. public school districts may seek alternative sources of funding like corporate sponsorship. It also defines the different types of corporate sponsorship that can occur in public schools, summarizes studies that have analysed the presence of corporate sponsorship in American and B.C. public schools, and presents some of the benefits and detriments of corporate involvement in schools. In addition, examples of possible guidelines for governing corporate sponsorships in public schools will be described. The final section discusses the ideological debate that exists between the democratic state and the market and the differing interpretations these discourses have about corporate presence in public schools.

#### Present B.C. Political Climate

Recent B.C. legislation has placed financial pressures on B.C. school districts. For example, Bill 27 (passed January 27, 2002) legislated a 7.5% wage increase for teachers between July 2001 and July 2003 (Legislative Session: 2<sup>nd</sup> Session, 37<sup>th</sup> Parliament). This pay increase placed considerable financial stress on school districts since the government did not fully fund it. In addition, Bill 34 (passed on May 12, 2002) amended the funding policy to school districts so that funding is primarily determined by student enrolment (Legislative Session: 3<sup>rd</sup> Session, 37<sup>th</sup> Parliament). As a consequence, smaller or declining student enrolment in some school districts has been a primary cause of decreased provincial funding. In an effort to balance the budget, districts are making

difficult decisions such as closing schools and increasing class size. For example, 44 schools were closed in 2002-2003 and 48 have been closed in 2003-2004 (British Columbia Teachers' Federation, 2004). In this period of decreased government funding, B.C. school districts may seek out alternative sources of revenue. For instance, some districts may choose to attract foreign students who will pay to receive an education in British Columbia. Others may create a company as The School Amendment Act, passed in 2002, allows school districts to create a company (Legislative Session: 3<sup>rd</sup> Session, 37<sup>th</sup> Parliament). Still others may seek out sponsorships from corporations. As Molnar (2003) writes, "Pressed by budgetary concerns, schools are increasingly turning to private sources for funding" (p. 79).

#### Types of Corporate Sponsorship

Molnar (2002) has identified eight types of corporate sponsorship that can occur in public schools. These include appropriation of space, electronic marketing, exclusive agreements, fundraising, incentive programs, privatization, program and activity sponsorship, and sponsored educational materials.

Appropriation of space describes the placement of corporate advertisements in public school hallways, buses, scoreboards, rooftops, building exteriors, and bulletin boards (Molnar & Reaves, 2001). The presence of corporate advertisements in public schools can indicate that the corporation has given the school an amount of money as a form of rent for the space, as in rooftop advertising or that the corporation has bought the space so that its logo can have an exclusive right to that space, as in a gymnasium scoreboard. However, corporate logos can also appear on free materials, like posters.

Electronic marketing is when corporations provide electronic equipment or programming in exchange for the right to advertise through the equipment or programming (Molnar, 2002). Channel One, an American invention, and its Canadian cousin, Youth News Network (YNN), are excellent examples of electronic marketing in public schools (Klein, 2000). In exchange for the free equipment, consenting schools must show a current events program and two minutes of advertising to their students every day (Klein).

An exclusive agreement is an agreement between a public school and a private corporation where the private corporation has exclusive rights to sell and promote its product within that school (Molnar & Reaves, 2001). In return for these exclusive rights, schools receive a percentage of the corporation's profits or a lump sum of money (Molnar & Reaves). The most common form of exclusive agreement includes the installment of vending machines and the promotion of specific brands of snack and drink products. An example of an exclusive agreement that occurred in a B.C. school district is described in a Cowichan District Teachers' Association newsletter (2002). In exchange for a two million dollar contribution from Bell Canada toward a school theatre, the Surrey School District in British Columbia signed a multi-year exclusive telecommunications contract with Bell and paid to convert all of its telecommunications services over to Bell.

Fundraising is no longer confined to bake sales held by parent groups to raise money for extra-curricular activities. Fundraising now includes big business and raises money for core necessities in schools, like textbooks (Molnar & Reaves, 2001). There are many examples of corporate influenced fundraising that occur in B.C. public schools. For example, Campbell Soup labels can be collected by students and parents and exchanged

for equipment or funds for public schools (Lopez-Pacheco, 2002). In addition, Scholastic Canada provides a fundraising program for teachers and librarians who are short of much needed funds for books. When children and families purchase books from Scholastic Canada teachers and librarians receive coupons that represent a percentage of the total money spent to go towards free books. The more money children and families spend the more free books there are for schools. Another example of corporate fundraising was created in 1994 by Wal-Mart Canada Corporation (Lopez-Pacheco). Wal-Mart stores across Canada choose schools in their local communities to support and then hold in-store fundraisers, like hot dog sales, and give the profits to the schools (Lopez-Pacheco).

Incentive programs are set up to reward teachers and students when they achieve certain academic performances (Molnar, 2002). One of the most well-known incentive programs in B.C. is Pizza Hut's Book It! Reading Program. The intent of the program is to encourage reading, develop goal setting skills, and buy food and drink at Pizza Hut. Each month the class can set individual or group reading goals and, if the children meet their goals, they are given a certificate for a free individual pizza at Pizza Hut.

Privatization in public schools is the "management of schools or school programs by private for-profit corporations or other non-public entities" (Molnar & Reaves, 2001, p. 4). An example of privatization is Edison Schools, the largest for-profit educational management corporation in the U.S. (Molnar & Reaves).

One method in which corporations can sponsor public schools is by paying for or subsidizing "school events, activities, or scholarships in return for the right to associate their names with a good cause and to increase brand recognition in important market segments" (Molnar & Reaves, 2001, p. 75). Sporting companies, for instance, often

provide sponsorship for high-profile teams in high schools. As a result, some schools in Canada and many schools in the United States can be identified not by their school colours but by their shoes (Klein, 2000; Molnar & Reaves).

Sponsored educational materials are instructional materials that are made by corporations or trade organizations and utilized in public schools (Molnar, 2000). When classrooms use these materials, students can participate in any number of activities like watching videos, viewing advertisements, learning corporate content, and participating in corporate educational contests. For example, in 1997 a grade three and four class at Laurier Annex School, a public school in Vancouver B.C., participated in a contest put on by White Spot, a B.C. restaurant chain (Klein, 2000). The students worked for a few months to design a new kids' menu item called "Zippy" pizza burgers and it became an item offered at White Spot Restaurants (Klein).

#### Studies on Commercialism in Schools

The Commercialism in Education Research Unit (CERU) at the Arizona State University has monitored commercialism in American public schools since 1990 (Molnar, 2003). CERU tracks media references to these eight types of corporate sponsorship in schools by completing searches on news archival services (Molnar, 2003). In the Sixth Annual Report on Commercialism in Schools, the tracking period from July 2002 to June 2003 found an increase in activity when compared to the results from the 2001-2002 study (Molnar, 2003). In particular, the study found that more schools were creating partnerships with corporations in the areas of appropriation of space, electronic marketing, exclusive agreements, fundraising, incentive programs, and sponsored educational materials (Molnar, 2003). "Although references turned up by the CERU



searches indicated efforts to encourage various commercial practices, they also showed growing resistance to commercialism in its various forms from schools, parents, and policy-makers” (Molnar, 2003, p. 83). For example, the media heavily scrutinized privatization and much of the opposition from educational stakeholders focused on the negative impact commercialism in schools can have on student health (Molnar, 2003). CERU also writes annual reports on privatization in American public schools. Molnar, Wilson, and Allen (2004) describe the presence of privatization in American public schools in the Sixth Annual Report on Profiles of For-Profit Education Management Companies. The report found that 51 for-profit education management companies are managing 463 American schools in 28 states.

In order to understand the commercial presence in B.C. public schools, the British Columbia Teacher’s Federation conducted a study in 2000 (British Columbia Teachers’ Federation, 2000). Eight hundred forty-eight of the 1, 793 B.C. schools participated in the study, giving a response rate of 47%. Among other results, this study found that 49% of the schools had at least one vending machine, 99% of the elementary schools participated in Scholastic book sales, children at 61% of the elementary schools collected items for corporate fundraising, and 34% of the schools utilized Orca Bay sponsored educational materials.

### Benefits and Detriments of Corporate Sponsorship

There are many proponents who provide reasons to accept corporate sponsorship in public schools. Businesses are interested in partnerships with public schools because of the need to have highly educated and skilled workers that are ready to compete in a global market (Kaulback & MacKay, 1993). Benefits for corporations also include “an

enhanced public image, aid in team building, [and] a better understanding of the education scene” (Kaulback & MacKay, p. 13). Furthermore, corporations could “gain tax breaks for their donations” (Larson, 2002, p. 29) In addition, corporations are interested in reaching a market. Many corporations have marketing divisions that are devoted to children and youth. “As a result, marketers spend their marketing dollars not only trying to develop brand loyalties for products kids want and buy now, but also in developing consumer attitudes, habits, and loyalties that will affect kids’ future spending behaviour” (Karpatkin & Holmes, 1995, p. 73). Schools are an ideal place for marketing success because children and youth are required by law to attend and are therefore a captive audience for corporate advertising. Other “arguments in support of in-school commercialism rest on schools’ financial needs” (Karpatkin & Holmes, p. 73). As Canadian and American governments impose fiscal restraints and program cuts on education, corporations are encouraged to make up for lost funds (Falls & Chuchmuch, 1993). When schools create partnerships with corporations education “gains a better understanding of the corporate community, has access to role and career models, obtains an expanded resources base, and has the opportunity to help students gain career awareness associated with the partner and the community at large” (Kaulback & MacKay, p. 13).

While there are several factors that contribute to the argument for corporate sponsorship in public schools, there are several considerations that give strength to the argument against corporate influence in public schools. One detriment is that it undermines the need for public funding. Karpatkin and Holmes (1995) suggest “there would be no such debate if schools weren’t seriously underfunded and forced to accept

help from companies willing to give it” (p. 73). Others indicate that it is not appropriate to expose students to advertising within public schools as they are impressionable and subject to manipulation (Karpatkin & Holmes). Still others notice the negative influence corporate content can have on instruction and curriculum. For example, vending machines selling pop and chips contradict content that is taught on health and nutrition (Molnar, 2003). Likewise, corporate sponsored educational materials can represent a biased viewpoint (Molnar, 2003). Moreover, corporate sponsorships, particularly exclusive agreements, can limit freedom. For instance, in March 1998, a student at Greenbrier High School in Evans, Georgia was suspended from school when he wore a Pepsi shirt on ‘Coke Day’ (Schlosser, 2002). Finally, a detriment of corporate sponsorship in public schools is that it can create inequities among schools. When private corporations enter public schools, the responsibility of the public to provide an education for its children and youth diminishes, and the right to receive a free and equitable education is diminished. Corporate sponsorship often depends on the spending ability of the community the school is situated in (Lopez-Pacheco, 2002). Schools located in affluent communities have more disposable income to spend on fundraising campaigns, cafeteria food, and vending machine snacks than schools located in low socio-economic areas (Lopez-Pacheco). As a result, some schools accumulate more funds than others.

#### Possible Guidelines for Corporate Sponsorship in Public Schools

It is clear that there are many arguments to support and to discourage corporate sponsorship in public schools. One of the primary reasons educational leaders are seeking corporate funds is because of decreased government funding. Educational leaders are responsible for maintaining their schools and revenue is required to do so. However, it is

equally important for educational leaders to make ethically sound decisions so that the ramifications of the decisions not only meet the needs of the educational organization but also those of the educational community.

Hodgkinson (1991) identifies efficiency, effectiveness, maintenance, and growth as the primary needs of an organization and calls these needs “metavalues” (p. 104) because “they go, for the most part, unquestioned, *beyond* value, and so intrude unconsciously to affect value behavior” (p. 105). These metavalues when “measured against humane individual standards, can be called elemental, primitive or unsophisticated” (Hodgkinson, 1991, p. 109) and they can work a “subtly negative influence if their primitive imperatives are allowed to impose themselves, achieve dominance, or go unexamined” (Hodgkinson, 1991, p. 109). Consequently, the needs of an organization must be given attention, but they must also be balanced by higher moral thought and practice.

When faced with needs of their organizations and communities, educational leaders may decide it is acceptable or not acceptable to create partnerships with corporations. In the event that educational leaders choose to partner with corporations, there are several guidelines that can be put in place to try to ensure that needs of the educational community are met along with the needs of the educational organization. To assist with these decisions, Karpatkin and Holmes (1995) provide the following suggestions for educational leaders:

Require sponsored programs and materials to undergo the same review and meet the same standards as other curriculum materials....; reject the idea that allowing advertising in the school is an ethical way to acquire materials or finance

education, and instead pursue noncommercial partnerships with business; [and] educate children about how to deal with propaganda and commercial messages.

(p. 75)

Molnar (1994) offers several questions educational leaders can ask themselves when deciding whether or not to accept a particular corporate sponsorship. These questions include:

1. Does the advertising message contradict or undermine the school curriculum?
2. Does the advertising or marketing program take student (or teacher) time and attention away from the curriculum?
3. Is advertising a part of school-based television or radio programs or computer programs, or is it displayed on wall posters or 'learning' materials?
4. Is the advertising displayed in classrooms and hallways taking the place of student materials?
5. Are the materials supplied by special interests subject to review for their accuracy and relevance?
6. What are the main reasons given for use of corporate-sponsored materials?
7. What are the educational reasons for using the materials or participating in the program?
8. Are students exposed to advertising during homeroom or study hall?
9. Can the materials that contain advertising messages be used without the advertising?
10. Do children who so choose have the right not to be subjected to advertising messages, marketing programs, or special-interest curriculum materials? (p.

32)

Reynolds (1993) suggests that educational leaders need to understand what motivates businesses to create educational partnerships – altruism or self-interest – and encourages educational leaders to seek out altruistic partnerships because “business education partnerships which are altruistic hold values at the center” (p. 28). Reynolds presents several guidelines to help create value-centered partnerships. These guidelines include the following:

Acknowledge the self-interest motive; identify benefits sought; take it slowly; scrutinize corporate values and mission; develop a business plan; monitor and evaluate; practice shared decision making; develop meaningful programs/processes; set up appropriate channels of communication and authority; and learn from each other. (pp. 27-28)

Larson (2002) also presents procedures to create “sponsorship arrangements that meet school needs and standards” (p. 29). Some of the highlights of these procedures are as follows:

Set specific educational goals, together with a time line, for the sponsorship; design a school policy on commercial activities in schools in advance and include parents and the larger community in the process...; research each company’s past interactions with schools, including community, teacher, and student response...; network and share information with other schools, districts and...national educational organizations...; seek contracts that guarantee your school’s or district’s satisfaction and that do not penalize your school for withdrawing for any reason at any time; to avoid the possibility of overdependence on funds from

the business community, clearly delineate a phasing-out process....and consider enlisting active support for adequate public funding from local businesses; never force a child to participate in a sponsorship-related activity;...frequently assess activities, taking into account responses from teachers, students, parents and the larger community; [and] publicly acknowledge businesses' efforts that are respectful of the values and standards of the school or district. (p. 79)

### Conceptual Framework

Corporate sponsorship in public schools brings forth two ideological viewpoints. One ideological discourse claims the democratic state and the other asserts the market is what achieves equality among public schools (Kuehn, 2003). Rosario, Barnett, and Franklin (as cited in Fallis & Chichmuch, 1993) describe the different expectations these ideologies can place on public schools in the following statement:

The...public school has been caught in the struggle between politics and markets, the two major institutions that shape...life. While the former has sought to use the school to advance a democratic state, the latter has sought the school to advance a capitalist economy. (p. 36)

On the one hand, the first discourse draws on such foundations as equity, emancipation, and citizenship (Foster, 1989; Grundy, 1999; Saul, 1995) to describe the purpose of public education. The public school is considered an institution that preserves and promotes democracy by providing an education to its citizenry that encourages critical thinking, debate, and social responsibility. According to Dewey (as cited in Garrison, 1995), democracy is the social structure that contributes most to pluralism, the pursuit of logic, the freeing of intelligence, and the promotion of communication;

therefore, education should also be democratic. Within this ideology, public education is a right and it is the public's responsibility to provide it, not corporations. Consequently, those who subscribe to this ideology critique corporate sponsorship in public education.

On the other hand, market ideology suggests public schools should be run in a business-like manner (Ruffin, 1983). Businesses have had “to find different, more efficient, more effective, and less expensive ways to produce its products and to deliver its services” (Balleheim and Kennedy, 1993, p. 31) and so should schools. Consequently, those who subscribe to the market ideology promote competition and choice among schools, redefine parents and students as customers, prefer market mechanisms over bureaucratic mechanisms, place stress on accountability and measured outcomes, and encourage profit making (Balleheim and Kennedy). The argument is that when public schools become more competitive, efficient, and effective they provide an education that molds students into workers that are capable of succeeding in a corporate, competitive, and globalized work force. This ideology can provide space for the notion of corporate sponsorship in public schools.

It is through the framework of these two ideologies that this study explored teacher, parent, principal and vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools.



## CHAPTER THREE

### METHODOLOGY

The purpose of this study was to explore teacher, parent, principal and vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. This chapter explains the methods that were used to conduct this study. It provides a description of the setting, the population and sample, and the data collection instruments. It also explains how the data were analysed and what procedures were used in order to meet ethical concerns.

#### Setting

The description of the setting within which this study was conducted must be nonspecific in order to respect the request from the district's administration that the school district remain anonymous. Likewise, any sources used to gather information to describe the setting can not be cited in order to respect anonymity.

The study was conducted from October 20 to November 28, 2003, in a public school district in British Columbia, Canada. The population of the region within which the district is located is approximately 72,000. Like many other Canadian regions, the area was initially inhabited by First Nations. In the mid nineteenth century, the region was settled by Europeans and at present, the area is now home to many peoples of different cultural origins. Approximately nine percent of the population is First Nation and two and one half percent of the population is non-English speaking. The socio-economic status of the people who live in the different communities of the region varies. The main industries for the area include forestry, agriculture, fishing, retail, and tourism.

The school district spans an area of approximately 373,000 hectares and is located

on the traditional territories of seven separate First Nations. The district provides public schools in both rural and urban settings. The student enrolment in September 2003 was 9,685 with 4,290 students attending 21 elementary schools; 1,925 students attending three middle schools; 2,927 students attending four secondary schools; 239 students attending four alternate schools; 221 students attending two adult continuing education centres; and 83 students engaging in home education programs. In the 2003-2004 school year, this district employed approximately 1,263 people including 607 teachers, 46 principals and vice-principals, six educational administrators, 134 teaching assistants, 86 clerical staff, 56 noon hour supervisors, 94 custodians and maintenance staff, 39 bus drivers, about 95 to 130 teachers on call, about 20 custodial and maintenance casuals, and about 38 to 45 clerical casuals.

Like many other public school districts in B.C., this district has experienced financial cutbacks, approximating nine million dollars during the 2002-2003 and 2003-2004 school years. Some of the pressures on the district's budget have been created by provincial government legislation: Bill 27 (Legislative Session: 2<sup>nd</sup> Session, 37<sup>th</sup> Parliament) which was passed on January 27, 2002, and Bill 34 (Legislative Session: 3<sup>rd</sup> Session, 37<sup>th</sup> Parliament) which was passed on May 12, 2002. Bill 27 legislated salary increases for teachers that were not fully funded by the government, and Bill 34 amended the funding policy to school districts so that funding is primarily determined by student enrolment. Since the district's student enrolment has been slowly declining since 1997, government funding to the district has also declined. As a result, the district has had to focus on efficiency in order to balance its budget. Some of the areas that have been cut back in the 2002-2003 and 2003-2004 school years include core instruction; learning

support personnel such as librarians and learning assistance; special needs education such as programs and teachers' assistants; operations and maintenance including custodial time, building, grounds, and equipment maintenance, and health and safety; and administration including secretarial time and administrative positions. For the 2004-2005 budget, the district will be working with the community to review transportation policies and practices to see if any alterations can be created in order to help balance the budget.

### Data Collection

#### *Population and Sample*

The population for this study included all of the teachers, parents, principals and vice-principals, trustees, and district administrators in a specific B.C. public school district. The sample that was selected from this population included 35 grade two and 37 grade five teachers at 17 of the 21 elementary schools in the district; 56 grade eight and 83 grade 11 teachers at the three middle schools and four secondary schools; 69 Parent Advisory Committee chairs, secretaries, and treasurers at 17 of the 21 elementary schools, the three middle schools, and the four secondary schools; 22 principals and 13 vice-principals at 17 of the 21 elementary schools, the three middle schools, and the four secondary schools; all nine school board trustees; and 13 district administrators.

