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A Survey of the Attitudes and Opinions of Elementary Teachers Concerning the Values of Workbooks in the Reading Program

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A SURVEY OF THE ATTITUDES AND OPINIONS OF
ELEMENTARY TEACHERS CONCERNING THE VALUES
OF WORKBOOKS IN THE READING PROGRAM

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Richard Ellis Case
August 1956

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APPROVED FOR THE GRADUATE FACULTY

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Statement of problem.	1
Importance of study	2
Definition of key concepts.	2
Reading workbooks	2
Questionnaires.	3
Elementary teacher.	3
Attitudes	3
Basic hypotheses which helped guide the study	4
II. RELEVANT IDEAS FROM THE LITERATURE.	6
Origination of workbooks	7
Advantages of using workbooks.	10
Disadvantages of using workbooks	13
Criteria for selection of workbooks.	17
Limitations of previous studies.	20
III. PROCEDURE OF THE STUDY.	23
Development of the attitude scale.	23
Description of the research sample and administration of the scale.	28
Method of analyzing the returns.	29

IV. RESULTS OF THE STUDY	32
Attitudes of teachers toward reading.	
workbooks.	32
In schools enrolling 399 pupils or less . . .	33
In schools enrolling 400 pupils or more . . .	35
Teachers with one to six years of teaching experience.	38
Teachers with seven to fifteen years of teaching experience	40
Teachers with sixteen to twenty-five years of teaching experience.	40
Teachers with twenty-six to forty years of teaching experience	42
Classes enrolling twenty-five pupils or less.	45
Classes enrolling twenty-six pupils or more .	45
Attitudes of primary teachers compared with those of intermediate teachers.	47
Attitudes of men teachers compared with those of women teachers	56
Extent of utilization of reading workbooks by teachers	59
V. SUMMARY AND CONCLUSIONS	61

CHAPTER	PAGE
Summary	61
Conclusions	65
Implications for action and further study . .	69
BIBLIOGRAPHY.	74
APPENDIX A. Attitude scale in the trial form . . .	79
APPENDIX B. Letter to principals	83
APPENDIX C. Attitude scale in the final form . . .	84

LIST OF FIGURES

FIGURE	PAGE
1. Attitudes toward reading workbooks of teachers in elementary schools.	33
2. Attitudes toward reading workbooks of teachers in elementary schools enrolling 399 pupils or less.	36
3. Attitudes toward reading workbooks of teachers in elementary schools enrolling 400 pupils or more.	37
4. Attitudes toward reading workbooks of teachers having one to six years of teaching experience	39
5. Attitudes toward reading workbooks of teachers in elementary schools having seven to fifteen years of teaching experience.	41
6. Attitudes toward reading workbooks of teachers in elementary schools having sixteen to twenty- five years of teaching experience.	43
7. Attitudes toward reading workbooks of teachers in elementary schools having twenty-six to forty years of teaching experience.	44
8. Attitudes toward reading workbooks of teachers in elementary schools with classes enrolling twenty-five pupils or less per class.	46

9.	Attitudes toward reading workbooks of teachers in elementary schools with classes enrolling twenty-six pupils or more per class . . .	48
10.	Attitudes toward reading workbooks of teachers in elementary schools teaching the first grade.	49
11.	Attitudes toward reading workbooks of teachers in elementary schools teaching the second grade.	50
12.	Attitudes toward reading workbooks of teachers in elementary schools teaching the third grade.	51
13.	Attitudes toward reading workbooks of teachers in elementary schools teaching the fourth grade.	52
14.	Attitudes toward reading workbooks of teachers in elementary schools teaching the fifth grade.	53
15.	Attitudes toward reading workbooks of teachers in elementary schools teaching the sixth grade.	54
16.	Comparison of the grade levels through the use of mean scores and standard deviations.	55
17.	Attitudes toward reading workbooks of teachers in elementary schools of the male sex. . .	57

FIGURE

PAGE

18. Attitudes toward reading workbooks of teachers
in the elementary schools of the female sex. 58

CHAPTER I

THE PROBLEM

Since the origination of the workbook some quarter of a century ago there have been many and varied opinions as to the advantages and disadvantages of the workbook. The largest percentage of these opinions, both for and against the workbook, have been based upon personal experiences, hearsay, and very little, if any, scientific evidence. As a result, the workbook has been condemned and criticized, or praised and promoted by educators knowing little of the workbook's true values or limitations. Yet the opinions of teachers, however based, do influence the success or failure of the use of workbooks in the classroom, hence it is desirable to know what the teachers think about them.

I. STATEMENT OF PROBLEM

The purposes of this study were (1) to determine the attitudes and opinions of Okanogan, Yakima, and Kittitas county elementary teachers toward the value of reading workbooks in the reading program; (2) to determine the extent to which workbooks are utilized in the reading program of these counties; (3) to show the relation of the attitudes and opinions of teachers concerning the use of workbooks in the reading program to such factors as the teachers' sex, years of experience, school enrollment, and grade level

taught; (4) to make recommendations to schools of these counties concerning the use of workbooks in reading programs, and (5) to suggest leads for further research in this problem area.

II. IMPORTANCE OF STUDY

If the education profession is to remain a respected profession it must constantly evaluate its tools and materials. Teachers and administrators must know exactly what to expect from each tool, be aware of its limitations, and be able to compensate for these. One of the most important steps for educators to take is to determine and agree upon values and weaknesses of teaching tools, one of which is the workbook. If educators are divided about this important tool of teaching there is little hope for its successful use. Until educators set up standards for the "ideal" workbook the only constructive action that can be taken is to find the opinions of some educators as to the workbooks now being published, and hope that these opinions will aid in the construction of improved workbooks.

III. DEFINITION OF KEY CONCEPTS

Reading Workbooks. The term "workbooks" was interpreted as any printed book with questions to be answered, blanks to be filled in or any other form that may have been

used requiring an answer. A "reading workbook" was considered a workbook used in a reading program. There was no differentiation of reading workbooks as to publisher, copyright date, style, or purpose. Reading workbooks were intended as those being used or that might have been used by the teachers expressing their attitudes.

Questionnaire. Since the term "attitude scale" would have a different connotation for various teachers it was decided to use a term having the same or nearly the same meaning for all teachers. The term used was "questionnaire" as it was felt to have only one meaning as a whole. Although the word questionnaire was used in the explanation of the attitude scale, it was specifically stated that it was their attitudes and opinions which were sought.

Elementary Teacher. For the purpose of this study the term "elementary teacher" was limited to meaning the teachers in public schools in grades one through six.

Attitudes. Throughout the report of this investigation, the term "attitudes" shall be interpreted as indicating the state of mind of teachers toward workbooks for reading. The basis for the "attitudes" is not to be sought in any manner. The "attitudes" are those of the teachers' existing at the time the survey was undertaken regardless of how the "attitudes" were developed, whether through previous experiences, literature, conversations, or lectures the

teacher may have encountered.

IV. BASIC HYPOTHESES WHICH HELPED GUIDE THE STUDY

There are school districts in the State of Washington that have refused to permit teachers to use workbooks for reading or any subject. Their reasons are probably many and of merit. Through interviews with supervisors, vice principals, and principals of the Seattle public schools it was learned that there is no written ruling prohibiting teachers from using workbooks, but rather an understanding of such. This understanding was so derived through teacher committees and administrative guidance.

However, this investigator believed that this is not the attitude taken by the teachers of the state. It was his thesis that, on a whole, teachers are in favor of reading workbooks. The major hypothesis of this study was phrased in question form as "What are the attitudes of teachers toward the use of workbooks in the reading program?" More specific, related questions, or minor hypotheses, included the following:

1. To what extent are workbooks utilized in the reading programs of Yakima, Kittitas, and Okanogan counties?

2. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the teachers' sex?

3. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the teachers' years of experience in teaching?

4. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the schools' enrollment?

5. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the class enrollment?

6. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the grade level taught?

With these basic hypotheses in mind, a systematic survey of teachers' attitudes was carried forward.

CHAPTER II.

RELEVANT IDEAS FROM THE LITERATURE

Even though workbooks have been in use for over a quarter of a century there is very little evidence of scientific research in regard to the attitudes and opinions of educators as to the extent of utilization of the reading workbook. A survey was conducted by Goodrich as to educators opinions of workbooks, but a thorough review of the literature indicates that there have been few studies designed to survey teacher attitude toward reading workbooks.¹ Only two surveys could be found that were undertaken as to the extent of the utilization of workbooks.²⁻³

Although there is a considerable lack of scientific research related to reading workbooks there are a number of articles in the periodical literature expressing the opinions of educators toward workbooks in general. However, considering the number of years that workbooks have been used and published there are relatively few articles dealing with this

¹T. V. Goodrich, "Is the Workbook a Necessity or a Luxury," School Executive, Vol. 50 (March, 1950) p. 359.