The intent of the study was to gather information from all grade two, five, eight, and eleven teachers, all Parent Advisory Committee chairs, secretaries, and treasurers, and all principals and vice-principals in all of the district's elementary, middle, and secondary schools. In the end, the teacher, parent, and principal and vice-principal samples were drawn from 17 of the 21 elementary schools, all three middle schools, and all four secondary schools. Four elementary schools in the district were not included in

the study because two chose not to participate and two were accidentally excluded from the study by the researcher.

Grade two, five, eight, and eleven teachers were used in the study in order to give a sample that could provide insight into the perceptions of primary, intermediate, middle, and secondary teachers while maintaining a manageable sample size. Parent Advisory Committee chairs, secretaries, and treasurers at the elementary, middle, and secondary school level were selected as a sample from the parent population because it made the sample size manageable and it made distribution of the questionnaires straightforward. In addition, this sample of parents was selected because they were involved in governance and decision making at their schools and because their responses could provide insight into the opinions of parents who were engaging at the elementary, middle, and secondary school level. All principals and vice-principals at 17 of the 21 elementary schools, the three middle schools, and the four secondary schools were used as a sample because their population was relatively small and because their responses could provide information about how instructional leaders view corporate sponsorship at the elementary, middle, and secondary levels. Finally, the entire population of trustees and district administrators was used as a sample in this study because their population was quite small, they were involved in district wide governance and decision making, and their responses could give insight into how district leadership perceives corporate sponsorship in B.C. public schools.

#### *Development of the Data Collection Instruments*

The data collection instruments were drafted during a research methods class taken by the researcher in July 2003 at the University of Victoria. The researcher

developed the four objectives of the study and their corresponding research questions (Figure 3.1) with the support of the class's professor and other graduate researchers. Once the objectives and research questions were refined, a questionnaire was drafted in order to find answers to the research questions. The draft questionnaire was presented to the researcher's graduate supervisor, the University of Victoria Human Research Ethics Committee, the school district's education committee and board of trustees, and peers in order to receive feedback. The researcher's goals within the refinement process were to create a questionnaire that would be informative, be clear and concise, take very little time to complete, and gather pertinent information to answer the research questions. Figure 3.2 explains how the questionnaires were utilized to determine answers to the study's research questions.

The questionnaires included ten questions (Appendix B). Questions one to eight were closed questions that provided definitions of corporate sponsorship and asked participants to indicate the extent to which they agreed with corporate sponsorship in B.C. public schools by circling the response that best reflected their views. The possible responses that participants could choose from included *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree*. The definitions of corporate sponsorship that were used for questions one to eight were based on a definition provided by Alex Molnar (2002), a professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University. Questions nine and ten were open ended and provided space for participants to write their opinions about how corporate sponsorship in B.C. public schools is beneficial and how corporate sponsorship in B.C. public schools is detrimental. The questionnaires sent to each participant group contained the same ten questions in the

Objectives	Research Questions
1. To explore the extent to which teachers, parents, principals, vice-principals, trustees, and district administrators agree with corporate sponsorship in B.C. public schools.	1.1 What proportion of teachers agrees with corporate sponsorship in B.C. public schools? 1.2 What proportion of parents agrees with corporate sponsorship in B.C. public schools? 1.3 What proportion of principals and vice-principals agrees with corporate sponsorship in B.C. public schools? 1.4 What proportion of trustees agrees with corporate sponsorship in B.C. public schools? 1.5 What proportion of district administrators agrees with corporate sponsorship in B.C. public schools?
2. To explore the opinions teachers, parents, principals, vice-principals, trustees, and district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.	2.1 What opinions do teachers provide to explain how corporate sponsorship in B.C. public schools is beneficial? 2.2 What opinions do teachers provide to explain how corporate sponsorship in B.C. public schools is detrimental? 2.3 What opinions do parents provide to explain how corporate sponsorship in B.C. public schools is beneficial? 2.4 What opinions do parents provide to explain how corporate sponsorship in B.C. public schools is detrimental? 2.5 What opinions do principals and vice-principals provide to explain how corporate sponsorship in B.C. public schools is beneficial? 2.6 What opinions do principals and vice-principals provide to explain how corporate sponsorship in B.C. public schools is detrimental? 2.7 What opinions do trustees provide to explain how corporate sponsorship in B.C. public schools is beneficial? 2.8 What opinions do trustees provide to explain how corporate sponsorship in B.C. public schools is detrimental? 2.9 What opinions do senior administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial? 2.10 What opinions do senior administrators provide to explain how corporate sponsorship in B.C. public schools is detrimental?
3. To gather data that can inform future decisions, practices, and policies around corporate involvement in B.C. public schools.	
4. To provide an overview of the literature on corporate sponsorship in public schools.	4.1 What does the literature say with regard to corporate sponsorship in public schools?

Figure 3.1 Relationship of the objectives to the research questions

Research Questions	Teacher Questionnaire	Parent Questionnaire	Principal and Vice-Principal Questionnaire	Trustee Questionnaire	District Administrator Questionnaire	Literature
1.1 What proportion of teachers agrees with corporate sponsorship in B.C. public schools?	✓					
1.2 What proportion of parents agrees with corporate sponsorship in B.C. public schools?		✓				
1.3 What proportion of principals and vice-principals agrees with corporate sponsorship in B.C. public schools?			✓			
1.4 What proportion of trustees agrees with corporate sponsorship in B.C. public schools?				✓		
1.5 What proportion of district administrators agrees with corporate sponsorship in B.C. public schools?					✓	
2.1 What opinions do teachers provide to explain how corporate sponsorship in B.C. public schools is beneficial?	✓					
2.2 What opinions do teachers provide to explain how corporate sponsorship in B.C. public schools is detrimental?	✓					
2.3 What opinions do parents provide to explain how corporate sponsorship in B.C. public schools is beneficial?		✓				
2.4 What opinions do parents provide to explain how corporate sponsorship in B.C. public schools is detrimental?		✓				
2.5 What opinions do principals and vice-principals provide to explain how corporate sponsorship in B.C. public schools is beneficial?			✓			
2.6 What opinions do principals and vice-principals provide to explain how corporate sponsorship in B.C. public schools is detrimental?			✓			
2.7 What opinions do trustees provide to explain how corporate sponsorship in B.C. public schools is beneficial?				✓		
2.8 What opinions do trustees provide to explain how corporate sponsorship in B.C. public schools is detrimental?				✓		
2.9 What opinions do district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial?					✓	
2.10 What opinions do district administrators provide to explain how corporate sponsorship in B.C. public schools is detrimental?					✓	
4.1 What does the literature say with regard to corporate sponsorship in public schools?						✓

Figure 3.2 Relationship of the data collection instruments to the research questions

same order. Parents, teachers, principals, and vice-principals were asked to identify whether they were involved at the elementary, middle, or secondary level while trustees and district administrators were not as such information was not applicable to their roles.

### *Data Collection*

The questionnaires were distributed on two different dates. On October 20, 2003, questionnaires addressed to trustees and district administrators were sent out through the district's inter-school mailing system. Participants were asked to return the completed questionnaires in a preaddressed sealed envelope through inter-school mail by October 31, 2003. On October 27, 2003, a follow up letter was sent to trustees and district administrators to remind participants of when the questionnaire was due, to thank them for participating if they chose to, and to offer to send out another questionnaire if they would like to participate but no longer had the questionnaire (Appendix B). Trustees received an additional letter acknowledging the questionnaire was due at a time when they were not expected to be in at the board office and explaining they could submit their completed questionnaires at their convenience.

From November 3 to November 14, 2003, the researcher phoned or emailed the principals of 19 of the 21 elementary schools, the three middle schools, and the four secondary schools to explain the purpose of the study and to seek permission to include their schools in the study. All principals agreed to include their schools except for the principal of two elementary schools. On November 17, 2003, questionnaires addressed to parents, teachers, and principals and vice-principals were distributed through the district's inter-school mailing system. The participants were asked to submit their completed questionnaires in preaddressed sealed envelopes through inter-school mail by November



28, 2003. On November 24, 2003, a follow up letter was sent to parents, teachers, and principals and vice-principals to remind participants of when the questionnaire was due, to thank them for participating if they chose to, and to offer to send out another questionnaire if they would like to participate but no longer had the questionnaire (Appendix B).

### *Concern for Ethics*

Before proceeding with any research a request to conduct a research study in a specific B.C. public school district was submitted to the school district's education committee and forwarded to the school district's board of trustees, and an ethics application was submitted to the University of Victoria Human Research Ethics Committee. On October 1, 2003, the school district's board of trustees granted approval to proceed with the research within the school district. In addition, on October 16, 2003, the University of Victoria Human Research Ethics Committee concluded that the proposed research study met appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects and indicated that the research could span from October 16, 2003, to October 15, 2004 (Appendix A).

In order to meet the standard of ethics outlined by the University of Research Regulations Involving Human Subjects, many ethical procedures were followed by the researcher throughout the study and were made clear to all participants through a letter of recruitment (Appendix B). Participation in this study was completely voluntary and there were no known or anticipated risks to participating. Participation or non-participation had no bearing on the employment or status of teachers, parents, vice-principals, principals, trustees, and district administrators. Participants were informed that they had the right to

leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires were anonymous, it was also explained to participants that submitted questionnaires could not be returned and the data were used in the study. All data collected for this project were anonymous and confidential. Anonymity and confidentiality were maintained because no names or identifying marks appeared on questionnaires and no names were used in the final report. All data were kept in a locked filing cabinet at the researcher's residence and the only other person with access to the data was the researcher's graduate supervisor. All data were shredded upon completion of the project.

#### Data Analysis

This study was descriptive research which meant that data were collected and analysed in order to describe the present perceptions of the participating groups. Descriptive statistics such as percentage distributions were applied in the data analysis. Graphs were used in the presentation of the data. Qualitative data were collated and used to describe patterns, themes, similarities, and differences among the perceptions of the participating groups in the study.

Returned questionnaires were organized into categories. The categories included unidentified teachers, elementary teachers, middle teachers, and secondary teachers; unidentified parents, elementary parents, middle parents, and secondary parents; unidentified principals and vice-principals, elementary principals and vice-principals, middle principals and vice-principals, and secondary principals and vice-principals; trustees; and district administrators. Responses to questions one to eight were entered into a computer spreadsheet program in order to determine what proportion of teachers,

parents, principals and vice-principals, trustees, and district administrators strongly agreed with, agreed with, disagreed with, strongly disagreed with, or were undecided about the eight different types of corporate sponsorship in B.C. public schools. All of the raw data from these items can be found in Appendix C. The written responses to questions nine and ten were recorded in order to understand what opinions teachers, parents, principals and vice-principals, trustees, and district administrators give to explain how corporate sponsorship in B.C. public schools is detrimental and how corporate sponsorship in B.C. public schools is beneficial (Appendix D).

## CHAPTER FOUR

### FINDINGS

The purpose of this study was to explore perceptions of corporate sponsorship in B.C. public schools. The data were gathered from teachers, parents, and principals and vice-principals at the elementary, middle, and secondary levels; trustees; and district administrators in a B.C. public school district. The instrument used to collect data was a questionnaire (Appendix B). This chapter discusses the findings of the study based on data collected from the questionnaires. The participant response rate and the participant distribution at the elementary, middle, and secondary levels will be presented first. Then the data will be examined according to the first two objectives of the study. These objectives were:

1. To explore the extent to which teachers, parents, principals, vice-principals, trustees, and district administrators agree with corporate sponsorship in B.C. public schools.
2. To explore the opinions teachers, parents, principals, vice-principals, trustees, and district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

#### Response Rates and Participant Distribution

##### *Response Rates*

There were five participant groups in this study. These groups included 35 grade two, 37 grade five, 56 grade eight, and 83 grade 11 teachers; 69 Parent Advisory Committee chairs, secretaries, and treasurers; 22 principals and 13 vice-principals; all nine school board trustees; and 13 district administrators. As Table 4.1 indicates, of the

Table 4.1

*Participant response rate*

Participants	Distributed Questionnaires N	Returned Questionnaires N	Response Rate %
Teachers	211	66	31.3
Parents	69	18	26.1
Principals/Vice-Principals	35	27	77.1
Trustees	9	5	55.6
District Administrators	13	7	53.8
Total	337	123	36.5

337 questionnaires that were distributed to the five participant groups 123 were returned, giving an overall response rate of 36.5%. This response rate was considered satisfactory. Principals and vice-principals, trustees, and district administrators had a response rate higher than 50% while teachers and parents had a response rate lower than 50%. It was important to consider response rates when interpreting the data from this study. For instance, a response rate of 77.1% from principals and vice-principals was considered a more accurate reflection of the group's opinions than a response rate of 26.1% from parents.

#### *Participant Distribution*

It was important for teachers, parents, principals, and vice-principals to identify school levels so the data analysis could include commentary on the perceptions of those who worked at different levels in the public school district. Trustees and district administrators were not asked for this information because it was not applicable to their roles in the district.

Tables 4.2, 4.3, and 4.4 display the distribution of teacher, parent, and principal and vice-principal responses by school level. Some respondents did not identify the level at which they were engaged and were categorized as unidentified. The tables indicate that the distribution of teacher responses was fairly even among the elementary, middle, and secondary levels. They also indicate that very few parents responded with most occurring at the elementary, a few at the secondary, and none at the middle level. In addition, the tables show that more than half of the principals and vice-principals respondents were at the elementary level. This distribution most likely occurred because there were more elementary schools than middle and secondary schools in the district where the study was

Table 4.2

*Distribution of teacher responses by school level (N=66)*

School Level	N	Percent
Elementary	23	34.8
Middle	17	25.8
Secondary	22	33.3
Unidentified <sup>a</sup>	4	6.1

<sup>a</sup>Some teachers did not identify the school level at which they worked.

Table 4.3

*Distribution of parent responses by school level (N=18)*

School Level	N	Percent
Elementary	11	61.1
Middle	0	0.0
Secondary	3	16.7
Unidentified <sup>a</sup>	4	22.2

<sup>a</sup>Some parents did not identify the school level at which they volunteered as PAC chair, secretary, or treasurer.

Table 4.4

*Distribution of principal and vice-principal responses by school level (N=27)*

School Level	N	Percent
Elementary	15	55.6
Middle	5	18.5
Secondary	6	22.2
Unidentified <sup>a</sup>	1	3.7

<sup>a</sup>One principal or vice-principal did not identify the school level at which he or she worked.



conducted.

### Findings that Address the First Objective of the Study

The first objective of the study was to explore the extent to which teachers, parents, principals and vice-principals, trustees, and district administrators agreed with corporate sponsorship in B.C. public schools. Items one to eight on the questionnaire (Appendix B) provided definitions of appropriation of space, electronic marketing, exclusive agreements, fundraising, incentive programs, privatization, program and activity sponsorship, and sponsored educational materials and asked participants to identify the extent to which they agreed with that particular type of corporate sponsorship in B.C. public schools. Participants could answer by using the categories *strongly agree, agree, undecided, disagree, or strongly disagree*.

The results from these questions were examined through percentage distributions and graphs. It is important to note that the percentages were rounded to the nearest whole number and therefore, totals did not always equal 100%. All the data were recorded in the following graphs and tables and Appendix C, and the written commentary has highlighted some of the findings.

#### *Appropriation of Space*

Appropriation of space occurs when a corporation buys or rents space in a school or school district (Molnar, 2002). Advertisements on rooftops, scoreboards, and buses are examples of appropriation of space. Item one on the questionnaire defined appropriation of space and asked teachers, parents, principals and vice-principals, trustees, and district administrators to identify the extent to which they agreed with appropriation of space in B.C. public schools.

Figure 4.1 shows the combined results for this question. Twenty-eight percent of the 123 respondents strongly agreed or agreed while 60% strongly disagreed or disagreed with appropriation of space in B.C. public schools. The extent to which participants agreed or disagreed with appropriation of space was the same (26%). However, the percentage of participants who strongly agreed (2%) was very much lower than those who strongly disagreed (34%).

Table 4.5 indicates the extent to which each separate participant group agreed with appropriation of space in B.C. public schools. A higher percentage of teachers, parents, and principals and vice-principals disagreed or strongly disagreed with appropriation of space than strongly agreed or agreed with it. The majority of district administrators agreed with appropriation of space but the trustees were divided in their opinions (Table 4.5).

Table 4.6 describes the percentage distribution of teacher, parent, and principal and vice-principal responses to appropriation of space in B.C. public schools by school level. It is important to note that no parents at the middle school level participated in this study. These percentage distributions show that with the exception of parents and principals and vice-principals at the secondary level, the majority of teachers, parents, and principals and vice-principals at the different school levels disagreed or strongly disagreed with appropriation of space.

### *Electronic Marketing*

Electronic marketing occurs when a corporation provides electronic equipment or programming in exchange for the right to advertise to students (Molnar, 2002). Some examples of electronic marketing include Youth News Network in Canada and Channel

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Appropriation of Space in B.C. Public Schools?

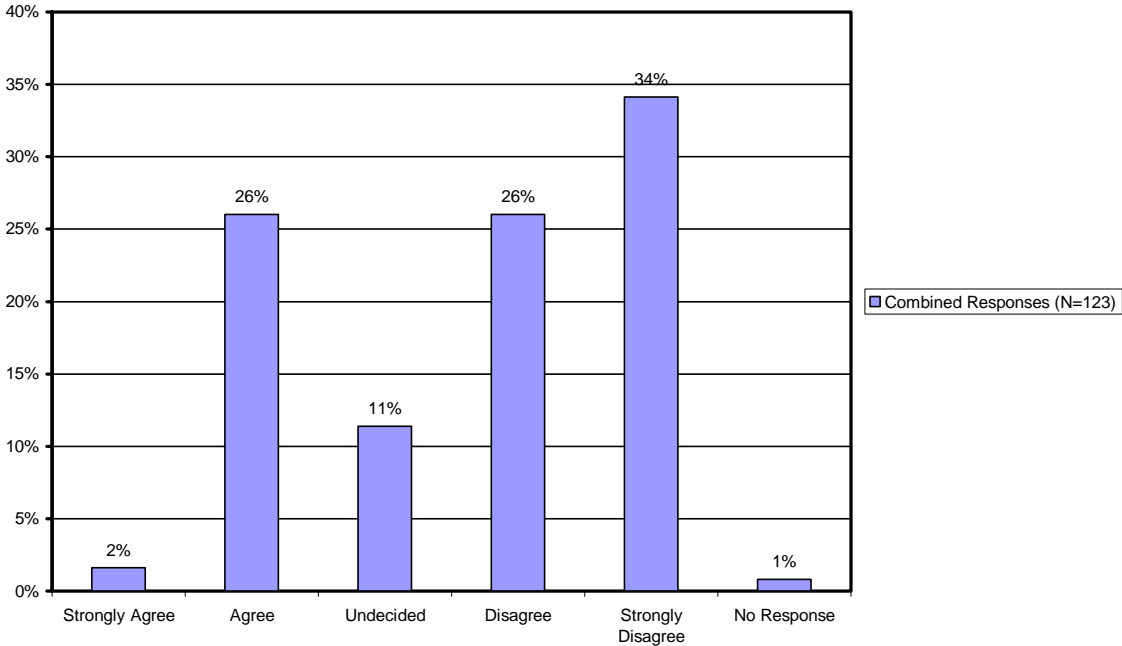


Figure 4.1 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to appropriation of space in B.C. public schools

Table 4.5

*Separate group responses to appropriation of space in B.C. public schools*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	0	21	8	20	50	2
Parents (N=18)	0	22	17	39	22	0
Principals/Vice-Principals (N=27)	4	33	15	33	15	0
Trustees (N=5)	20	20	20	20	20	0
District Administrators (N=7)	0	57	14	29	0	0

Table 4.6

*Distribution of teacher, parent, and principal and vice-principal responses to appropriation of space in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	9	0	30	57	4
Elementary Parents (N=11)	0	18	9	64	9	0
Elementary Principals/Vice-Principals (N=15)	0	33	13	47	7	0
Middle Teachers (N=17)	0	29	12	12	47	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	20	20	20	40	0
Secondary Teachers (N=22)	0	32	9	14	45	0
Secondary Parents (N=3)	0	67	33	0	0	0
Secondary Principals/Vice-Principals (N=6)	17	50	0	17	17	0

One in the United States. Item two on the questionnaire asked participants to indicate the extent to which they agreed with electronic marketing in B.C. public schools.

Figure 4.2 shows the combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators. Of the 123 people who participated one fifth agreed, about one fifth were undecided, and about three fifths disagreed or strongly disagreed with electronic marketing in B.C. public schools. None indicated they strongly agreed while 31% indicated they strongly disagreed with it.

Table 4.7 shows the extent to which each participant group agreed with electronic marketing in B.C. public schools. The majority of teachers, parents, principals and vice-principals, and trustees disagreed or strongly disagreed with electronic marketing. An equal proportion of district administrators agreed with as disagreed or strongly disagreed with electronic marketing. None of the respondents in the participating groups strongly agreed with electronic marketing while some participants in each group strongly disagreed with electronic marketing.

Table 4.8 shows the extent to which teachers, parents, and principals and vice-principals at the elementary, middle, and secondary school level agreed with electronic marketing as a form of corporate sponsorship in B.C. public schools. It is important to note that no middle school parents participated in this study. With the exception of secondary parents, at least 50% of teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level disagreed or strongly disagreed with electronic marketing. In contrast, about one third of secondary parents agreed with and about two thirds were undecided about electronic marketing.

#### *Exclusive Agreements*

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Electronic Marketing in B.C. Public Schools?

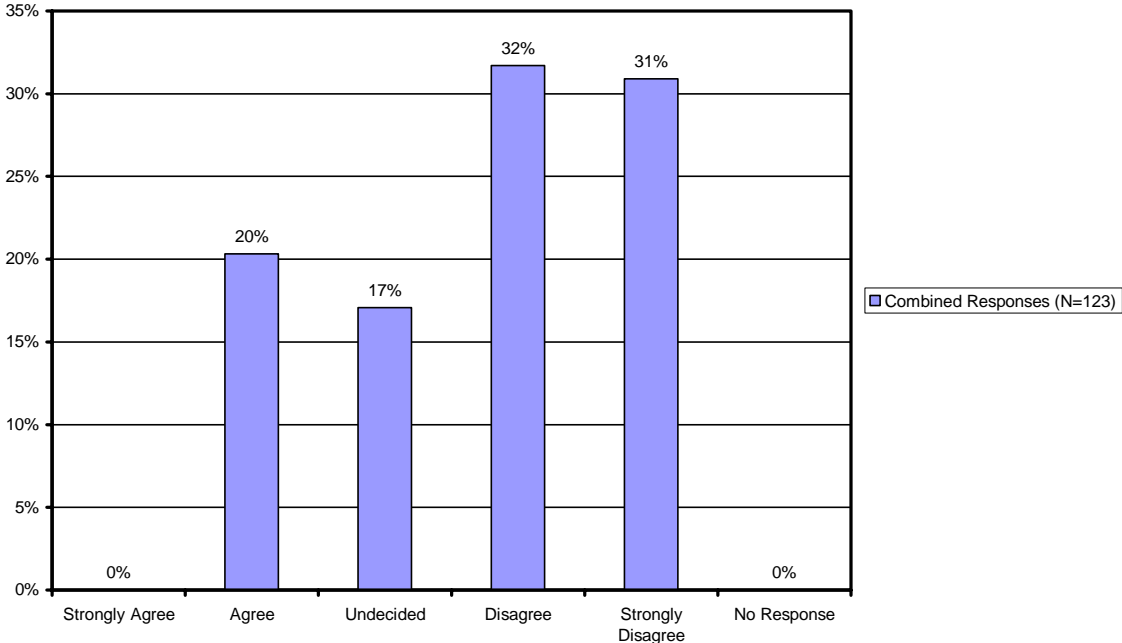


Figure 4.2 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to electronic marketing in B.C. public schools

Table 4.7

*Separate group responses to electronic marketing in B.C. public schools*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	0	15	17	27	41	0
Parents (N=18)	0	22	17	33	28	0
Principals/Vice-Principals (N=27)	0	26	22	37	15	0
Trustees (N=5)	0	20	0	60	20	0
District Administrators (N=7)	0	43	14	29	14	0



Table 4.8

*Distribution of teacher, parent, and principal and vice-principal responses to electronic marketing in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	13	13	30	43	0
Elementary Parents (N=11)	0	27	0	55	18	0
Elementary Principals/Vice-Principals (N=15)	0	27	20	40	13	0
Middle Teachers (N=17)	0	18	18	24	41	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	40	0	40	20	0
Secondary Teachers (N=22)	0	18	23	23	36	0
Secondary Parents (N=3)	0	33	67	0	0	0
Secondary Principals/Vice-Principals (N=6)	0	17	33	33	17	0

Exclusive agreements are agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits (Molnar, 2002). An example of an exclusive agreement is setting up vending machines that sell Coke products in schools. Item three on the questionnaire asked participants to indicate the extent to which they agreed with exclusive agreements in B.C. public schools.

Figure 4.3 shows the combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators. Of the 123 people who participated, 27% strongly agreed or agreed with exclusive agreements while 61% either disagreed or strongly disagreed with them.

Table 4.9 shows the extent to which each separate group agreed with exclusive agreements in B.C. public schools. On the one hand, close to half or more of teachers, parents, and principals and vice-principals disagreed or strongly disagreed with exclusive agreements. On the other hand, the majority of trustees and district administrators agreed with exclusive agreements. Parents represent the group that disagreed or strongly disagreed with exclusive agreements the most (72%) and trustees represent the group that agreed with exclusive agreements the most (60%).

Table 4.10 depicts the extent to which teachers, parents, and principals and vice-principals agreed with exclusive agreements at the elementary, middle, and secondary levels. It is important to note that no middle school parents participated in this study. With the exception of secondary principals and vice-principals, the majority of teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level disagreed or strongly disagreed with exclusive agreements. In contrast, the majority of

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Exclusive Agreements in B.C. Public Schools?

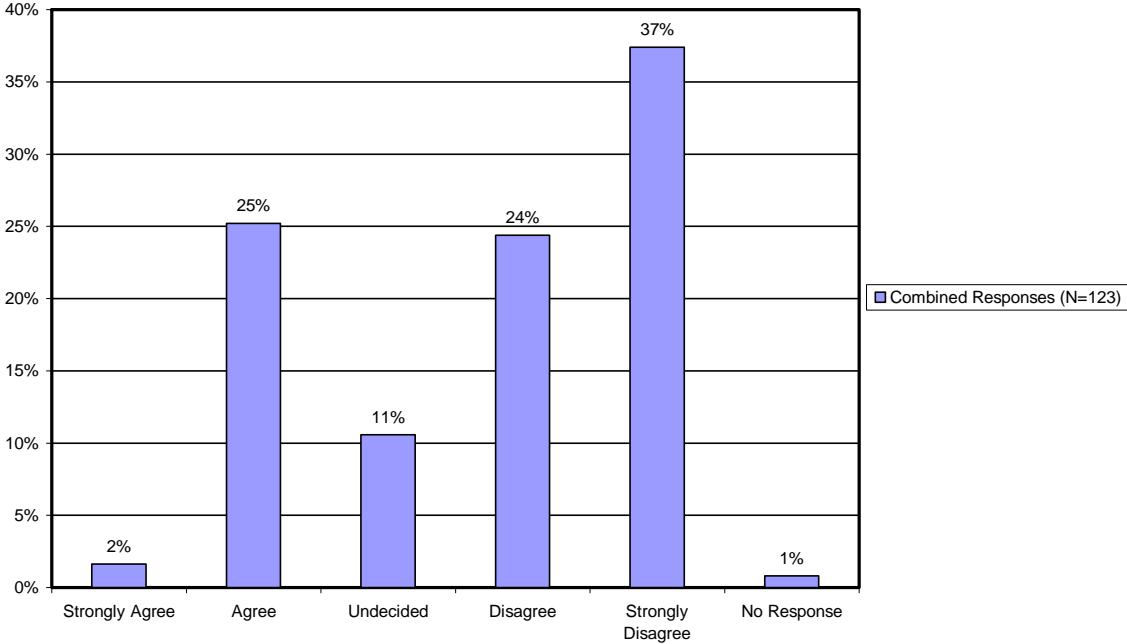


Figure 4.3 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to exclusive agreements in B.C. public schools

Table 4.9

*Separate group responses to exclusive agreements in B.C. public schools*

Participants	Strongly	Agree	Undecided	Disagree	Strongly	No Response
	Agree				Disagree	
	%	%	%	%	%	%
Teachers (N=66)	0	17	14	15	53	2
Parents (N=18)	0	28	0	44	28	0
Principals/Vice-Principals (N=27)	7	30	15	30	19	0
Trustees (N=5)	0	60	0	20	20	0
District Administrators (N=7)	0	57	0	43	0	0

Table 4.10

*Distribution of teacher, parent, and principal and vice-principal responses to exclusive agreements in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	9	4	13	70	4
Elementary Parents (N=11)	0	45	0	45	9	0
Elementary Principals/Vice-Principals (N=15)	0	13	27	40	20	0
Middle Teachers (N=17)	0	24	18	6	53	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	40	0	20	40	0
Secondary Teachers (N=22)	0	23	23	18	36	0
Secondary Parents (N=3)	0	0	0	67	33	0
Secondary Principals/Vice-Principals (N=6)	33	50	0	17	0	0

secondary principals and vice-principals stated they strongly agreed or agreed with this type of corporate sponsorship in B.C. public schools.

### *Fundraising*

Fundraising occurs when a corporation raises money for a school (Molnar, 2002). An example of fundraising is collecting Campbell Soup labels in exchange for money or equipment. Item four on the questionnaire provided a definition of fundraising and asked participants to indicate the extent to which they agreed with this type of corporate sponsorship in B.C. public schools.

Figure 4.4 displays the combined responses for teachers, parents, principals and vice-principals, trustees, and district administrators. Of the 123 respondents who participated in this study, 67% reported that they strongly agreed or agreed, 13% indicated that they are undecided, and 18% stated they disagreed or strongly disagreed with fundraising. Of the five responses that participants could select, *agreed* was selected the most (51%). In contrast, only 11% disagreed. Of those who reported that they felt strongly about this form of corporate sponsorship, 16% strongly agreed and 7% strongly disagreed.

Table 4.11 displays the separate group responses to fundraising in B.C. public schools. The majority of each group reported they strongly agreed or agreed with fundraising in B.C. public schools. Every group except trustees had a percentage who strongly agreed with fundraising. Teachers (12%) and one trustee reported that they strongly disagreed with fundraising.

Table 4.12 depicts the extent to which teachers, parents, and principals and vice-principals at the elementary, middle, and secondary school level agreed with fundraising

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Fundraising in B.C. Public Schools?

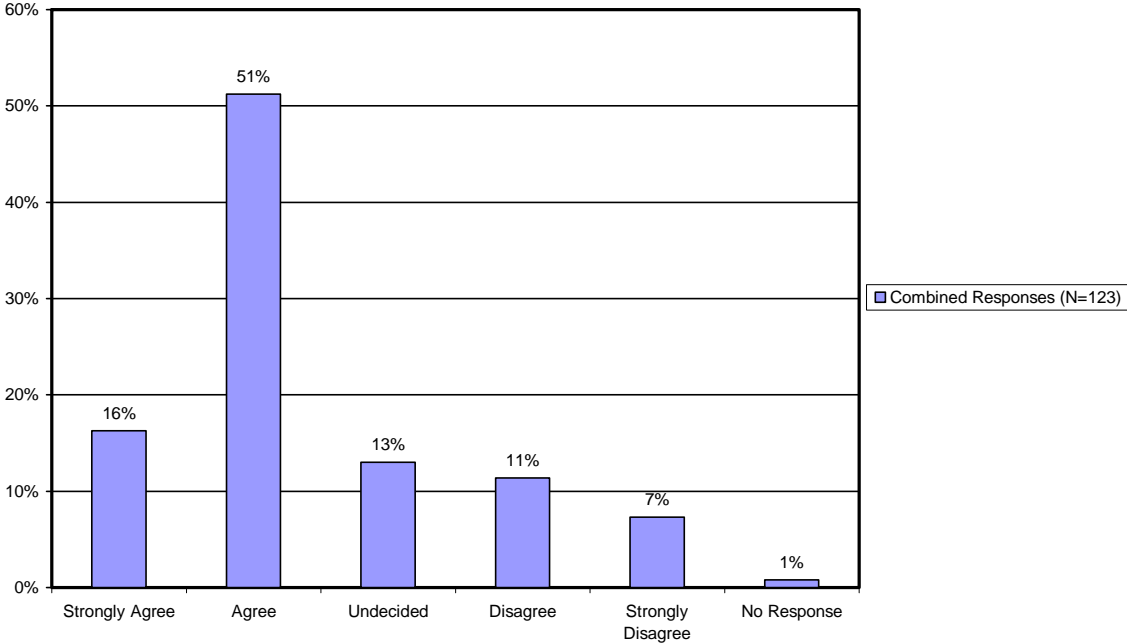


Figure 4.4 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to fundraising in B.C. public schools

Table 4.11

*Separate group responses to fundraising in B.C. public schools*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	17	41	15	14	12	2
Parents (N=18)	28	56	11	6	0	0
Principals/Vice-Principals (N=27)	11	70	11	7	0	0
Trustees (N=5)	0	60	0	20	20	0
District Administrators (N=7)	14	57	14	14	0	0



Table 4.12

*Distribution of teacher, parent, and principal and vice-principal responses to fundraising in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	17	39	26	17	0	0
Elementary Parents (N=11)	27	64	9	0	0	0
Elementary Principals/Vice-Principals (N=15)	13	73	13	0	0	0
Middle Teachers (N=17)	24	41	6	6	24	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	60	20	20	0	0
Secondary Teachers (N=22)	14	45	9	14	14	5
Secondary Parents (N=3)	0	67	0	33	0	0
Secondary Principals/Vice-Principals (N=6)	17	67	0	17	0	0

in B.C. public schools. It is important to note that no middle school teachers participated in this study. As the table indicates, the majority of teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level reported they strongly agreed or agreed with fundraising.

### *Incentive Programs*

Incentive programs are set up by a corporation to reward students, parents, and teachers (Molnar, 2002). Pizza Hut Book It Reading Program and Scholastic Books are two examples of incentive programs. Item five on the questionnaire defined incentive programs and asked participants to indicate the extent to which they agreed with this type of corporate sponsorship in B.C. public schools.

Figure 4.5 shows the combined responses from the 123 participants in the study. Over half (53%) of the respondents stated they agreed with incentive programs. Respondents who strongly agreed or agreed with incentive programs comprised 70% while respondents who disagreed or strongly disagreed with incentive programs totaled 16%. Of those who felt strongly about incentive programs, 17% strongly agreed and 8% strongly disagreed. Finally, 13% of participants stated they were undecided about this form of corporate sponsorship.

Table 4.13 shows the extent to which each participating group agreed with incentive programs in B.C. public schools. As indicated by this table, the majority of each participating group strongly agreed or agreed with incentive programs.

Table 4.14 shows the extent to which teachers, parents, and principals and vice-principals agreed with incentive programs at the elementary, middle, and secondary school level. It is important to note that no middle school parents participated in this

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Incentive Programs in B.C. Public Schools?

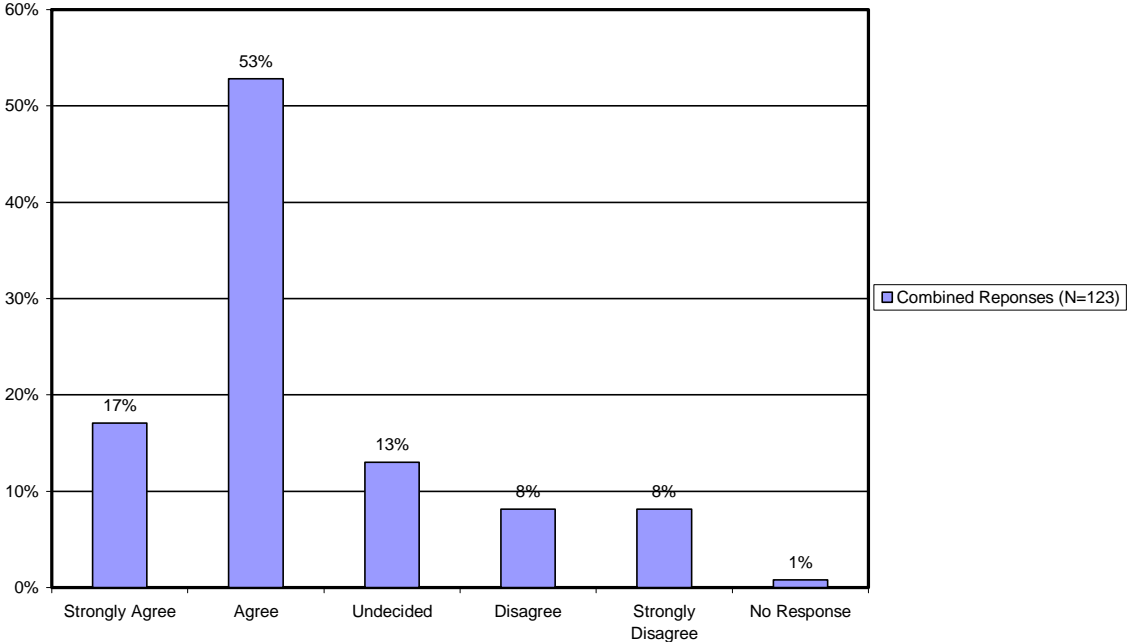


Figure 4.5 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to incentive programs in B.C. public schools

Table 4.13

*Separate group responses to incentive programs in B.C. public schools*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	17	42	18	9	12	2
Parents (N=18)	28	50	11	11	0	0
Principals/Vice-Principals (N=27)	11	78	4	7	0	0
Trustees (N=5)	20	60	0	0	20	0
District Administrators (N=7)	14	57	14	0	14	0

Table 4.14

*Distribution of teacher, parent, and principal and vice-principal responses to incentive programs in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	13	39	30	13	4	0
Elementary Parents (N=11)	36	55	9	0	0	0
Elementary Principals/Vice-Principals (N=15)	13	73	7	7	0	0
Middle Teachers (N=17)	29	47	6	6	12	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	80	0	20	0	0
Secondary Teachers (N=22)	14	45	14	5	18	5
Secondary Parents (N=3)	0	67	0	33	0	0
Secondary Principals/Vice-Principals (N=6)	17	83	0	0	0	0

study. As the table indicates, the majority of teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level strongly agreed or agreed with this form of corporate sponsorship.

### *Privatization*

Privatization occurs when a private for-profit corporation manages a public school or public school program (Molnar, 2002). An example of privatization is Edison Schools in the United States. Item six on the questionnaire defined privatization and asked participants to indicate the extent to which they agreed with this type of corporate sponsorship in B.C. public schools.

Figure 4.6 displays the combined responses for this type of corporate sponsorship in B.C. public schools. Of the 123 participants, 3% strongly agreed or agreed, 15% were undecided about, and 80% disagreed or strongly disagreed with privatization. None indicated they strongly agreed while 53% reported they strongly disagreed with privatization.

Table 4.15 shows the extent to which each participating group agreed with privatization in B.C. public schools. As the table indicates, no group reported that it strongly agreed with privatization. A minority of parents, principals and vice-principals, and district administrators stated they agreed with privatization while none of the teachers or trustees reported they agreed with privatization. In contrast, the majority of teachers, parents, principals and vice-principals, trustees, and district administrators disagreed or strongly disagreed with privatization in B.C. public schools.

Table 4.16 displays the extent to which teachers, parents, principals and vice-principals at the elementary, middle, and secondary school level agreed with privatization

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Privatization in B.C. Public Schools?