²E. McGuire, "Teacher, Pupil, and Workbook," School Executive, Vol. 54 (October, 1934), p. 359.

³E. E. Harrington "Workbook, What Do People in the Teaching Profession Think of It?" Pennsylvania School Journal, Vol. 82 (March, 1934), p. 359.

subject. Nevertheless, it is of value to review the attitudes, opinions and use of workbooks by educators as reported in these articles.

I. ORIGINATION OF WORKBOOKS

Probably the first workbook to appear as a true workbook was Russel A. Sharp's ninety-six page book entitled "Sharp's English Exercises for High School" in September of 1923.⁴ This was only one of many similar teaching aids being used at that time. These aids were published under such names as notebooks, workbooks, study guides, work guides, workbook outlines, guide books, problems, directive study sheets, work-outlines, directed studies, directed study guides, unit exercises, exercise manuals, laboratory manuals, guide sheets, activity books, study helps, work-test manuals, progress books, and activity outlines. All of these various materials had the same basic objective, to provide students with material that would be of benefit to them while not reciting to the instructor.⁵

Many of the publishers of 1920 felt that the workbook idea was a poor one and that perhaps it would interfere with the sale of textbooks.⁶

⁴W. P. Johnson, "Then Come the Workbook," Journal of Education, Vol. 131 (February, 1948), p. 64.

⁵R. M. Tryon, "Development and Appraisal of Workbook in the Social Sciences," School Review, Vol. 46 (January, 1938) 17.

⁶Ibid.

To show their opposition to the workbook many publishing companies refused to publish workbooks. There were a few publishing companies, however, that did venture into workbook publications. These companies were surprised with their sales and the amount of enthusiasm for workbooks by educators. They were also surprised and pleased with the monetary profits obtained from workbook publication.⁷

Then in 1930, during the depression, the publishing peak of the workbook was reached. Even though there was a decline in the sale of workbooks, surprisingly, their sales were larger than those of the textbook all during the depression. This continued popularity of the workbook was due to improved and modern printing methods and equipment enabling workbooks to be sold at a cost of only twelve cents a copy.⁸ Also during the depression it became necessary to increase the size of classes in hope of saving on wages. However, the classes became so large that it was nearly impossible to control them. It was then that the teachers began to look for a teaching aid.⁹ This aid, that could occupy the time of children as well as be of benefit, was the workbook. Administrators welcomed the workbook as its cost was much lower than that of hiring another teacher.

⁷Ibid.

⁸Ibid.

⁹Ibid.

It was then that many of the very publishers, who at first opposed the workbook, began to publish them also. Like the workbook publishers before them, they found that the monetary returns were rewarding. The workbook sales made it possible for companies to maintain sales that had been previously made with textbooks.

Even though opposition from many teacher's colleges, normal schools, and some education departments of our leading universities continued, a great interest in workbooks was created.¹⁰ These teaching aids became so popular that gradually over two-thirds of them became known by the common term "workbook."¹¹

"Let the movement commit suicide immediately rather than through the throes of a slow and long drawn out extinction, which seems to await it."¹² This rather strong statement does not represent the feelings of the majority of the people finding fault with the workbook. In almost every article listing the weaknesses or disadvantages of this tool, the author has also made a list of its advantages.

¹⁰Ibid.

¹¹R. M. Tryon, op. cit., pp. 17.

¹²Ibid., pp. 30.

II. ADVANTAGES OF USING WORKBOOKS

"I would like to say that since workbooks interest the children and make it possible for them to learn in a happy, pleasant way, they are valuable from all angles of educational psychology. . . ." ¹³

Evidently many educators would agree with this statement since in 1946 there were thirty-seven million workbooks consumed at a cost of twenty-five per cent of the instructional budget. These workbooks were sold and used because of their many values. ¹⁴

The greatest value of the workbook is perhaps its ability to economize time for the teacher and the students. Time is saved for the teacher in making assignments, making up seatwork, and reproducing the seatwork. Workbooks also save time for the students by eliminating the need for copying work off the board and taking dictation. ¹⁵

When it comes to developing seatwork for the students a little of the time spent can be justified as providing for individual differences. However, an overly amount is wasting the time of a trained teacher. The teacher's time consumed in creating work for the majority of the class is

¹³E. E. Harrington, op. cit., pp. 362.