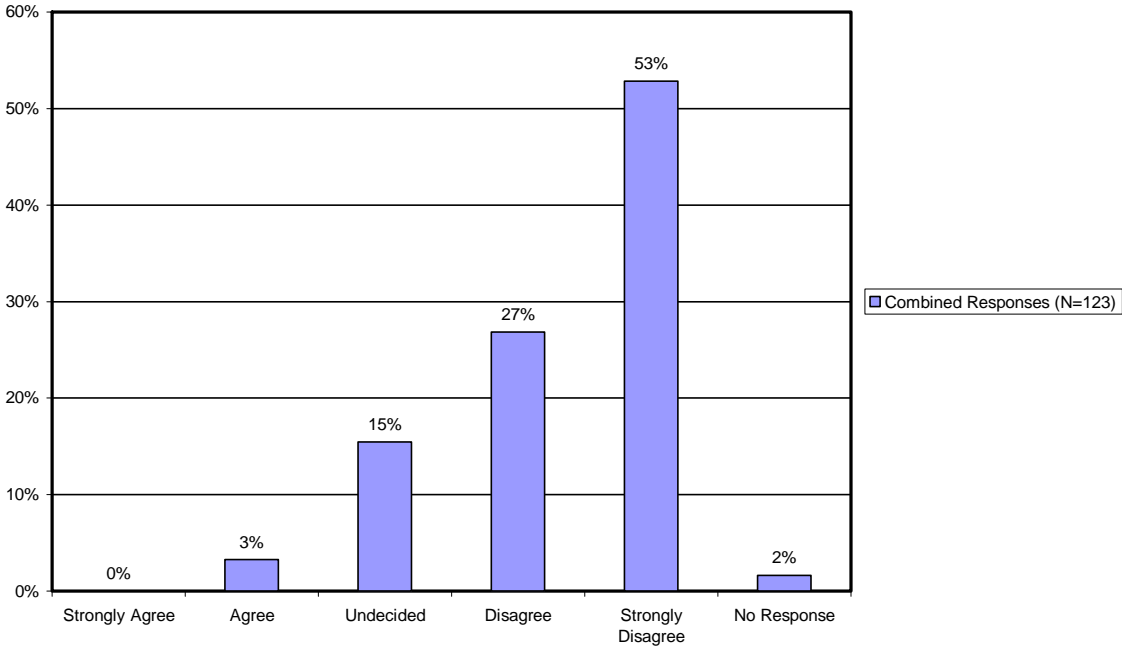


Figure 4.6 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to privatization in B.C. public schools

Table 4.15

*Separate group responses to privatization in B.C. public schools*


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Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	0	0	11	23	67	0
Parents (N=18)	0	11	33	28	22	6
Principals/Vice-Principals (N=27)	0	4	11	33	48	4
Trustees (N=5)	0	0	20	20	60	0
District Administrators (N=7)	0	14	29	43	14	0

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Table 4.16

*Distribution of teacher, parent, and principal and vice-principal responses to privatization in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	0	9	13	78	0
Elementary Parents (N=11)	0	18	27	36	9	9
Elementary Principals/Vice-Principals (N=15)	0	7	7	40	40	7
Middle Teachers (N=17)	0	0	6	35	59	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	0	20	20	60	0
Secondary Teachers (N=22)	0	0	18	18	64	0
Secondary Parents (N=3)	0	0	67	0	33	0
Secondary Principals/Vice-Principals (N=6)	0	0	0	33	67	0

in B.C. public schools. It is important to note that no middle school teachers participated in this study. None of the teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level reported that they strongly agreed with privatization. A minority of elementary parents and elementary principals and vice-principals indicated they agreed with privatization. The majority of teachers and principals and vice-principals at the elementary, middle, and secondary levels disagreed or strongly disagreed with this type of corporate sponsorship. In contrast, less than half of elementary and secondary parents disagreed or strongly disagreed with privatization.

#### *Program and Activity Sponsorship*

Program and activity sponsorship occurs when a corporation pays for or subsidizes programs, activities, and contests in public schools in exchange for the right to associate its name with the programs, activities, and contests (Molnar, 2002). An example of this type of corporate sponsorship is when sporting companies sponsor public school athletic teams. Item seven on the questionnaire defined program and activity sponsorship and asked teachers, parents, principals and vice-principals, trustees, and district administrators to indicate the extent to which they agreed with this form of corporate sponsorship in B.C. public schools.

Figure 4.7 shows the combined responses to this question. Forty-five percent strongly agreed or agreed with, 18% were undecided about, and 38% disagreed or strongly disagreed with program and activity sponsorship. Of the five choices participants could select, the response category *agree* was selected the most (38%). Of those who indicated they felt strongly about this form of corporate sponsorship, 7% strongly agreed and 18% strongly disagreed.

To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Program and Activity Sponsorship in B.C. Public Schools?

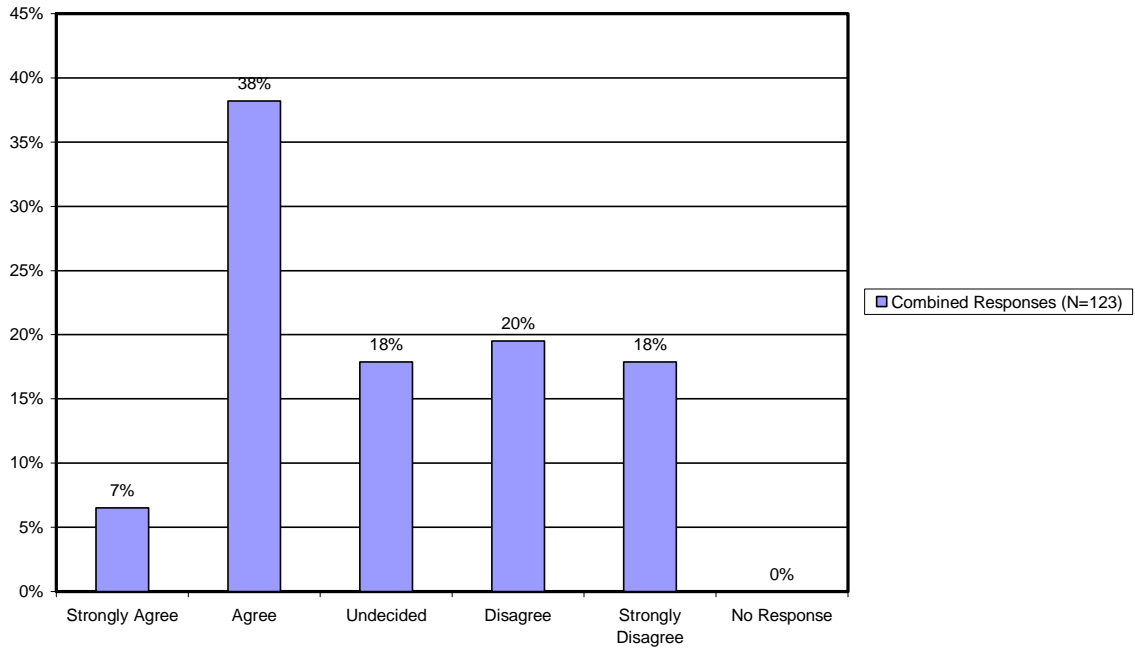


Figure 4.7 Combined Responses of teachers, parents, principals and vice-principals, trustees, and district administrators to program and activity sponsorship in B.C. public schools

Table 4.17 shows the extent to which each participating group agreed with program and activity sponsorship in B.C. public schools. At least half of the parents, principals and vice-principals, trustees, and district administrators strongly agreed or agreed with program and activity sponsorship. In contrast, a greater percentage of teachers indicated they disagreed or strongly disagreed than strongly agreed or agreed with this form of corporate sponsorship.

Table 4.18 displays the extent to which teachers, parents, and principals and vice-principals at the elementary, middle, and secondary level agreed with program and activity sponsorship. No middle school parents participated in this study. The majority of elementary teachers disagreed or strongly disagreed; an equal number of middle teachers agreed as disagreed or strongly disagreed; and a similar representation of secondary teachers strongly agreed or agreed as disagreed or strongly disagreed with program and activity sponsorship. The majority of elementary and secondary parents reported they strongly agreed or agreed with program and activity sponsorship while none indicated they disagreed or strongly disagreed with it. Finally, the majority of elementary principals and vice-principals strongly agreed or agreed; the majority of middle principals and vice-principals disagreed or strongly disagreed; and an equal number of secondary principals and vice-principals strongly agreed or agreed as disagreed with program and activity sponsorship.

#### *Sponsored Educational Materials*

Sponsored educational materials are educational materials that are made by corporations (Molnar, 2002). An example of sponsored educational materials is forestry teaching materials that are created by Canadian Forest Products Ltd. (Canfor). Item eight

Table 4.17

*Separate group responses to program and activity sponsorship in B.C. public schools*

Participants	Strongly	Agree	Undecided	Disagree	Strongly	No Response
	Agree				Disagree	
	%	%	%	%	%	%
Teachers (N=66)	5	30	17	21	27	0
Parents (N=18)	6	44	50	0	0	0
Principals/Vice-Principals (N=27)	11	44	4	30	11	0
Trustees (N=5)	20	40	0	40	0	0
District Administrators (N=7)	0	71	14	0	14	0

Table 4.18

*Distribution of teacher, parent, and principal and vice-principal responses to program and activity sponsorship in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	30	17	22	30	0
Elementary Parents (N=11)	9	45	45	0	0	0
Elementary Principals/Vice-Principals (N=15)	7	55	7	27	7	0
Middle Teachers (N=17)	0	47	6	18	29	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	20	20	0	20	40	0
Secondary Teachers (N=22)	14	23	23	18	23	0
Secondary Parents (N=3)	0	67	33	0	0	0
Secondary Principals/Vice-Principals (N=6)	17	33	0	50	0	0

on the questionnaire defined sponsored educational materials and asked teachers, parents, principals and vice-principals, trustees, and district administrators to indicate the extent to which they agreed with this type of corporate sponsorship in B.C. public schools.

Figure 4.8 displays the combined responses to this question. The majority (53%) of respondents stated they agreed with sponsored educational materials. Three fifths strongly agreed or agreed, about one fifth were undecided about, and about one fifth disagreed or strongly disagreed with sponsored educational materials.

Table 4.19 shows the extent to which each participant group agreed with sponsored educational materials in B.C. public schools. The majority of teachers, parents, principals and vice-principals, and district administrators strongly agreed or agreed with this form of corporate sponsorship while two trustees indicated they strongly agreed or agreed with sponsored educational materials.

Table 4.20 shows the extent to which teachers, parents, and principals and vice-principals agreed with sponsored educational materials at the elementary, middle, and secondary school level. It is important to note that no middle school parents participated in this study. With the exception of secondary teachers and parents, the majority of teachers, parents, and principals and vice-principals at the elementary, middle, and secondary school levels indicated they strongly agreed or agreed with sponsored educational materials. In contrast, none of the secondary parents and less than half of the secondary teachers reported they strongly agreed or agreed with this form of corporate sponsorship.

#### Findings that Address the Second Objective of the Study

The second objective of the study explored the opinions participants gave to

**To What Extent do Teachers, Parents, Principals and Vice-Principals, Trustees, and District Administrators Agree with Sponsored Educational Materials in B.C. Public Schools?**

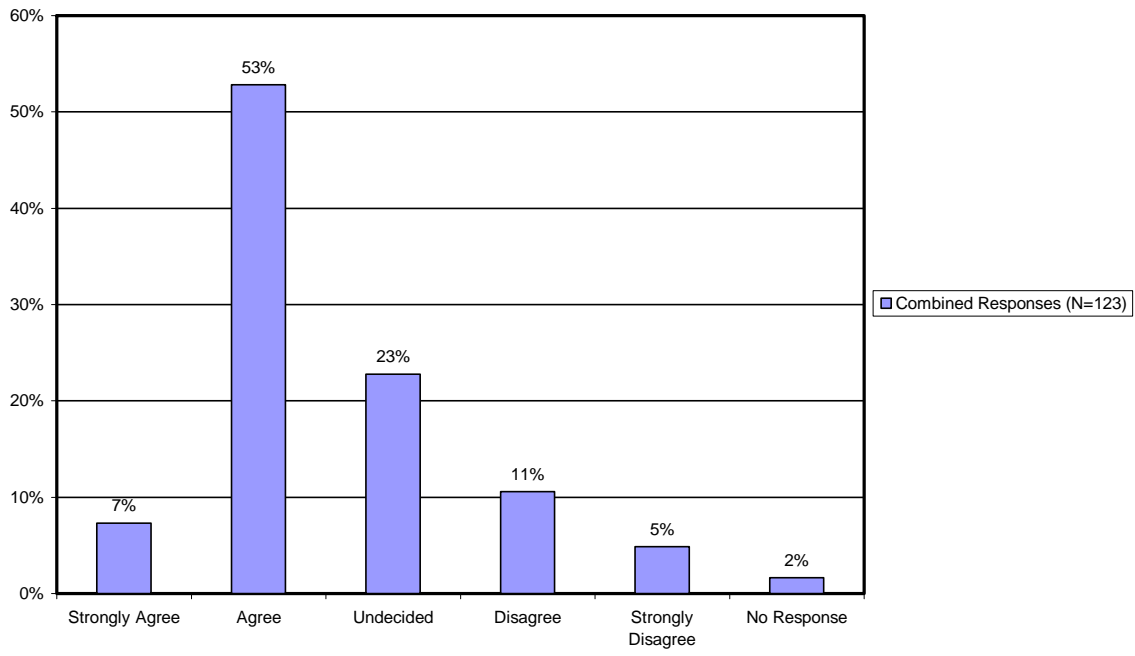


Figure 4.8 Combined responses of teachers, parents, principals and vice-principals, trustees, and district administrators to sponsored educational materials in B.C. public schools



Table 4.19

*Separate group responses sponsored educational materials in B.C. public schools*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Teachers (N=66)	6	47	23	15	8	2
Parents (N=18)	6	50	28	11	0	6
Principals/Vice-Principals (N=27)	7	70	19	4	0	0
Trustees (N=5)	20	20	40	0	20	0
District Administrators (N=7)	14	71	14	0	0	0

Table 4.20

*Distribution of teacher, parent, and principal and vice-principal responses to sponsored educational materials in B.C. public schools by school level*

Participants	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	No Response %
Elementary Teachers (N=23)	0	52	22	17	9	0
Elementary Parents (N=11)	9	64	18	9	0	0
Elementary Principals/Vice-Principals (N=15)	7	67	20	7	0	0
Middle Teachers (N=17)	12	65	12	6	6	0
Middle Parents (N=0)	--	--	--	--	--	--
Middle Principals/Vice-Principals (N=5)	0	80	20	0	0	0
Secondary Teachers (N=22)	9	32	32	18	9	0
Secondary Parents (N=3)	0	0	67	0	0	33
Secondary Principals/Vice-Principals (N=6)	17	83	0	0	0	0

explain the benefits and detriments of corporate sponsorship in B.C. public schools. Items nine and ten on the questionnaire provided data to address this objective. All respondents' comments were recorded in Appendix D and categorized according to participant group. Within this chapter, the comments were analysed according to common themes identified by the researcher. Some unique opinions that differed from the majority were also highlighted.

### *The Benefits of Corporate Sponsorship in B.C. Public Schools*

Within the comments provided by teachers, parents, principals and vice-principals, trustees, and district administrators there were five themes and some unique opinions that described the benefits of corporate sponsorship in B.C. public schools. The themes suggested that corporate sponsorship was beneficial because it provided money, resources, and materials; it was not beneficial; it benefited students and learning; it can be beneficial but only within certain boundaries; and it linked communities and schools.

The first and most prominent theme was that corporate sponsorship in B.C. public schools was beneficial because it provided money, resources, and materials. For example, one elementary parent stated, "It's beneficial to the schools when it provides money or products that are healthy or educational." And a district administrator explained that corporate sponsorship was beneficial because it gave "more resources to student education (e.g., financial, human)."

Many of the respondents expressed that the money, resources, and materials provided through corporate sponsorship was "much needed" due to "cutbacks" and "an ever decreasing budget." For instance, a district administrator wrote, "In this day of less and less budget, there needs to be a way schools can get some help (e.g. scoreclocks,

resources).” Likewise, an elementary principal or vice-principal voiced, “It is beneficial in the way that it helps to supply funds to a system which is grossly under-funded. It is a shame that the system has to use kids as pawns in order to ensure adequate resources.” As a secondary teacher explained, “It helps with the money shortage!”

While many respondents reported the resources provided by corporate sponsorship were beneficial in times of general fiscal restraint, others claimed it was beneficial because of specific government underfunding. For example, a middle school teacher recorded, “[It] provides funds when government [is] unwilling to do so. In some cases [it] becomes a necessity rather than [a] benefit.” In addition, an elementary principal or vice-principal explained, “It can make things happen in schools that are otherwise no longer viable due to Ministry underfunding.” Another teacher expressed a similar opinion when he or she wrote, “The government does not supply schools with enough tools to teach adequately so we have to take what we can get!” One parent noted the pressure that government underfunding placed on Parent Advisory Committees when he or she wrote,

With the current political climate and deficit, education is looking for more money from the parents/private sector. PACs (in my experience) are funding more educational equipment (computers, reading materials, etc.) and less recreational equipment. So ‘fast money’ is needed and consequently, we turn to corporations. When making reference to the government, several respondents indicated they felt the government should be providing the necessary resources. For instance, a secondary teacher recorded, “It provides money. My belief is that money should be provided by the government.” An elementary parent who shared a similar opinion wrote,

[It] provides books (TD free grade one books). On a broader scale it provides stuff (e.g., books, skipping ropes, milk, etc.) that we couldn't get. Unfortunately, these things become more and more important as cutbacks occur. I strongly feel that government and not corporations are responsible for supplying our schools.

Several respondents noted that the money and resources provided by corporate sponsorship was beneficial because it supported extra-curricular activities and provided some "extras" in the school system. As one secondary parent put it, "Corporate sponsorship is beneficial to our schools by providing the 'extras' that aren't necessary to learning but make the school easier to operate. For example, scoreboards or funding for extra-curricular that does not get covered by the government." Along the same lines, an elementary principal or vice-principal reported it can "provide money for other programs (e.g., book fairs, crossing guards, uniforms, rewards, Christmas skate)." Another principal or vice-principal at the secondary level explained how "corporate sponsorship has permitted schools to raise much needed funds to support extra-curricular activities." Likewise, a district administrator noted that corporate sponsorship was beneficial in B.C. public schools because it provided "funds for extra-curricular activities."

While the first major theme explained that corporate sponsorship in B.C. public schools was beneficial because it provided money, resources, and materials, the second identified theme stated that corporate sponsorship in B.C. public schools was not beneficial at all. Of those who stated they thought corporate sponsorship in B.C. public schools was not beneficial, most were teachers. For instance, one teacher said, "[It is] not beneficial. [The] government should be providing to ensure a balance between schools." Another teacher at the elementary level wrote, "I don't think it is appropriate." Yet

another teacher at the secondary level expressed it was not beneficial because it was “a slippery slope.” And a secondary principal or vice-principal simply stated, “Do not agree!”

A third theme that can be identified in the comments was that corporate sponsorship in B.C. public schools was beneficial “when it benefits kids” and their learning. As one elementary teacher said, “[It] can provide programs, materials, [and] incentives beneficial to student learning.” Another secondary teacher stated, “Incentive programs that reward students for academic pursuits show students that learning is valued by the world at large, not just by schools and teachers.” Another teacher at the elementary level noted the importance of incentive programs for students when he or she explained, “Some children are very motivated by extrinsic rewards. I feel if by giving out a pizza coupon a reluctant child will read, then it’s worth it.” In addition, a teacher at the middle school level said corporate sponsorship was beneficial “if the students and school benefit socially, emotionally, and physically.” A trustee shared a similar opinion when he or she explained that “fundraising and sponsorship...is a benefit to students and the school.” Finally, an elementary principal or vice-principals noted, “Each situation needs to be reviewed to determine how the student will benefit.”

The fourth theme that emerged was that corporate sponsorship in B.C. public schools was beneficial but only within certain boundaries. For example, an elementary parent stated, “Corporate sponsorship should not be used for advertising amongst the children. If our children benefit from it without the pressure of it then great (e.g., Campbell’s Soup labels)”. A further example was provided by a principal or vice-principal at the secondary level when he or she explained,

It depends on how intrusive the advertising is relative to the corporate sponsorship. If the corporate sponsorship is promoting a healthy lifestyle (e.g., Milk Run concept) then this may be acceptable. If, on the other hand, the corporate sponsorship provides T.V. news coverage in exchange for a minimum of X minutes of advertising which must be played for students I disagree strongly. Teachers at the secondary level had opinions in agreement with this theme too as one stated, “Short term is okay. Longer term it can only lead to control going to corporations and most of the profits going to them as well.” Similarly, another secondary teacher noted that corporate sponsorship in B.C. public schools was beneficial “only if money is given without expectation of return in any form. A true ‘gift’.” In addition, an elementary teacher expressed the view that corporate sponsorship was acceptable within certain boundaries when he or she stated,

If things are purely by choice (e.g., soup labels, Scholastic) I have less of a problem. We would have very little without fundraising. Eighty-five percent of my classroom library is made of Scholastic books. Individual schools and teachers have control over this type of involvement, parents have choice, and it can stop or start at any time.”

Finally, a parent noted, “Sponsored educational material is okay if teachers are free to use their discretion in presenting it as one of multiple viewpoints.”

The fifth theme identified from participants’ comments was that corporate sponsorship in B.C. public schools was beneficial because, as one secondary teacher noted, “It links schools to the community.” For example, a district administrator explained when the corporate sponsorship was community based there was “more

interrelationship of school and community.” Likewise, one trustee said, “I believe responsible, age appropriate sponsorship provides great opportunities to bring communities and business into public education [and to] raise awareness of the needs.” And another trustee stated that corporate sponsorship was beneficial “as a contribution to assist its community schools. It is good citizenship modeling, etc.” One elementary teacher pointed out the connection between schools and local businesses when he or she wrote, “Things like Thrifty’s, a local business that demonstrates its commitment to the community [by] being involved, sets a good example to students of how a local store can give back to the families that patronize it.” Finally, a principal or vice-principal at the middle school level noted that corporate sponsorship in B.C. public schools was beneficial because “corporations gain from the communities they are part of and should be given the opportunity to give back.”

While five main themes were identified from participants’ comments, there were several unique comments that explained how corporate sponsorship in B.C. public schools was beneficial. For instance, an elementary principal or vice-principal stated, “It can support the goals set by each school.” In addition, a secondary parent explained, “If companies want to support education, it will be of benefit to all, but this should not exclude their competitors’ right to equal access.” Another viewpoint was provided when a middle school teacher wrote, “It can provide insight into how the economy is driven in their region of the province.” Furthermore, an elementary teacher explained that corporate sponsorship was beneficial because it “provides [the] point of view of [the] corporation.” To conclude, a trustee wrote, “It is beneficial in two ways. [First], for the profit lines of sponsoring companies. [Second], for the promotion of free market ideology



in civil society [like] the superiority of private agencies and motives over public values and priorities.”

*The Detriments of Corporate Sponsorship in B.C. Public Schools*

Within respondents’ comments about the detriments of corporate sponsorship in B.C. public schools eleven themes and several unique opinions were identified. The themes included commentary on brainwashing students, health, influence on curriculum, government responsibility, loss of freedom, time commitment, have and have not schools, association with product rather than learning or the school, how it is not detrimental, exclusivity, and slippery slopes.

The first and prominent theme described the influence advertisements have on students. Many participants explained that corporate sponsorship was detrimental because it brainwashes, brands, and negatively influences students. For instance, one elementary teacher stated,

I believe that corporate sponsorship is another name for advertising. The motive is to have access to a captive audience. Schools are a place where we should be teaching children to beware of advertising and to make wise choices not a place where we should bombard them with advertising propaganda.

On a similar note, one trustee wrote, “Schools’ ‘focus’ should be on education. I believe learning becomes clouded when children are continually bombarded with advertising.”

Likewise, a teacher at the elementary level explained that it was not appropriate to have multinationals involved in public schools just to expand the consumer base. And another elementary teacher wrote, “Our schools are not a captive audience for advertisement. The world is overrun with corporate power and advertising. School, a public institution,

should be free from this.” To further this explanation, a secondary teacher wrote, “The duties of a government are to provide protection and service to its citizens, not to exploit children and offer them as a captive target to large corporations.” Keeping the school free of corporate influence seemed important to this secondary teacher as well when he or she reported, “Corporate exploitation is global and we should do everything in our power to limit and keep it out of young people’s lives for a few hours a day at school.” Many noted how allowing advertisements in schools goes against the desire to help students become citizens who think critically. As one parent put it, “‘Branding’ that is aimed at kids is anathema to the goals of developing critical thinkers and discouraging mindless materialism.” On a similar and final note, a secondary teacher said, “It undercuts the fundamental principles of public education regarding the teaching of critical thinking, skepticism, informed decision making, etc. because it manipulates them by constant bombardment of brand names.”

While some respondents reported on the impact advertisements can have on students, others provided commentary on the impact corporate sponsorship can have on students’ health. The second identified theme indicated that corporate sponsorship in B.C. public schools is detrimental because, as one elementary teacher put it, “It doesn’t always promote healthy choices.” Moreover, as a secondary principal or vice-principal explained, “Often the products of the sponsors are not those that contribute to the healthiest of lifestyles.” And a district administrator noted that corporate sponsorship “encourages poor diet decisions by teens.” Other respondents spoke of how some corporate sponsorships can create contradictions between what was taught and what was presented to students in their schools. For example, an elementary teacher explained that

corporate sponsorship was detrimental “when we are promoting a product that negates what we are teaching in school (e.g., Coke vs. nutrition).” Likewise, an elementary principal or vice-principal stated that it “may promote something contradictory to what is taught in schools (e.g., healthy food vs. junk food).” In addition, an elementary parent recorded, “Coke would bring in money but is it a healthy choice we want to promote?” Similarly, an elementary principal or vice-principal reported that corporate sponsorship in B.C. public schools was detrimental “where the product impacts the health of children. This is contrary to what the B.C. public educators stand for (e.g., Pepsi or Coca-Cola).” Finally, an elementary teacher noted that corporate sponsorship was detrimental because junk food sold in vending machines leads to poor nutrition and ultimately results in poor learning.

Some participants not only spoke about the detriments corporate sponsorship can have on health, but also spoke of the influence it can have on curriculum. As a district administrator put it, “Schools have a responsibility to provide information that is open, honest, and unbiased. Corporate sponsorship in some cases represents a biased viewpoint.” Likewise, a trustee noted, “It would be detrimental if corporations were allowed to influence school programs and curriculum because of it being one sided.” Furthermore, one elementary teacher explained, “Learning should be free of commercial pressure. If we allow corporations in we open the door for them to try to influence curriculum and curriculum content is often political as it is.” Continuing with this idea, a secondary principal or vice-principal suggested, “It is important that sponsorship assists in the goals of the public education system and not be in a position to dictate the goals.”

Because, as a secondary parent put it, “I would hate to see them have too much input into curriculum!”

Another theme that can be identified from participants’ comments was that, as one trustee explained, “It works to undermine the case for public funding,” and as a secondary parent noted, “It allows or accepts government cutbacks.” To further this case, one middle school principal or vice-principal stated that corporate sponsorship was detrimental because “schools begin to rely on the funding for programs.” A middle school teacher added to this argument when he or she wrote, “Resources dependent on sponsorship means [a] loss of resources from [the] government [when it] should be a government priority.” Another middle school teacher who shared similar thoughts recorded, “It reinforces the idea that schools should be supported by the private sector. It ignores the public responsibility that we have to educate our citizens. It is not the responsibility of the private sector.” Similarly, a secondary principal or vice-principal stated, “I feel very strongly that adequate provincial funding should offer schools the opportunity to do their job. That is educate young people.”

Some participants not only identified that a detriment of corporate sponsorship was that it allowed the government to “shunt off some of its responsibility,” but also identified that it contributed to a loss of freedom. As one secondary teacher noted, “Corporate involvement in schools limits freedoms. It’s a sell out.” And other secondary teachers reported that it was detrimental because schools “lose autonomy” and “lose objectivity.” In particular, one elementary teacher reported, “Deals made by the district give little choice to schools.” One elementary principal expressed a “concern over who has the power.” To continue this idea, a middle school teacher explained that corporate

sponsorship in B.C. public schools was detrimental because the “possibility exists for corporate sponsorship to expect a certain amount of power in the decision making in terms of education.” Similarly, a secondary teacher reported, “Too much corporate involvement (e.g., privatization) can result in a loss of public influence and policy/decision making.” Likewise, some elementary teachers stated, “We could lose public control of public schools” and “We could be forced to endorse ideas or products against our better judgment.”

While some respondents identified the fact that corporate sponsorship led to a loss of freedom, others identified that corporate sponsorship consumed time. For instance, an elementary teacher noted that corporate sponsorship was detrimental “when school time is taken up for fundraising, etc.” Another teacher at the middle school level explained how “magazine sales etc. take up staff and student teaching and learning time.” Finally, a secondary principal or vice-principal stated that corporate sponsorship was detrimental because of time spent “liaising and seeking sponsorship.”

Time was a factor for some respondents, and equity among schools was a factor for others. To explain, one teacher wrote, “I think this type of involvement would eventually lead to have/have not schools [and this is] not fair at all.” A parent at the elementary level who also shared this opinion stated,

There is usually an inherent inequality built into any sponsorship type program that needs to be applied for or collected for. My feeling is that well off schools with stable, well informed parents (and less stressed staff) would tend to apply for more of these programs than inner city or underprivileged schools.

Another theme identified from participants’ comments was the concern that

students will begin to associate with a product rather than learning and the school. For instance, an elementary principal or vice-principal stated that corporate sponsorship in B.C. public schools was detrimental because “people might associate a school or program with a product not a learning experience.” To further this idea, a secondary teacher wrote, “It creates an association between the corporation and what is happening in the school. For example, a sporting event and a type of soft drink.” Finally, a secondary principal explained corporate sponsorship was detrimental because there was a “focus on commercialism instead of learning. Maybe students would represent a product not their school.”

The ninth theme suggested that corporate sponsorship in B.C. public schools was not detrimental. For example, an elementary parent stated, “It is [a] part of life. [It] will not hurt one bit.” Similarly, a district administrator wrote that corporate sponsorship “hasn’t yet” shown that it was detrimental.

A further theme was brought forth by those respondents who commented specifically about the detriments of exclusive agreements. For example, one elementary principal or vice-principal wrote, “Exclusive agreements are too limiting for the school and student.” Another elementary principal or vice-principal who shared this concern reported, “It takes away freedom of choice from a whole group of people as is the case with exclusive agreements.” One elementary teacher simply stated, “Exclusive contracts are not right.” Finally, an elementary parent explained the impact exclusive agreements can have on PACs when he or she stated that corporate sponsorship was “detrimental if it means PACs hands are tied to exclusivity. Any corporate sponsorship must allow the PAC to go somewhere else if it is cost effective, better quality, etc.”

While some respondents commented on exclusivity, others brought up the notion of a “slippery slope.” As one elementary teacher put it,

Corporate sponsorship is, in my opinion, a very slippery slope. The detrimental ramifications are obvious. As the government cuts back on funding, senior administrators and the board start looking at corporate sponsorship. I see this happening now in our district and it makes me very nervous.

Similarly, another elementary teacher wrote, “It’s a slippery slope. We should be raising critical consumers not students who have an allegiance to Coke or Pepsi, etc.” To continue this argument, another elementary teacher explained, “If allowed for some beneficial reasons for beneficial child centered supplies [it is] just one step away from allowing non-beneficial sponsors in (e.g., Coke in machines).” Finally, a secondary teacher asked, “If allowed in to sponsor, will it lead to privatization or restrictive ‘exclusive’ arrangements?”

While eleven themes were identified from participants’ comments, there were several unique comments that also explained the detriments of corporate sponsorship in B.C. public schools. Among the variety of unique comments, one elementary parent described the pressure that corporate sponsorship could place on parents’ finances when he or she wrote, “Nike and Adidas are expensive brands that not all parents can afford to buy their kids.” Another parent wrote,

It all depends on what corporation it is. For example, never tobacco companies, breweries, slave labour/sweat shop companies, etc. The whole issue is who selects the sponsor and for what reasons. Will these ‘corporate sponsors’ teach our children a different set of values compared to what the parents want to teach?

On a different topic, one elementary teacher pointed out that there was “no guarantee that the company will stay for an indefinite time (profit low = no funding as planned).” One elementary principal or vice-principal suggested that “sponsorship should be restricted to secondary only.” Another principal or vice-principal at the middle school level indicated that “often fundraising is the only criteria in selecting products or services.” In addition, a district administrator expressed, “If only one company then it looks like [the] school is totally backing it!” Some trustees also provided unique opinions. As one trustee wrote, “It undermines employment regulated by collective bargaining. That is it promotes volunteerism and contracting out to non-union outfits at the expense of decent wage jobs.” Still another trustee suggested corporate sponsorship was detrimental “when there is private for-profit involvement or inequitable access of services for an educational or athletic experience due to fees.” A third trustee stated, “There has to be supervision and a balance of needs. Too much can be too much.” Finally, an elementary teacher commented on social responsibility when he or she stated, “For-profit is not always socially responsible.”

### Conclusion

It is evident from the findings that there are varying degrees of support among teachers, parents, principals and vice-principals, trustees, and district administrators for corporate sponsorship in B.C. public schools. The results that have been described in this chapter will be further explored in the conclusions and recommendations in chapter five.



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations from the study. However, a review of the study, the methodology, and the findings will be described first. Following this overview, any conclusions and recommendations from the study will be discussed. Finally, considerations for future research will be explained.

#### Overview of the Study

The purpose of this study was to explore teacher, parent, principal and vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. The objectives of the study were:

1. To explore the extent to which teachers, parents, principals and vice-principals, trustees, and district administrators agree with corporate sponsorship in B.C. public schools.
2. To explore the opinions teachers, parents, principals and vice-principals, trustees, and district administrators provide to explain how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.
3. To gather data that can inform future decisions, practices, and policies around corporate involvement in B.C. public schools.
4. To provide an overview of the literature on corporate sponsorship in public schools.

In order to gather data to address the objectives of the study a questionnaire was created and distributed to teachers, parents, principals and vice-principals, trustees, and district administrators in one B.C. school district. In addition, a review of relevant literature was

conducted to provide insight into corporate sponsorship in public schools.

### Review of the Methodology

The study was conducted in a B.C. public school district and used a questionnaire (Appendix B) for data collection purposes. The sample selected from this district population included 35 grade two, 37 grade five, 56 grade eight, and 83 grade 11 teachers; 69 Parent Advisory Committee chairs, secretaries, and treasurers; 22 principals and 13 vice-principals; all nine school board trustees; and 13 district administrators.

Of the 337 questionnaires distributed to teachers, parents, principals and vice-principals, trustees, and district administrators in a B.C. school district, 123 were returned. Sixty-six teachers, 18 parents, 27 principals and vice-principals, five trustees, and seven district administrators participated in the study. The response rate for the five participating groups differed with teachers at 31.3%, parents at 26.1%, principals and vice-principals at 77.1%, trustees at 55.6%, and district administrators at 53.8%.

### Review of the Findings

The findings indicated there were varying degrees of support for corporate sponsorship in public schools from teachers, parents, principals and vice-principals, trustees, and district administrators. Specifically, the combined participant responses showed the majority strongly agreed or agreed with fundraising (66%), incentive programs (70%), and sponsored educational materials (60%). In addition, the combined results indicated the majority of participants disagreed or strongly disagreed with appropriation of space (60%), electronic marketing (63%), exclusive agreements (61%), and privatization (80%). These results also showed that a similar percentage of participants strongly agreed or agreed (45%) as disagreed or strongly disagreed (38%)

with program and activity sponsorship.

Teachers, parents, principals and vice-principals, trustees, and district administrators reported that corporate sponsorship in B.C. public schools was beneficial because it provided money, resources, and materials; it benefited students and learning; and it linked communities and schools. Some also reported it was not beneficial and others claimed it was only beneficial within certain boundaries. In contrast, participants explained that corporate sponsorship in B.C. public schools was detrimental because it brainwashed students, had a negative impact on student health, influenced curriculum, removed government responsibility, created a loss of freedom, consumed time, created have and have not schools, and encouraged students to associate with products rather than learning or the school. Some participants also explained how corporate sponsorship in B.C. public schools was not detrimental, how exclusive agreements were too restrictive, and how corporate influence in public schools was a slippery slope.

### Conclusions

The first objective of the study was to explore the extent to which teachers, parents, principals and vice-principals, trustees, and district administrators agreed with corporate sponsorship in B.C. public schools. Evidence from the findings suggested that some forms of corporate sponsorship seemed more acceptable to educational stakeholders than others. These included incentive programs, fundraising, and sponsored educational materials. Perhaps these forms of corporate sponsorship were considered suitable because they can support student learning and contribute much needed resources with minimal advertising and loss to freedom. For instance, Scholastic Books, an incentive program, is widely used in B.C. public schools as a means to obtain books for classroom and school

libraries. Fundraising, like collecting Campbell Soup labels, also acquires much needed resources in public schools. In addition, one reason sponsored educational materials may have a favourable place in public schools because they are often free. Teachers, for example, frequently pay for necessary classroom resources themselves since many public schools work with tight budgets. Therefore, free corporate materials can relieve financial burdens for schools and teachers while providing learning opportunities for students.

Those forms of corporate sponsorship considered less suitable for B.C. public schools included appropriation of space, electronic marketing, exclusive agreements, and privatization. The majority of respondents may have indicated they disagreed or strongly disagreed with appropriation of space and electronic marketing because these forms of corporate sponsorship utilize advertisements that are directed at students and many educational stakeholders are opposed to using students as a captive audience for corporate advertising in public schools. It is possible that the majority of participants indicated exclusive agreements were inappropriate in public schools because they limit freedom and choice. In addition, most exclusive agreement are vending machines and many educational stakeholders disagree with these machines in public schools because they often sell unhealthy foods and beverages to students. Moreover, at the time of this study, health concerns around vending machines in schools appeared in the media and may have impacted participants' responses to exclusive agreements. Privatization, the management of schools by for-profit companies, was considered the most inappropriate form of corporate sponsorship in public schools. This could indicate that participants believed public schools should remain publicly funded and governed by public policy rather than privately funded and governed by market forces.

A similar percentage of respondents agreed as disagreed with program and activity sponsorship. It is possible that this division indicates that some forms of program and activity sponsorships, like Milk Runs and scholarships, may be acceptable while others, like naming rights to schools, may not.

On the whole, the study showed that most teachers, parents, principals and vice-principals, trustees, and district administrators have similar understandings about the presence of corporate sponsorship in public schools. Incentive programs, fundraising, and sponsored educational materials were more acceptable than appropriation of space, exclusive agreements, electronic marketing, and privatization. One notable difference was that the majority of district administrators strongly agreed or agreed with appropriation of space while the majority of teachers, parents, principals and vice-principals, and trustees disagreed or strongly disagreed with them. In addition, the majority of trustees and district administrators indicated that exclusive agreements were appropriate in B.C. public schools while the majority of teachers, parents, and principals and vice-principals did not. These variances may be due to the differing roles each participant group has in a school district.

Except for exclusive agreements and appropriation of space, the study showed there was little variance among the opinions of teachers, parents, and principals and vice-principals who worked at the elementary, middle, and secondary levels. However, most secondary principals and vice-principals indicated that exclusive agreements were acceptable in B.C. public schools while most teachers, parents, and principals and vice-principals at the elementary, middle, and secondary levels indicated they were not. Perhaps this is because the majority of exclusive agreements include vending machines

and nearly all vending machines appear in secondary schools. Likewise, most secondary parents and principals and vice-principals reported appropriation of space was suitable in B.C. public schools while most teachers, parents, and principals and vice-principals at the elementary, middle, and secondary levels indicated it was inappropriate. This may be due to the belief that secondary students are mature enough to navigate in-school corporate advertising and to the need for resources for important extra-curricular activities that occur at this level.

Respondents' comments indicated that there were a greater number of detriments than benefits to corporate sponsorship in B.C. public schools. Participants stated corporate sponsorship was detrimental because it brainwashed students, influenced student health, affected curriculum, reduced government responsibility, limited freedom, required time commitment, created have and have not schools, and encouraged students to associate with products rather than learning or the school. Some claimed it was not detrimental, stated exclusive agreements were too restrictive, and suggested corporate sponsorship in public schools was a slippery slope. The benefits were that corporate sponsorship provided money, resources, and materials; it was not beneficial; it supported students and learning; it was helpful but only within certain boundaries; and it linked communities and schools. The most prominent detriment was that it exposed students to advertising and the most prominent benefit was that it offered much needed resources. It seems that the need for resources from corporate sponsorship leads to the most prominent detriment – exposing an easily influenced market to corporate advertising. Perhaps corporate sponsorship and corporate advertising in public schools would diminish if adequate public funding were available. However, in the event that responsible and

adequate government funding does not occur, schools and districts can create policies to ensure education and business partnerships are guided by ethical standards and thereby limit the detriments of corporate sponsorship in public schools. These policies could be influenced by the works of Hodgkinson (1991), Karpatkin and Holmes (1995), Molnar (1994), Reynolds (1993), and Larson (2002) as outlined in the literature review in chapter two.