¹⁴W. P. Johnson, op. cit., pp. 64

¹⁵M. Kerr, "Teaching With Workbooks," Elementary School Journal, Vol. 48 (December, 1947), p. 200.

lost as far as that teacher being able to direct proper thinking processes of her students. The teacher could spend a considerable amount of time preparing work, as done by the specialists that develop the workbook, which leads up to the second advantage of workbooks.¹⁶

The printing provided in workbooks is as a rule of the appropriate size, style, clearness, and vocabulary thus making the material easy to read by the students of the appropriate grade level. Too often the work prepared by teachers has been done in great haste thus resulting in a poor master copy, misspelled words, typing errors, or a number of other common errors. "It is a waste of the teacher's valuable skill," states Elliott, "to require her to write out seatwork and then duplicate it."¹⁷ The workbook can not only do a better job of printing than teachers, but it can also include better general instructions and questions than teachers are able to do in their haste and often inadequate methods. The instructions and questions used in workbooks are prepared by people highly trained for this particular work.

¹⁶E. McGuire, op. cit., pp. 46.

¹⁷A. W. Elliott, "This Workbook Craze," School Executive, Vol. 51 (September, 1931) p. 19.

Often if teachers don't have the time necessary to duplicate materials they require students to copy it from the chalk board or take it by means of dictation. This is a poor practice, as copying has very little educative value. It produces poor writers, encourages slovenly habits of work, and prevents full application of the child's mental facilities to the problem at hand.¹⁸

Elliot further states his views by saying, "The use of the workbook results in an increase in mental content, much greater than the time saved, because mental energy has not been dissipated or diffused in non-educative copying processes."¹⁹

There are many other advantages and reasons for using workbooks as seen by the educators. Some points given are as follows:

1. No storage problem.
2. Eliminates use of old books the following year.
3. Eliminated filing problem.
4. Helps prevent loss of papers.
5. Stimulates pupils to self-activity.
6. Teaches pupils to study effectively.
7. Provides necessary review.
8. Improves comprehension.

¹⁸Ibid., p. 20.

¹⁹Ibid., p. 20.

9. Teaches children to follow directions.
10. Enriches content courses.
11. Helpful to untrained teachers.
12. Assures the teacher that all pupils will have a minimum of background for class discussion.
13. Workbooks present a challenge to teachers.
14. Provides lock step instruction.
15. It puts proper stress on the essential parts of the text.
16. It tests while it teaches.
17. It adjusts the instruction to individual differences.
18. It is less expensive.
19. It presents material in a definite sequence.
20. Builds up a specific vocabulary.
21. Adequate drill.
22. Skill application.
23. Can be revised frequently.

III DISADVANTAGES OF USING WORKBOOKS

Without a doubt cost has been the determining factor in many cases where workbooks have been abandoned.²⁰ From an inquiry sent to teachers, administrators, and schools of education it was discovered that forty-four per cent of the people answering the inquiry thought the main weakness or

²⁰T. V. Goodrich, op. cit., p. 359.

disadvantage of the workbook was its cost.²¹ It was estimated that one-fourth of the instructional budget of 1946 was spent for consumable workbooks and test materials.²² Because of the large amounts necessary to purchase workbooks, some administrators have seen situations of a disproportionate budgetary allocation. As a result there is inadequate library support and very little curriculum enrichment. From Goodrich's inquiry the following table as to the estimated cost per pupil in various schools was developed.²³

Per Pupil Amount	Number of Replies
\$4.00	3
\$3.50 - \$3.99	0
\$3.00 - \$3.49	4
\$2.50 - \$2.99	4
\$2.00 - \$2.49	11
\$1.50 - \$1.99	16
\$1.00 - \$1.49	48
\$.50 - \$.99	36
\$.00 - \$.49	32

The second greatest objection to the use of workbooks is that teachers too often misuse them. Teachers are inclined to use the workbooks as "busy work"; something to keep the

²¹E. E. Harrington, op. cit., p. 362.

²²W. P. Johnson, op. cit., p. 64.

²³T. V. Goodrich, op. cit., p. 361.

children quiet while the teacher is working with a certain group. Workbooks have been used as a form of disciplinary action; teachers will make extra long assignments with very little intention, if any, to correct them.