### Recommendations

The following are recommendations concerning corporate sponsorship in B.C. public schools based on the findings from the questionnaires, the content of respondents' comments, the literature review, and the conceptual framework:

1. That the B.C. government give consideration to allocating adequate funds to public education so the need for districts, schools, PACs, and teachers to seek resources from corporate sponsorship diminishes.
2. In the event that corporate sponsorship continues to be a source of educational resources for B.C. public education, the following recommendations are offered:
  - a. That B.C. educational leaders give consideration to creating policies for ethical corporate and education partnerships that balance the needs of the organization and the educational community.
  - b. That B.C. educational leaders give consideration to creating legislation or policy that prohibits the management of public schools or programs by for-profit management companies.
  - c. That B.C. educational leaders give consideration to creating legislation

or policy that prohibits the use of corporate advertising in public schools.

- d. That B.C. educational leaders give consideration to developing universal standards for corporate curriculum in public schools so they meet the same standards with which all Ministry curriculum are reviewed.
- e. That B.C. educational leaders give consideration to creating curriculum which teaches media literacy to students from the elementary to secondary level.
- f. That B.C. educational leaders give consideration to creating policy that provides students with healthy food choices while at school.
- g. That B.C. educational leaders give consideration to offering courses on media literacy, corporate sponsorship, and ethical decision/policy making at B.C. universities and colleges which offer degree programs in education.

#### Future Research and Suggestions for Improving Methodology

There are many methodological considerations for future studies. It may have improved the response rate for teachers and parents if principals had been asked to and were willing to briefly explain the study and distribute questionnaires at staff and Parent Advisory Committee meetings. Specifically, the return rate for teachers may have increased if the questionnaires had not been distributed when teachers were writing reports. In addition, the response rate for trustees and district administrators may have increased if the researcher had attended the board meeting at which the researcher was



granted permission to proceed with her study in the B.C. public school district. Moreover, hand delivering questionnaires may have increased the response rate as there are many variables within the inter-school mailing system that could cause participants to receive questionnaires beyond the dates of the study. For example, one participant indicated on the questionnaire that although the questionnaire was due by November 28, he or she did not receive it until December 10.

The ability to generalize the results could have been improved if the sample were more representative. For example, the study could have included other B.C. public school districts. Or the population could have been broader and included other groups such as community members and students. Since students are directly influenced by corporate sponsorship in public schools their voices are very important and would provide valuable data.

Finally, it may have been beneficial to utilize other methods of research. This project was limited in that it used a questionnaire to gather data and the data were analysed primarily through descriptive means. Historical research, for instance, could have investigated how corporate sponsorship was involved in B.C. public schools in the past and compare it with the present. Furthermore, evaluation research could have examined how a specific corporate sponsorship was beneficial or detrimental for B.C. public schools.

The methods that were used for this study were selected because they were relatively simple, included a broad sample within the selected population, and created little interruption in the lives of those who choose to participate in the study. However, while these chosen methods melded well with the needs of the researcher and the

participants, who have busy work and personal lives, there were many alternative methodological considerations that could have provided a greater response rate, improved validity, and presented different data.

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APPENDICES

APPENDIX A

Letter of Approval



University  
of Victoria

**University of Victoria - Human Research Ethics Committee**

***Certificate of Approval***

<u>Principal Investigator</u> Cathy Hart Gayle	<u>Department/School</u> EPLS	<u>Supervisor</u> Mary Nixon, PhD	
<u>Co-Investigator(s):</u>			
<b>Title: Corporate Sponsorship in Public Schools: An Exploratory Study</b>			
<u>Project No.</u> 401-03	<u>Approval Date</u> 16-Oct-03	<u>Start Date</u> 16-Oct-03	<u>End Date</u> 15-Oct-04

**Certification**

This is to certify that the University of Victoria Ethics Review Committee on Research and other Activities Involving Human Subjects has examined the research proposal and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

J. Howard Brunt  
Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions/minor amendments may be granted upon receipt of "Request for Continuing Review or Amendment of an Approved Project" form.



## APPENDIX B

### Data Collection Instruments and Letters of Recruitment

## Teacher Questionnaire

**Instructions for Background Information:** Please indicate your current teaching assignment by *circling* the appropriate category.

Elementary

Middle

Secondary

**For the purposes of this study, corporate sponsorship in public schools is any one or combination of the following:**

- |                          |                                    |
|--------------------------|------------------------------------|
| * Appropriation of Space | * Incentive Programs               |
| * Electronic Marketing   | * Privatization                    |
| * Exclusive Agreements   | * Program and Activity Sponsorship |
| * Fundraising            | * Sponsored Educational Materials  |

**Instructions:** A definition of corporate sponsorship is given before questions one to eight. Keeping the definition in mind, please *circle* the response that best reflects your view. Please use questions nine and ten for any comments regarding your opinions about corporate sponsorship in B.C. public schools.

**1. Appropriation of Space**

When a corporation buys or rents space in a school or school district  
Example: Advertisements on rooftops, scoreboards, buses, etc.

To what extent do you agree with appropriation of space in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**2. Electronic Marketing**

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students  
Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A.

To what extent do you agree with electronic marketing in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**3. Exclusive Agreements**

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits  
Example: A vending machine that sells Coke products

To what extent do you agree with exclusive agreements in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**4. Fundraising**

When a corporation raises money for schools  
Example: Collecting Campbell Soup labels in exchange for money or equipment

To what extent do you agree with fundraising in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**5. Incentive Programs**

Programs that are set up by a corporation to reward students, parents, and teachers  
Example: Pizza Hut Book It Reading Program and Scholastic Books

To what extent do you agree with incentive programs in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**6. Privatization**

When a private for-profit corporation manages a public school or public school program  
Example: Edison Schools in the U.S.A.

To what extent do you agree with privatization in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**7. Program and Activity Sponsorship**

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests  
Example: Sporting companies sponsoring public school athletic teams

To what extent do you agree with program and activity sponsorship in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**8. Sponsored Educational Materials**

Educational materials that are made by corporations  
Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

To what extent do you agree with sponsored educational materials in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

9. In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

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10. In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

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**Thank you for completing this questionnaire.**  
**Your time and responses are appreciated and important to this study.**  
**Please return the questionnaire in the provided envelope through inter-school mail by**  
**Friday, November 28, 2003.**

*The definition of corporate sponsorship used for this questionnaire is based on a definition provided by Alex Molnar, a Professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University.*

Reference

Molnar, A. (2002). Fifth annual report on commercialism in schools: The corporate branding of our schools. *Educational Leadership*, 60(2), 74-79.

### Parent Questionnaire

**Instructions for Background Information:** Please indicate the level you are currently contributing to as PAC chair, secretary, or treasurer by *circling* the appropriate category.

Elementary

Middle

Secondary

**For the purposes of this study, corporate sponsorship in public schools is any one or combination of the following:**

- |                          |                                    |
|--------------------------|------------------------------------|
| * Appropriation of Space | * Incentive Programs               |
| * Electronic Marketing   | * Privatization                    |
| * Exclusive Agreements   | * Program and Activity Sponsorship |
| * Fundraising            | * Sponsored Educational Materials  |

**Instructions:** A definition of corporate sponsorship is given before questions one to eight. Keeping the definition in mind, please *circle* the response that best reflects your view. Please use questions nine and ten for any comments regarding your opinions about corporate sponsorship in B.C. public schools.

#### 1. Appropriation of Space

When a corporation buys or rents space in a school or school district  
Example: Advertisements on rooftops, scoreboards, buses, etc.

To what extent do you agree with appropriation of space in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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#### 2. Electronic Marketing

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students  
Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A.

To what extent do you agree with electronic marketing in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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#### 3. Exclusive Agreements

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits  
Example: A vending machine that sells Coke products

To what extent do you agree with exclusive agreements in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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#### 4. Fundraising

When a corporation raises money for schools  
Example: Collecting Campbell Soup labels in exchange for money or equipment

To what extent do you agree with fundraising in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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#### 5. Incentive Programs

Programs that are set up by a corporation to reward students, parents, and teachers  
Example: Pizza Hut Book It Reading Program and Scholastic Books

To what extent do you agree with incentive programs in B.C. public schools?

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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**6. Privatization**

When a private for-profit corporation manages a public school or public school program  
Example: Edison Schools in the U.S.A.

To what extent do you agree with privatization in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**7. Program and Activity Sponsorship**

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests  
Example: Sporting companies sponsoring public school athletic teams

To what extent do you agree with program and activity sponsorship in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**8. Sponsored Educational Materials**

Educational materials that are made by corporations  
Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

To what extent do you agree with sponsored educational materials in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**9.** In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

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**10.** In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

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**Thank you for completing this questionnaire.  
Your time and responses are appreciated and important to this study.  
Please return the questionnaire in the provided envelope through inter-school mail by  
Friday, November 28, 2003.**

*The definition of corporate sponsorship used for this questionnaire is based on a definition provided by Alex Molnar, a Professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University.*  
Reference  
Molnar, A. (2002). Fifth annual report on commercialism in schools: The corporate branding of our schools. *Educational Leadership*, 60(2), 74-79.

## Principal and Vice-Principal Questionnaire

**Instructions for Background Information:** Please indicate the level you are currently working as a principal or vice-principal by *circling* the appropriate category.

Elementary

Middle

Secondary

**For the purposes of this study, corporate sponsorship in public schools is any one or combination of the following:**

- |                          |                                    |
|--------------------------|------------------------------------|
| * Appropriation of Space | * Incentive Programs               |
| * Electronic Marketing   | * Privatization                    |
| * Exclusive Agreements   | * Program and Activity Sponsorship |
| * Fundraising            | * Sponsored Educational Materials  |

**Instructions:** A definition of corporate sponsorship is given before questions one to eight. Keeping the definition in mind, please *circle* the response that best reflects your view. Please use questions nine and ten for any comments regarding your opinions about corporate sponsorship in B.C. public schools.

**1. Appropriation of Space**

When a corporation buys or rents space in a school or school district  
Example: Advertisements on rooftops, scoreboards, buses, etc.

To what extent do you agree with appropriation of space in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**2. Electronic Marketing**

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students  
Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A.

To what extent do you agree with electronic marketing in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**3. Exclusive Agreements**

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits  
Example: A vending machine that sells Coke products

To what extent do you agree with exclusive agreements in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**4. Fundraising**

When a corporation raises money for schools  
Example: Collecting Campbell Soup labels in exchange for money or equipment

To what extent do you agree with fundraising in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**5. Incentive Programs**

Programs that are set up by a corporation to reward students, parents, and teachers  
Example: Pizza Hut Book It Reading Program and Scholastic Books

To what extent do you agree with incentive programs in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**6. Privatization**

When a private for-profit corporation manages a public school or public school program  
Example: Edison Schools in the U.S.A.

To what extent do you agree with privatization in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**7. Program and Activity Sponsorship**

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests  
Example: Sporting companies sponsoring public school athletic teams

To what extent do you agree with program and activity sponsorship in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**8. Sponsored Educational Materials**

Educational materials that are made by corporations  
Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

To what extent do you agree with sponsored educational materials in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**9. In your opinion, how is corporate sponsorship in B.C. public schools beneficial?**

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**10. In your opinion, how is corporate sponsorship in B.C. public schools detrimental?**

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**Thank you for completing this questionnaire.**  
**Your time and responses are appreciated and important to this study.**  
**Please return the questionnaire in the provided envelope through inter-school mail by**  
**Friday, November 28, 2003.**

*The definition of corporate sponsorship used for this questionnaire is based on a definition provided by Alex Molnar, a Professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University.*  
Reference  
Molnar, A. (2002). Fifth annual report on commercialism in schools: The corporate branding of our schools. *Educational Leadership*, 60(2), 74-79.

**Trustee Questionnaire**

**For the purposes of this study, corporate sponsorship in public schools is any one or combination of the following:**

- \* Appropriation of Space
- \* Electronic Marketing
- \* Exclusive Agreements
- \* Fundraising
- \* Incentive Programs
- \* Privatization
- \* Program and Activity Sponsorship
- \* Sponsored Educational Materials

**Instructions:** A definition of corporate sponsorship is given before questions one to eight. Keeping the definition in mind, please *circle* the response that best reflects your view. Please use questions nine and ten for any comments regarding your opinions about corporate sponsorship in B.C. public schools.

**1. Appropriation of Space**

When a corporation buys or rents space in a school or school district  
 Example: Advertisements on rooftops, scoreboards, buses, etc.

To what extent do you agree with appropriation of space in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**2. Electronic Marketing**

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students  
 Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A.

To what extent do you agree with electronic marketing in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**3. Exclusive Agreements**

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits  
 Example: A vending machine that sells Coke products

To what extent do you agree with exclusive agreements in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**4. Fundraising**

When a corporation raises money for schools  
 Example: Collecting Campbell Soup labels in exchange for money or equipment

To what extent do you agree with fundraising in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**5. Incentive Programs**

Programs that are set up by a corporation to reward students, parents, and teachers  
 Example: Pizza Hut Book It Reading Program and Scholastic Books

To what extent do you agree with incentive programs in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree



**6. Privatization**

When a private for-profit corporation manages a public school or public school program  
Example: Edison Schools in the U.S.A.

To what extent do you agree with privatization in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**7. Program and Activity Sponsorship**

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests  
Example: Sporting companies sponsoring public school athletic teams

To what extent do you agree with program and activity sponsorship in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**8. Sponsored Educational Materials**

Educational materials that are made by corporations  
Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

To what extent do you agree with sponsored educational materials in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**9. In your opinion, how is corporate sponsorship in B.C. public schools beneficial?**

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**10. In your opinion, how is corporate sponsorship in B.C. public schools detrimental?**

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**Thank you for completing this questionnaire.**

**Your time and responses are appreciated and important to this study.**

**Please return the questionnaire in the provided envelope through inter-school mail by Friday, October 31, 2003.**

*The definition of corporate sponsorship that is used for this questionnaire is based on a definition provided by Alex Molnar, a Professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University.*

Reference

Molnar, A. (2002). Fifth annual report on commercialism in schools: The corporate branding of our schools. *Educational Leadership*, 60(2), 74-79.

**District Administrator Questionnaire**

**For the purposes of this study, corporate sponsorship in public schools is any one or combination of the following:**

- \* Appropriation of Space
- \* Electronic Marketing
- \* Exclusive Agreements
- \* Fundraising
- \* Incentive Programs
- \* Privatization
- \* Program and Activity Sponsorship
- \* Sponsored Educational Materials

**Instructions:** A definition of corporate sponsorship is given before questions one to eight. Keeping the definition in mind, please *circle* the response that best reflects your view. Please use questions nine and ten for any comments regarding your opinions about corporate sponsorship in B.C. public schools.

**1. Appropriation of Space**

When a corporation buys or rents space in a school or school district  
 Example: Advertisements on rooftops, scoreboards, buses, etc.

To what extent do you agree with appropriation of space in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**2. Electronic Marketing**

When a corporation provides electronic equipment or programming in exchange for the right to advertise to students  
 Example: Youth News Network (YNN) in Canada and Channel One in the U.S.A.

To what extent do you agree with electronic marketing in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**3. Exclusive Agreements**

Agreements where a corporation has an exclusive right to sell and promote its product and the school or school district receives a percentage of the profits  
 Example: A vending machine that sells Coke products

To what extent do you agree with exclusive agreements in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**4. Fundraising**

When a corporation raises money for schools  
 Example: Collecting Campbell Soup labels in exchange for money or equipment

To what extent do you agree with fundraising in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**5. Incentive Programs**

Programs that are set up by a corporation to reward students, parents, and teachers  
 Example: Pizza Hut Book It Reading Program and Scholastic Books

To what extent do you agree with incentive programs in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**6. Privatization**

When a private for-profit corporation manages a public school or public school program  
 Example: Edison Schools in the U.S.A.

To what extent do you agree with privatization in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**7. Program and Activity Sponsorship**

When a corporation pays for or subsidizes programs, activities, and contests in exchange for the right to associate its name with the programs, activities, and contests  
 Example: Sporting companies sponsoring public school athletic teams

To what extent do you agree with program and activity sponsorship in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**8. Sponsored Educational Materials**

Educational materials that are made by corporations  
 Example: Forestry teaching materials created by Canadian Forest Products Ltd. (Canfor)

To what extent do you agree with sponsored educational materials in B.C. public schools?

Strongly Agree                      Agree                      Undecided                      Disagree                      Strongly Disagree

**9. In your opinion, how is corporate sponsorship in B.C. public schools beneficial?**

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**10. In your opinion, how is corporate sponsorship in B.C. public schools detrimental?**

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**Thank you for completing this questionnaire.**  
**Your time and responses are appreciated and important to this study.**  
**Please return the questionnaire in the provided envelope through inter-school mail by Friday, October 31.**

*The definition of corporate sponsorship that is used for this questionnaire is based on a definition provided by Alex Molnar, a Professor of Education Policy and Director of the Education Policy Studies Laboratory at Arizona State University.*

Reference  
 Molnar, A. (2002). Fifth annual report on commercialism in schools: The corporate branding of our schools. *Educational Leadership*, 60(2), 74-79.

November 17, 2003

Dear Teacher,

As a requirement for the completion of my Master's Degree in Education (Leadership Studies program), I am seeking to conduct a study entitled "Corporate Sponsorship in B.C. Public Schools: An Exploratory Study" as approved by the school district and the University of Victoria. The purpose of the study is to explore teacher, parent, principal, vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. You have been selected as a participant for this study because you teach either grade two, five, eight, or eleven in your school district.

This questionnaire is 10 questions long and should take no more than 15 minutes to complete. The questionnaire will ask you to indicate the extent to which you agree with corporate sponsorship in B.C. public schools and to express your opinions and about how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

Participation in this study is completely voluntary. There are no known or anticipated risks to your participation in this study. Participation or non-participation will have no bearing on your employment. In the event that you choose to participate, you have the right to leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires are anonymous, submitted questionnaires cannot be returned and the data will be used in the study.

All questionnaire data are anonymous and confidential. Anonymity and confidentiality will be maintained because no names will appear on questionnaires and no names will be used in the final report. All data will be kept in a locked filing cabinet in my home. The only other person with access to the data will be my graduate supervisor, Dr. Mary Nixon. When the project is finished, all data will be shredded.

Upon completion of the project, a copy will be submitted to school district and to the Curriculum Library at the University of Victoria.

If you have any questions or comments regarding the purpose, methodology, and possible impact of this project please contact me. Should you wish to verify the authenticity of this research project, you may contact my graduate supervisor, Dr. Mary Nixon, or the Associate Vice-President of Research at the University of Victoria.

The return of the questionnaire is taken as your informed consent to participate in the study. Your time and honest responses are appreciated and important to this study. I trust that the findings in this project will prove to be beneficial to all those involved in public education.

Yours sincerely,

Cathy Hart

Researcher – M. Ed. Student (University of Victoria)

November 17, 2003

Dear Parent,

As a requirement for the completion of my Master's Degree in Education (Leadership Studies program), I am seeking to conduct a study entitled "Corporate Sponsorship in B.C. Public Schools: An Exploratory Study" as approved by the school district and the University of Victoria. The purpose of the study is to explore teacher, parent, principal, vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. You have been selected as a participant for this study because you are a PAC chair, secretary, or treasurer at a school in your school district.

This questionnaire is 10 questions long and should take no more than 15 minutes to complete. The questionnaire will ask you to indicate the extent to which you agree with corporate sponsorship in B.C. public schools and to express your opinions about how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

Participation in this study is completely voluntary. There are no known or anticipated risks to you participating in this study. Participation or non-participation will have no bearing on your participation as a PAC member at your school. In the event that you choose to participate, you have the right to leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires are anonymous, submitted questionnaires cannot be returned and the data will be used in the study.

All questionnaire data are anonymous and confidential. Anonymity and confidentiality will be maintained because no names will appear on questionnaires and no names will be used in the final report. All data will be kept in a locked filing cabinet in my home. The only other person with access to the data will be my graduate supervisor, Dr. Mary Nixon. When the project is finished, all data will be shredded.

Upon completion of the project, a copy will be submitted to the school district and to the Curriculum Library at the University of Victoria.

If you have any questions or comments regarding the purpose, methodology, and possible impacts of this project please contact me. Should you wish to verify the authenticity of this research project, you may contact my graduate supervisor, Dr. Mary Nixon, or the Associate Vice-President of Research at the University of Victoria.

The return of the questionnaire is taken as your informed consent to participate in the study. Your time and honest responses are appreciated and important to this study. I trust that the findings in this project will prove to be beneficial to all those involved in public education.

Yours sincerely,

Cathy Hart

Researcher – M. Ed. Student (University of Victoria)

November 17, 2003

Dear Principal or Vice-Principal,

As a requirement for the completion of my Master's Degree in Education (Leadership Studies program), I am seeking to conduct a study entitled "Corporate Sponsorship in B.C. Public Schools: An Exploratory Study" as approved by the school district and the University of Victoria. The purpose of the study is to explore teacher, parent, principal, vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. You have been selected as a participant for this study because you are a principal or vice-principal in your school district.

This questionnaire is 10 questions long and should take no more than 15 minutes to complete. The questionnaire will ask you to indicate the extent to which you agree with corporate sponsorship in B.C. public schools and to express your opinions about how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

Participation in this study is completely voluntary. There are no known or anticipated risks to your participation in this study. Participation or non-participation will have no bearing on your employment. In the event that you choose to participate, you have the right to leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires are anonymous, submitted questionnaires cannot be returned and the data will be used in the study.

All questionnaire data are anonymous and confidential. Anonymity and confidentiality will be maintained because no names will appear on questionnaires and no names will be used in the final report. All data will be kept in a locked filing cabinet in my home. The only other person with access to the data will be my graduate supervisor, Dr. Mary Nixon. When the project is finished, all data will be shredded.

Upon completion of the project, a copy will be submitted to the school district and to the Curriculum Library at the University of Victoria.

If you have any questions or comments regarding the purpose, methodology, and possible impact of this project please contact me. Should you wish to verify the authenticity of this research project, you may contact my graduate supervisor, Dr. Mary Nixon, or the Associate Vice-President of Research at the University of Victoria.

The return of the questionnaire is taken as your informed consent to participate in the study. Your time and honest responses are appreciated and important to this study. I trust that the findings in this project will prove to be beneficial to all those involved in public education.

Yours sincerely,

Cathy Hart

Researcher – M. Ed. Student (University of Victoria)

October 20, 2003

Dear Trustee,

As a requirement for the completion of my Master's Degree in Education (Leadership Studies program), I am seeking to conduct a study entitled "Corporate Sponsorship in B.C. Public Schools: An Exploratory Study" as approved by the school district and the University of Victoria. The purpose of the study is to explore teacher, parent, principal, vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. You have been selected as a participant for this study because you are a trustee in your school district.

This questionnaire is 10 questions long and should take no more than 15 minutes to complete. The questionnaire will ask you to indicate the extent to which you agree with corporate sponsorship in B.C. public schools and to express your opinions about how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

Participation in this study is completely voluntary. There are no known or anticipated risks to your participation in this study. Participation or non-participation will have no bearing on your status as a trustee in your school district. In the event that you choose to participate, you have the right to leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires are anonymous, submitted questionnaires cannot be returned and the data will be used in the study.

All questionnaire data are anonymous and confidential. Anonymity and confidentiality will be maintained because no names will appear on questionnaires and no names will be used in the final report. All data will be kept in a locked filing cabinet in my home. The only other person with access to the data will be my graduate supervisor, Dr. Mary Nixon. When the project is finished, all data will be shredded.

Upon completion of the project, a copy will be submitted to the school district and to the Curriculum Library at the University of Victoria.

If you have any questions or comments regarding the purpose, methodology, and possible impact of this project please contact me. Should you wish to verify the authenticity of this research project, you may contact my graduate supervisor, Dr. Mary Nixon, or the Associate Vice-President of Research at the University of Victoria.

The return of the questionnaire is taken as your informed consent to participate in the study. Your time and honest responses are appreciated and important to this study. I trust that the findings in this project will prove to be beneficial to all those involved in public education.

Yours sincerely,

Cathy Hart

Researcher – M. Ed. Student (University of Victoria)

October 20, 2003

Dear District Administrator,

As a requirement for the completion of my Master's Degree in Education (Leadership Studies program), I am seeking to conduct a study entitled "Corporate Sponsorship in B.C. Public Schools: An Exploratory Study" as approved by the school district and the University of Victoria. The purpose of the study is to explore teacher, parent, principal, vice-principal, trustee, and district administrator perceptions of corporate sponsorship in B.C. public schools. You have been selected as a participant for this study because you are a district administrator in your school district.

This questionnaire is 10 questions long and should take no more than 15 minutes to complete. The questionnaire will ask you to indicate the extent to which you agree with corporate sponsorship in B.C. public schools and to express your opinions about how corporate sponsorship in B.C. public schools is beneficial and/or detrimental.

Participation in this study is completely voluntary. There are no known or anticipated risks to you participating in this study. Participation or non-participation will have no bearing on your employment. In the event that you choose to participate, you have the right to leave the study at any time without explanation and to refuse to answer any questions posed on the questionnaire. However, since questionnaires are anonymous, submitted questionnaires cannot be returned and the data will be used in the study.

All questionnaire data are anonymous and confidential. Anonymity and confidentiality will be maintained because no names will appear on questionnaires and no names will be used in the final report. All data will be kept in a locked filing cabinet in my home. The only other person with access to the data will be my graduate supervisor, Dr. Mary Nixon. When the project is finished, all data will be shredded.

Upon completion of the project, a copy will be submitted to the school district and to the Curriculum Library at the University of Victoria.

If you have any questions or comments regarding the purpose, methodology, and possible impacts of this project please contact me. Should you wish to verify the authenticity of this research project, you may contact my graduate supervisor, Dr. Mary Nixon, or the Associate Vice-President of Research at the University of Victoria.

The return of the questionnaire is taken as your informed consent to participate in the study. Your time and honest responses are appreciated and important to this study. I trust that the findings in this project will prove to be beneficial to all those involved in public education.

Yours sincerely,

Cathy Hart

Researcher – M. Ed. Student (University of Victoria)



November 24, 2003

Dear Teacher,

On November 17, I sent you a letter and questionnaire seeking your participation in a study I am conducting entitled “Corporate Sponsorship in B.C. Public Schools: An Exploratory Study” as approved by the school district and the University of Victoria. I am conducting the study in order to meet my degree requirements for my Master’s Degree in Education at the University of Victoria. I am sending you a follow-up letter for three reasons. First, keeping in mind that your participation in this study is completely voluntary, I would like to remind you that if you have chosen to participate your completed questionnaire should be placed in the inter-school mail by Friday, November 28. Second, if you have chosen to participate, I would like to thank you for taking the time to fill out and return the questionnaire. I appreciate the time you have given in order to share your thoughts and opinions on corporate sponsorship in B.C. public schools. Finally, if you would like to participate but no longer have a copy of the questionnaire, please phone me and I will provide you with one.

Yours sincerely,

Cathy Hart

Teacher

Researcher – M.Ed Student (University of Victoria)

November 24, 2003

Dear Parent,

On November 17, I sent you a letter and questionnaire seeking your participation in a study I am conducting entitled “Corporate Sponsorship in B.C. Public Schools: An Exploratory Study” as approved by the school district and the University of Victoria. I am conducting the study in order to meet my degree requirements for my Master’s Degree in Education at the University of Victoria. I am sending you a follow-up letter for three reasons. First, keeping in mind that your participation in this study is completely voluntary, I would like to remind you that if you have chosen to participate your completed questionnaire should be placed in the inter-school mail by Friday, November 28. Second, if you have chosen to participate, I would like to thank you for taking the time to fill out and return the questionnaire. I appreciate the time you have given in order to share your thoughts and opinions on corporate sponsorship in B.C. public schools. Finally, if you would like to participate but no longer have a copy of the questionnaire, please phone me and I will provide you with one.

Yours sincerely,

Cathy Hart

Teacher

Researcher – M.Ed Student (University of Victoria)

November 24, 2003

Dear Principal or Vice Principal,

On November 17, I sent you a letter and questionnaire seeking your participation in a study I am conducting entitled “Corporate Sponsorship in B.C. Public Schools: An Exploratory Study” as approved by the school district and the University of Victoria. I am conducting the study in order to meet my degree requirements for my Master’s Degree in Education at the University of Victoria. I am sending you a follow-up letter for three reasons. First, keeping in mind that your participation in this study is completely voluntary, I would like to remind you that if you have chosen to participate your completed questionnaire should be placed in the inter-school mail by Friday, November 28. Second, if you have chosen to participate, I would like to thank you for taking the time to fill out and return the questionnaire. I appreciate the time you have given in order to share your thoughts and opinions on corporate sponsorship in B.C. public schools. Finally, if you would like to participate but no longer have a copy of the questionnaire, please phone me and I will provide you with one.

Yours sincerely,

Cathy Hart

Teacher

Researcher – M.Ed Student (University of Victoria)

October 27, 2003

Dear Trustee,

On October 20, I sent you a copy of the attached letter and a questionnaire seeking your participation in a study I am conducting. I am sending you a second copy of the initial letter for three reasons. First, keeping in mind that your participation in this study is completely voluntary, I would like to remind you that if you have chosen to participate your completed questionnaire should be placed in the inter-school mail by Friday, October 31. Second, if you have chosen to participate, I would like to thank you for taking the time to fill out and return the questionnaire. I appreciate the time you have given in order to share your thoughts and opinions on corporate sponsorship in B.C. public schools. Finally, if you would like to participate but no longer have a copy of the questionnaire, please phone me and I will provide you with one.

Yours sincerely,

Cathy Hart

Researcher – M.Ed Student (University of Victoria)

October 27, 2003

Dear District Administrator,

On October 20, I sent you a copy of the attached letter and a questionnaire seeking your participation in a study I am conducting. I am sending you a second copy of the initial letter for three reasons. First, keeping in mind that your participation in this study is completely voluntary, I would like to remind you that if you have chosen to participate your completed questionnaire should be placed in the inter-school mail by Friday, October 31. Second, if you have chosen to participate, I would like to thank you for taking the time to fill out and return the questionnaire. I appreciate the time you have given in order to share your thoughts and opinions on corporate sponsorship in B.C. public schools. Finally, if you would like to participate but no longer have a copy of the questionnaire, please phone me and I will provide you with one.

Yours sincerely,

Cathy Hart

Researcher – M.Ed Student (University of Victoria)

## APPENDIX C

### Data Charts from Questionnaires

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>			1	1	2	
<b>2</b>				2	2	
<b>3</b>				2	2	
<b>4</b>		1	1	1	1	
<b>5</b>		1	1	1	1	
<b>6</b>				2	2	
<b>7</b>			1	2	1	
<b>8</b>		1	1	1		1

Unidentified Teachers (N=4)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		2		7	13	1
<b>2</b>		3	3	7	10	
<b>3</b>		2	1	3	16	1
<b>4</b>	4	9	6	4		
<b>5</b>	3	9	7	3	1	
<b>6</b>			2	3	18	
<b>7</b>		7	4	5	7	
<b>8</b>		12	5	4	2	

Elementary Teachers (N=23)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		5	2	2	8	
<b>2</b>		3	3	4	7	
<b>3</b>		4	3	1	9	
<b>4</b>	4	7	1	1	4	
<b>5</b>	5	8	1	1	2	
<b>6</b>			1	6	10	
<b>7</b>		8	1	3	5	
<b>8</b>	2	11	2	1	1	

Middle Teachers (N=17)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		7	2	3	10	
<b>2</b>		4	5	5	8	
<b>3</b>		5	5	4	8	
<b>4</b>	3	10	2	3	3	1
<b>5</b>	3	10	3	1	4	1
<b>6</b>			4	4	14	
<b>7</b>	3	5	5	4	5	
<b>8</b>	2	7	7	4	2	

Secondary Teachers (N=22)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>			1		3	
<b>2</b>			1		3	
<b>3</b>				1	3	
<b>4</b>	2	1	1			
<b>5</b>	1	1	1	1		
<b>6</b>			1	1	2	
<b>7</b>		1	3			
<b>8</b>		2	1	1		

Unidentified Parents (N=4)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		2	1	7	1	
<b>2</b>		3		6	2	
<b>3</b>		5		5	1	
<b>4</b>	3	7	1			
<b>5</b>	4	6	1			
<b>6</b>		2	3	4	1	1
<b>7</b>	1	5	5			
<b>8</b>	1	7	2	1		

Elementary Parents (N=11)



	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1						
2						
3						
4						
5						
6						
7						
8						

Middle Parents (N=0)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1		2	1			
2		1	2			
3				2	1	
4		2		1		
5		2		1		
6			2		1	
7		2	1			
8			2			1

Secondary Parents (N=3)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1			1			
2			1			
3		1				
4		1				
5		1				
6			1			
7		1				
8			1			

Unidentified Principals and Vice-Principals (N=1)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		5	2	7	1	
<b>2</b>		4	3	6	2	
<b>3</b>		2	4	6	3	
<b>4</b>	2	11	2			
<b>5</b>	2	11	1	1		
<b>6</b>		1	1	6	6	1
<b>7</b>	1	8	1	4	1	
<b>8</b>	1	10	3	1		

Elementary Principals and Vice-Principals (N=15)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		1	1	1	2	
<b>2</b>		2		2	1	
<b>3</b>		2		1	2	
<b>4</b>		3	1	1		
<b>5</b>		4		1		
<b>6</b>			1	1	3	
<b>7</b>	1	1		1	2	
<b>8</b>		4	1			

Middle Principals and Vice-Principals (N=5)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>	1	3		1	1	
<b>2</b>		1	2	2	1	
<b>3</b>	2	3		1		
<b>4</b>	1	4		1		
<b>5</b>	1	5				
<b>6</b>				2	4	
<b>7</b>	1	2		3		
<b>8</b>	1	5				

Secondary Principals and Vice-Principals (N=6)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>	1	1	1	1	1	
<b>2</b>		1		3	1	
<b>3</b>		3		1	1	
<b>4</b>		3		1	1	
<b>5</b>	1	3			1	
<b>6</b>			1	1	3	
<b>7</b>	1	2		2		
<b>8</b>	1	1	2		1	

Trustees (N=5)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
<b>1</b>		4	1	2		
<b>2</b>		3	1	2	1	
<b>3</b>		4		3		
<b>4</b>	1	4	1	1		
<b>5</b>	1	4	1		1	
<b>6</b>		1	2	3	1	
<b>7</b>		5	1		1	
<b>8</b>	1	5	1			

District Administrators (N=7)

APPENDIX D

Open Ended Comments from Questionnaires

Those teachers, parents, principals and vice-principals, trustees, and district administrators who chose to participate in this study were given the opportunity to provide written responses to two questions on the questionnaire. These questions were numbered nine and ten on the questionnaire. Question nine asked participants to state their opinions about how corporate sponsorship in B.C. public schools is beneficial and question ten asked participants to state their opinions about how corporate sponsorship in B.C. public schools is detrimental.

All of the participants' opinions are recorded in the following pages. The opinions that explain how corporate sponsorship in B.C. public schools is beneficial appear first and opinions that explain how corporate sponsorship in B.C. public school is detrimental appear second. The opinions of teachers will appear first and are followed by the opinions of parents, principals and vice-principals, trustees, and finally, district administrators.

Due to occasional mechanical corrections and unique handwriting, some opinions may not appear exactly as they did on the questionnaire. At times, the researcher used her discretion to correct mechanical errors that appeared in written responses. For example, spelling errors were corrected. Also, words like "it is" or "and" were occasionally added in brackets to bring mechanical structure to a sentence or phrase. In addition, the researcher sometimes had difficulty deciphering some words due to unique handwriting and may have interpreted a word as something different than the participant intended. As a result, not all participant responses appear exactly as they did on the questionnaire.

#### Teachers' Response to Question Nine on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

##### *Unidentified Teachers (N=4)*

- It makes up for money that schools would otherwise not see.
- When they provide free curriculum materials with minimal advertising (e.g., dairy nutrition booklets).
- [It is] not beneficial. [The] government should be providing to ensure a balance between schools.
- The government does not supply schools with enough tools to teach adequately so we have to take what we can get!

*Elementary Teachers (N=23)*

- We are low on funds and need help financially.
- Reward system seems to be most helpful to students who need a reward or payment for everything they do! Extra recognition for good students.
- I don't think it is appropriate.
- Get materials/technology not provided by government.
- Individual teacher discretion and decision making as to the appropriateness of program/materials must be maintained (with regard to questions 5, 9, and 8 on the questionnaire).
- It isn't.
- Money [and] supplies not otherwise provided (e.g., time clocks in gym, school uniforms, coffee at meetings).
- It isn't.
- Relieves stress on our budgets.
- [It] can provide programs, materials, [and] incentives beneficial to student learning.
- We receive or obtain resources we may never have had enough money for (e.g., computers).
- If things are purely by choice (e.g., soup labels, Scholastic) I have less of a problem. We would have very little without fundraising. Eighty-five percent of my classroom library is made of Scholastic books. Individual schools and teachers have control over this type of involvement, parents have choice, and it can stop or start at any time.
- Provides point of view of corporation.
- Helps with some financial needs.
- It's one way of accessing more money which we need but one problem we've found at our school is the A.O.'s inability to tell the difference between a money grab and something actually beneficial.
- Money is needed but must be decided under control of schools.
- Things like Thrifty's, a local business that demonstrates its commitment to the community [by] being involved, sets a good example to students of how a local store can give back to the families who patronize it.

- I don't believe that it is.
- It allows schools to raise money or get materials that would otherwise be unattainable.
- It is not beneficial in my opinion.
- Provides the school with money or supplies that on their own they might not afford (appropriate educational supplies such as books, computers, etc.).
- Some children are very motivated by extrinsic rewards. I feel if by giving out a pizza coupon a reluctant child will read, then it's worth it.
- More money and resources.

*Middle Teachers (N=17)*

- It is not beneficial.
- [It] provides funds when government [is] unwilling to do so. In some cases [it] becomes a necessity rather than [a] benefit.
- Students need supplies that are not provided for them by the government. I would rather have the government pay for these items. The reality is that corporate sponsorship (to a lesser degree) is necessary.
- Help[s] but do not expect anything in return.
- Educational materials and incentive programs aid teachers in carrying out curriculum learning outcomes. However, if a company profits from public education this goes against the whole public education philosophy. Public schools need to remain unbiased and not be influenced by corporate sponsorship for financial gain.
- Provides needed resources.
- Provides much needed funds.
- One example comes to mind – local advertising in the year book each year – otherwise it is difficult to think of good examples.
- If the students and school benefit socially, emotionally, and physically.
- Corporate sponsorship provides much needed cash for certain areas and allows programs to continue at schools which otherwise might not survive.
- Fills the funding gaps. If the government doesn't fund schools adequately the money has to be found somewhere.

- Helps to provide materials for students that the government is not providing.
- It's beneficial when the incentive programs enhance classroom materials etc.
- It can provide insight into how the economy is driven in their region of the province (as in question eight on the questionnaire).
- Offset soaring costs for equipment (as in question seven on the questionnaire).
- Needed money with yearly declining budgets. It will soon be the only way to have extra and regular programs in our schools.
- Financial support but to what extent do or can they advertise? As long as advertisement is not negative. [It] must be positive for staff, students and school. But S.D. [and] government should be responsible.

*Secondary Teachers (N=22)*

- It provides money. My belief is that money should be provided by the government.
- In general, I feel it is not beneficial in any way.
- Provides funding.
- [It] links schools to the community.
- With decreased funding, money for extra-curricular activities/events is decreasing. Corporate sponsorship will allow funding levels to be adequate for extra-curricular to survive.
- Incentive programs that reward students for academic pursuits show students that learning is valued by the world at large, not just by schools and teachers.
- It is not beneficial.
- Provide equipment or access to materials that otherwise we could not afford to have in schools.
- It's not – a slippery slope.
- When students reap direct benefits with materials they may otherwise not have.
- When the materials used relate directly to education so that skill is implied at least as much as product.
- It can provide an opportunity for students that the school/district/ministry could not afford (e.g., the annual BCAA/Ford/BCIT Student Auto Skills Competition).
- Provides needed funds.



- Allows different points of view (as long as school is not exclusive to a company or privately run!).
- It helps with the money shortage!
- Beneficial in bringing needed funds/resources into an ever decreasing budget.
- It can provide funds for programs that would not run otherwise. Also, industry funded materials can provide good discussion topics regarding bias in the classroom.
- Increases funding in times of low money resources.
- More money for school.
- Short term is okay. Longer term it can only lead to control going to corporations and most of the profits going to them as well.
- It provides funds, especially for extracurricular activities that are not adequately funded.
- Only if money is given without expectation of return in any form. A true “gift”.
- If helps to meet some of the funding shortfalls.
- By injecting money into an under-funded and undervalued system.

Parents’ Response to Question Nine on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

*Unidentified Parents (N=4)*

- With the current political climate and deficit, education is looking for more money from the parents/private sector. PACs (in my experience) are funding more educational equipment (computers, reading materials, etc.) and less recreational equipment. So “fast money” is needed and consequently, we turn to corporations.
- Schools certainly benefit financially from subsidized programs, educational materials, etc. It is very unfortunate that government policies make it necessary for schools to have a need to seek such support.
- It is beneficial to the corporations and may, in rare instances, give children added benefits at a price – financial and psychological.
- When resources are made available (e.g., incentive programs) but the advertising component is directed at adults.

- Sponsored educational material is okay if teachers are free to use their discretion in presenting it as one of multiple viewpoints.

*Elementary Parents (N=11)*

- Beneficial if it means providing the students with something they may not otherwise receive due to lack of funds (e.g., Campbell's labels).
- It would be very beneficial because the government is cutting back so much. Soon there will be nothing. No new electronics or upgraded technology. Someone has got to buy the materials/equipment that schools desperately need.
- It helps with materials and funds that would otherwise not be there!
- When sponsorship is primarily to promote education (e.g., incentives for learning, providing sporting equipment or technical equipment).
- Monies help to give resources which help our children learn or give them the chances/opportunities to learn.
- It's beneficial to the schools when it provides money or products that are healthy or educational.
- It can be beneficial for the raising of money. Parents already on a smaller basis use corporations for fundraising (e.g., Regal, Tupperware) but must solicit for money.
- Corporate sponsorship should not be used for advertising amongst the children. If our children benefit from it without the pressure of it then great (e.g., Campbell's Soup labels).
- [It] provides books (e.g., TD free grade one books). On a broader scale it provides stuff (e.g., books, skipping ropes, milk, etc.) that we wouldn't get. Unfortunately, these things become more and more important as cutbacks occur. I strongly feel that government and not corporations are responsible for supplying our schools.

*Middle Parents (N=0)*

There were no participants at the middle school level.

*Secondary Parents (N=3)*

- If companies want to support education, it will be of benefit to all, but this should not exclude their competitors' right to equal access.
- Corporate sponsorship is beneficial to our schools by providing the "extras" that aren't necessary to learning but make the school easier to operate. For example,

scoreboards or funding for extra-curricular that does not get covered by the government.

- It could bring more dollars into our system.

Principals' and Vice-Principals' Response to Question Nine on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

*Unidentified Principals and Vice-Principals (N=1)*

- Much needed funds to help run schools.

*Elementary Principals and Vice-Principals (N=15)*

- It can support the goals set by each school.
- Used cautiously, with clear limits and openness it can help offset the costs that government and/or taxpayers seem unwilling to fund properly. But it's not ideal.
- If we can maintain education outcomes of choice it's O.K.
- Provides much needed funds.
- Ads are everywhere already.
- Depending on how intrusive they are. We need to find ways of generating funding (e.g., Starbucks providing coffee for literacy projects and meetings, etc.).
- Much needed money.
- As an educational tool (e.g., media and its influence).
- Innovative programs (e.g., Pizza Hut Reading).
- Provides much needed materials, cash or incentives.
- Provides additional resources for students.
- Provide money for other programs (e.g., book fairs, crossing guards, uniforms, rewards, Christmas skate).
- It can bring in needed resources.
- It can be a source of resources (e.g., Canfor) that can be a source of valuable information on a topic that is factual without being company propaganda.
- It can make things happen in schools that are otherwise no longer viable due to Ministry underfunding.
- Each situation needs to be reviewed to determine how the student will benefit.
- Added materials.

- Financial gain for school.
- It provides funding for extracurricular activities in middle and secondary schools that have no other strong means of support.
- Where the product is supportive of the educational system then the partnership is beneficial (e.g., computers, software, healthy snacks, clothing).
- It is beneficial in the way that it helps to supply funds to a system which is grossly under-funded. It is a shame that the system has to use kids as pawns in order to ensure adequate resources.

*Middle Principals and Vice-Principals (N=5)*

- Provides funding.
- Consumers can benefit their schools by forwarding purchased incentives for percentage profits to schools. [It is] inferred that consumers would purchase these products regardless of and prior to incentive being offered.
- Provide funding.
- When it benefits kids!
- When it adds money or resources to the system. But [it] should not be a necessity to keep required programs afloat.
- Corporations gain from the communities they are part of and should be given the opportunity to give back.

*Secondary Principals and Vice-Principals (N=6)*

- It depends on how intrusive the advertising is relative to the corporate sponsorship. If the corporate sponsorship is promoting a healthy lifestyle (e.g., Milk Run concept) then this may be acceptable. If, on the other hand, the corporate sponsorship provides T.V. news coverage in exchange for a minimum of X minutes of advertising which must be played for students I disagree strongly.
- Many extra-curricular activities are enhanced because of sponsorship.
- Do not agree!
- Corporate sponsorship has permitted schools to raise much needed funds to support extra-curricular activities.
- Sponsorship by corporations enhances school programs. Additional money equals supplies, time and resources that often could not be updated otherwise.

- If the government will not provide funding, corporate sponsorship is a source.

Trustees' Response to Question Nine on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

*Trustees (N=5)*

- For fundraising and sponsorship I think it is a benefit to students and the school.
- I believe responsible, age appropriate sponsorship provides great opportunities to bring communities and business into public education [and to] raise awareness of the needs.
- As a contribution to assist its community schools. It is good citizenship modeling etc.
- I do support to some degree the extra-curricular activities.
- It is beneficial in two ways. [First], for the profit lines of sponsoring companies. [Second], for the promotion of free market ideology in civil society [like] the superiority of private agencies and motives over public values and priorities.

District Administrators' Response to Question Nine on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools beneficial?

*District Administrators (N=7)*

- Ideally public schools should provide everything necessary to run high quality programs; however, it is naïve to think that is possible. Therefore, in limited circumstances, I support corporate sponsorship.
- Provides funds.
- Funds for extra-curricular activities.
- Provides materials not otherwise available.
- A source of revenue to obtain resources which are not available through budget funding.
- In this day of less and less budget, there needs to be a way schools can get some help (e.g., scorelocks, resources).
- I see nothing different from schools piloting some publishers' textbooks!
- More resources to student education (e.g., financial, human).
- If specific community based, more interrelationship of school and community.
- More support for public education in partnership.

Teachers' Response to Question Ten on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

*Unidentified Teachers (N=4)*

- Students become too influenced to advertisers' products being pushed on them.
- Has potential to steer us in directions we wouldn't normally go.
- There is enough advertising without bringing it into the workplace.
- I think this type of involvement would eventually lead to have/have not schools [and this is] not fair at all.
- We continue to be funded by everyone else except the government – where funding should come from. Our government needs to take responsibility and stop blaming teachers for inadequacies.

*Elementary Teachers (N=23)*

- When we are promoting a product that negates what we are teaching in school (e.g., Coke vs. nutrition).
- When school time is taken up for fundraising, etc.
- Can promote unhealthy ways.
- Vending machines – junk food – poor nutrition = poor learning.
- Learning should be free of commercial pressure. If we allow corporations in we open the door for them to try to influence curriculum and curriculum content is often political as it is.
- Unhealthy/bias/government responsibility/may begin to influence curriculum.
- Our students should not be used as a captive audience!
- Puts “ownership” of schools in hands of people whose agenda is different with our [sic].
- We could lose public control of public schools.
- We could be forced to endorse ideas or products against our better judgement.
- Branding kids.
- Teach critical thinking skills then not allowing choice (e.g., Coke machines in schools then Pepsi not allowed).
- May influence students' opinions/choices unfairly.

- Students are easily influenced.
- Some companies promote products that are unhealthy and encourage life styles that are less than desirable (e.g., Coke).
- For-profit is not always socially responsible.
- Deals made by the district give little choice to schools.
- Students need to be able to look objectively at the choice in their lives (food, lifestyle, products, etc.). Reading literature is good for students. Drinking Coke is not healthy for students.
- Exclusive contracts are not right.
- If only one side of information is taught.
- Corporate sponsorship is, in my opinion, a very slippery slope. The detrimental ramifications are obvious. As the government cuts back on funding, senior administrators and the board start looking at corporate sponsorship. I see this happening now in our district and it makes me very nervous.
- It's a slippery slope. We should be raising critical consumers not students who have an allegiance to Coke or Pepsi, etc.
- What do you owe these corporations in return?
- Control of the activity is shared. Could be dangerous as schools should have controlling voice.
- Multinationals being involved (just to expand the customer base I feel) in schools is not appropriate.
- Our schools are not a captive audience for advertisement. The world is overrun with corporate power and advertising. School, a public institution, should be free from this. It is tempting to take corporate offers to make up for the lack of public funding but I feel it is too dangerous.
- Corporations begin setting curriculum etc. as they gain more power within the system.
- I believe that corporate sponsorship is another name for advertising. The motive is to have access to a captive audience. Schools are a place where we should be teaching children to beware of advertising and to make wise choices not a place where we should bombard them with advertising propaganda.

- The government should fully fund education.
- If allowed for some beneficial reasons for beneficial child centered supplies [it is] just one step away from allowing non-beneficial sponsors in (e.g., Coke in machines).
- Sponsors have power and will demand payback which is distracting in schools (fundraising, etc.).
- We should not have to “sell” products to fund our schools. It is the government’s job.
- Promotes consumerism amongst students.
- Doesn’t always promote healthy choices.
- No guarantee that the company will stay for an indefinite time (profit low = no funding as planned).
- Can create conflict between what is taught (healthy eating) and what is available.
- Brainwashing kids.

*Middle Teachers (N=17)*

- “Brainwashing” students into consumers.
- Masks the severe lack of funding in our schools.
- Create false and/or hyper-awareness of different sponsorships.
- When corporations begin making decisions for/about students (e.g., telling them what they must eat or must learn).
- When a school becomes the “Microsoft centre for Learning” or when it inhibits the SD/staff/students’ choices then it is detrimental. It also takes away from the focus that our government is not providing basic and necessary supplies for our students.
- Possibility exists for corporate sponsorship to expect a certain amount of power in the decision making in terms of education.
- When corporations subsidize programs, equipment, etc. in schools they have a profound influence on students. They can be brainwashed basically into thinking that certain products/companies have their best interests at heart when in reality they want to make money. Students may not question the ethics of the company or how they conduct business.
- Society [is] already over exposed to consumerism.
- Resources dependent on sponsorship means [a] loss of resources from [the]



government [when it] should be a government priority.

- Uses students as a captive audience for their advertising.
- Vending machine products to date speak for themselves. [They] promote an unhealthy lifestyle.
- Magazine sales etc. take up staff and student teaching and learning time.
- Private or corporate involvement for profit should not be part of public education.
- Propaganda.
- Pop – detrimental to child’s health – therefore anything unhealthy.
- It reinforces the idea that schools should be supported by the private sector. It ignores the public responsibility that we have to educate our citizens. It is not the responsibility of the private sector.
- Corporate agendas (non-corporate too) have to be monitored for their influence on students.
- No opinion yet.
- It’s detrimental when products advertised become the standard in the schools. For example, only fast foods available for lunches in U.S. high schools or when unhealthy drinks and snacks gain exclusive rights to sell their products. I guess it wouldn’t bother me as much if the corporations being used were not classified as “junk food” suppliers.
- Fast food and junk food shouldn’t be “in your face”. Billboards, scoreboards, and reading literature programs are more subtle and suitable.
- Too much advertisement and expectations may be too negative.

*Secondary Teachers (N=22)*

- It gives an unfair advantage to the corporation when an impressionable market (students) is targeted.
- Can lead to the corporations putting pressure on schools to do things in a certain way.
- Public schools should be exactly that, public. They should remain as free from corporate influence as is humanly possible.
- Lose public funding.
- Lose autonomy.

- Lose objectivity.
- Students vulnerable to manipulation.
- I am concerned about corporate hidden agendas and subtle mass marketing in the public school system (e.g., students should not be faced with mass marketing when they turn on a school computer).
- The duties of a government are to provide protection and service to its citizens, not to exploit children and offer them as a captive target to large corporations.
- It creates the perception that because funding is being provided by corporations the government can continue to withdraw funding.
- Corporations set educational agenda and proliferate misinformation and promote consumerism.
- If the sponsorship is biased or has a vested interest in a point of view (e.g., Canfor).
- Corporate involvement in schools limits freedoms. It's a sell out.
- Corporate exploitation is global and we should do everything in our power to limit it and keep it out of young people's lives for a few hours a day at school.
- When [it] sends mixed messages (e.g., we teach healthy lifestyles, then put junk food in the school).
- When product is linked with schools through unnatural and persuasive ways (e.g., billboards and bus signs).
- Too much corporate involvement (e.g., privatization) can result in a loss of public influence and policy/decision making.
- "Thin edge of the wedge" argument. If allowed in to sponsor, will it lead to privatization or restrictive "exclusive" arrangements?
- Promotes poor eating habits!
- Only detrimental if it is imposed. I think voluntary participation in programs is okay. Other [is] detrimental as it promotes consumerism vs. education.
- It reinforces the "consumerism is good" message students receive outside the school.
- Management of schools by corporations as in U.S. Very bad. Philosophy not conducive to education of students. Students not first. Money is the bottom line.
- Schools promote one local business over another, the school becomes less impartial.

- Corporate interests would love nothing better than to take over control of “educating our young people”. After all, they do such an incredible job already on T.V. Bottom line though is to get “maximum returns for investments”.
- There is a captive audience.
- Exclusive agreements limit student exposure (e.g., only Coke products with no other healthy choices).
- Corporate involvement in programs may affect curriculum and its delivery.
- It undercuts the fundamental principles of public education regarding the teaching of critical thinking, skepticism, informed decision making, etc. because it manipulates them by constant bombardment of brand names.
- It creates an association between the corporation and what is happening in the school. For example, a sporting event and a type of soft drink.
- Brands kids. Subversive. Unless we are doing an outstanding job of teaching media literacy our students are being manipulated, branded, bought and served up as willing consumers of the great North American corporate nightmare. The biggest problem I see is that school trustees and many teachers are less media literate than kids. Anyone who thinks PPPs are okay is naïve and out of touch.

Parents’ Response to Question Ten on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

*Unidentified Parents (N=4)*

- It all depends on what corporation it is. For example, never tobacco companies, breweries, slave labour/sweat shop companies, etc. The whole issue is who selects the sponsor and for what reasons. Will these “corporate sponsors” teach our children a different set of values compared to what the parents want to teach?
- Students are at a very impressionable age. They are already bombarded with advertising and the products being advertised are not necessarily in their best interest.
- It allows the province to underfund public education and shift its responsibilities by rewarding corporate political friends.
- “Branding” that is aimed at kids is anathema to the goals of developing critical thinkers and discouraging mindless materialism.

*Elementary Parents (N=11)*

- Detrimental if it means the PAC's hands are tied due to exclusivity. Any corporate sponsorship must allow the PAC to go somewhere else if it is cost effective, better quality, etc.
- It is [a] part of life. [It] will not hurt one bit.
- It influences what our children think, drink, wear, etc.
- When sponsorship is primarily to advertise and promote the corporation rather than supporting educational values.
- Commercial advertising tends to brainwash children into only one way of thinking. [There is] less choice, less variety for private interpretation.
- It is detrimental when it is used as an advertising format. The product alone should be enough as advertising.
- Who do you decide can advertise to students? For example, Coke would bring in money but is it a healthy choice we want to promote? Nike [and] Adidas are expensive brands that not all parents can afford to buy their kids.
- A school should not be for profit. We are not putting our children though school for people to make money off them! Hot topic!
- There is usually an inherent inequality built into any sponsorship type program that needs to be applied for or collected for. My feeling is that well off schools with stable, well informed parents (and less stressed staff) would tend to apply for more of these programs than inner city or underprivileged schools.
- Any sponsorship that is exclusive tends to be more detrimental than an open sponsorship because it seems more like selling children to the highest bidder as opposed to just selling them.

*Middle Parents (N=0)*

There were no participants at the middle school level.

*Secondary Parents (N=3)*

- I'm uncomfortable with the concept of advertising to "pre-consumers" in any way that doesn't encourage informed comparison and choice.
- It allows or accepts government cutbacks. While we may see more money from the corporations which school receives the funding would unfair and partial [sic]. The

government should be the only body that is responsible for funding through regulations.

- I would hate to see them have too much input into curriculum.

Principals' and Vice-Principals' Response to Question Ten on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

*Unidentified Principals (N=1)*

- Has the potential to influence students who may not understand how advertising works.

*Elementary Principals and Vice-Principals (N=15)*

- Loss of control over curriculum.
- May promote something contradictory to what is taught in schools (e.g., healthy food vs. junk food).
- It's a slippery slope. When government and taxpayers renege on their responsibility to properly fund education, forcing us to consider corporate alternatives, we begin a dangerous slide down to a position from which we may be unable to save ourselves.
- If promoting very unhealthy habits, let's not go there (e.g., pop machines).
- Can be intrusive and overstep boundaries.
- Brainwashing.
- Promoting their product (e.g., Coke).
- Commercialism portrayed as a means for success.
- Concern over who has the power – education versus big business. Will it remain public?
- When you have to use their learning resources exclusively or their logo is all over the resources.
- Schools should be free of marketing pressures, etc.
- It begins or at least continues the brainwashing process on our students.
- It takes away freedom of choice from a whole group of people as is the case with exclusive agreements.
- Exclusive agreements are too limiting for the school and student.
- Sponsorship should be restricted to secondary only.

- People might associate a school or program with a product not a learning experience.
- There needs to be consumer/advertising education with corporate sponsorship.
- It may corrupt a learning environment by constraining what information students may or may not receive.
- Where the product impacts the health of children. This is contrary to what the B.C. public educators stand for (e.g., Pepsi or Coca-Cola).
- Students should not be exposed to any advertising at school until they are old enough to make informed decisions.

*Middle Principals and Vice-Principals (N=5)*

- Advantage to products and services of certain types (e.g., school prefers that product/service real or implied preference).
- Often fundraising is the only criteria in selecting products or services.
- Schools begin to rely on the funding for programs.
- Vending itself is not problematic to me but certain products often available in schools (e.g., Coke) are not beneficial to students and the products' presence is not conducive to a positive learning environment.
- Too much influence on students.
- When it becomes a necessity to keep basic (core) programs.
- When it promotes unhealthy products (e.g., Coke, junk food, etc.).
- If it is for advertising or profit or exclusive market share the motivation is wrong.

*Secondary Principals and Vice-Principals (N=6)*

- It depends on the nature of passive vs. aggressive use of corporate logos, messages, etc. I believe that schools have to cordr [sic] their ethical responsibility to protect students from aggressive advertising campaigns. On the other hand, I believe that some corporate "gifts" or partnerships can be mutually beneficial (e.g., Take Your Kids to Work Program sponsored by the Learning Partnership and corporations such as R.B.C.).
- It is important that sponsorship assists in the goals of the public education system and not be in a position to dictate the goals.
- I feel very strongly that adequate provincial funding should offer schools the

opportunity to do their job. That is educate young people.

- When we the educators lose control of what and who comes into our schools.
- Focus on commercialism instead of learning. Maybe students would represent a product not their school.
- Long term association made by kids with their introduction to warrior [sic] corporations in and around activities at school. By providing Coca Cola, D.Q., Nike, or whatever, are we encouraging unhealthy associations for kids?
- Government can shunt off some of its responsibility.
- Time liaising and seeking sponsorship.
- Often the products of the sponsors are not those that contribute to the healthiest of lifestyles.

Trustees' Response to Question Ten on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

*Trustees (N=5)*

- It would be detrimental if corporations were allowed to influence school programs and curriculum because of it being one-sided.
- There has to be supervision and a balance of needs. Too much can be too much.
- When there is private for-profit involvement or inequitable access of services for an educational or athletic experience due to fees.
- Schools' "focus" should be on education. I believe learning becomes clouded when children are continually bombarded with advertising.
- In three ways. [First], it works to undermine the case for public funding. [Second], it undermines employment regulated by collective bargaining. That is it promotes volunteerism and contracting out to non-union outfits at the expense of decent wage jobs. [Third], it promotes American style values that urge public subsidisation of private ventures and the elimination of public limits on corporate power and human misery.

District Administrators' Response to Question Ten on the Questionnaire:

In your opinion, how is corporate sponsorship in B.C. public schools detrimental?

*District Administrators (N=7)*

- Schools have a responsibility to provide information that is open, honest and unbiased. Corporate sponsorship in some cases represents a biased viewpoint.
- Hasn't yet.
- Encourages poor diet decisions by teens.
- Types of products sold.
- Ability to restrict non-desirable sponsorship in a me too society (e.g., pop, cigarette machines).
- If only one company then it looks like [the] school is totally backing it!
- Difficulty in negotiating appropriateness of advertising.