Teachers also find it very easy and convenient to depend upon the workbook for assignments, explanations, and even the course of study. Even though following the suggestions of the workbooks is better than nothing, many administrators feel it does not encourage the teacher to do original planning day by day. They feel that teachers acquire the attitude that the workbook represents the sole purpose of teaching, it is a job to be completed, when the workbook is completed then the job is completed. The class and the teacher are so busy finishing the workbook that they neglect to take advantage of the first hand possibilities accessible to them. Workbooks can aid the teacher in an overview of the course, but it is original teacher or teacher-pupil planning that makes the class get the most from its teacher.

The third major objection to the workbook is that they usually do not provide for individual differences. The thinking is that the workbook has been used too much to regiment the pupils and their activities. As a result it is felt that the pupil's originality and independence

in thinking has been stultified instead of developing initiative and independence.²⁴ When every child in a given grade is provided with the same workbook it is obvious that the individual needs are not being met. It is impossible to find one pattern of seat work that will fit the needs of all the children.

Workbooks lack the flexibility and extra units to meet all the individual needs in a class. It is wondered how, and doubted if, the teacher can tell if a particular workbook is designed to be used as remedial material or as material for the brighter students.

The three objections just mentioned were not by any means the only ones. However, they are the ones that are thought by most educators to be the big weaknesses of the workbook. Besides the three main objections there are many minor objections listed by educators. A few are as follows:

1. They depend too much on the transfer of training.
2. They have a tendency to over emphasize certain habits until they become detrimental.
3. The testing material incorporated in the ordinary workbook is organized to fit a particular textbook rather than to determine the progress of the pupils.

²⁴E. P. Andreen, "What Do We Think of Workbooks?" California Journal of Elementary Education, Vol. 6 (August, 1937), p. 29.

4. The authors may have a poor conception of the meaning of education.
5. Often workbooks are not based upon the most careful research in course of study making.
6. They are too expensive.
7. They do not follow local courses of study.
8. They tend to make teaching too mechanical.
9. Workbooks are narrow and barren in content.
10. Workbooks fail to rise above formal busy work.
11. They are narrow, limited, fixed, and stereotyped.
12. Workbooks encourage copying.

IV. CRITERIA FOR SELECTION OF WORKBOOKS

The selection of a workbook is where the blame for the failure of many workbooks may be placed. Selecting the right workbook for the right class, grade, and school is just as important as the correct selection of a textbook.

A proposed workbook must be carefully examined by the administrators and the teachers. It is suggested that one series be chosen for a school in each subject in which the workbook is to be used. Any reputable publishing company will be only too willing to send the school selecting work literature on the workbook, a sample copy of the workbook, or both.

When all workbooks have been gathered each teacher should be allowed time to inspect each workbook at her

leisure. In examining the workbook the teachers should evaluate it as to its general format, quality of paper, binding, size of types, amount of functional ills, general appearance of its pages and content.²⁵

Further criteria for consideration when selecting and evaluating workbooks have been offered by another author. They are as follows:

1. Meaning rather than the mechanics of reading should receive major consideration.
2. Activities should be emphasized which facilitate the normal development of goal-seeking behavior rather than drills and exercises to insure a given number of repetitions.
3. A wide and interesting variety of worthwhile activities should be provided in order to recognize the various facets of the reading situation and to make possible adaptations to individual needs and interests.
4. The workbook materials should be attractive.
5. The materials should be of the informative type.
6. The vocabulary of the directions should be assayed for possible comprehension difficulties.
7. Responses should be characterized by rich and varied associations and by inferential type thinking rather than by an aided or unaided recall of sheer facts.
8. If used to supplement a basal reader, the vocabulary of the workbook should provide re-enforcement to that of the reader.
9. Provision should be made for both self appraisal and a quick means of teacher checking.

²⁵M. Kerr, op. cit., p. 221.

10. The teacher's manual should state clearly the purposes of the workbook, techniques for its use to meet individual needs, and worth-while substitute activities for²⁶ pupils not requiring the experiences involved.

"It is not necessarily the well prepared workbook that guarantees success. The choice of the right workbook and its intelligent use is the crucial issue."²⁷ Edna McGuire is another author believing the selection or choice of the proper workbook is important for success with workbooks. For this purpose she has set up the following criteria for workbook selection:²⁸

1. A workbook should follow the well established objectives of the subject matter field for which it is written.
2. It should be of interest for whom it is intended.
3. It should be so planned that the accomplishments of the exercises is satisfying to the pupils.
4. It should provide precisely the types of learning units needed by the class in question.
5. It should be so organized as to require a minimum amount of teacher direction, and to permit to a large extent pupil self-direction.
6. It should be well-organized mechanically, with careful attention to grade, vocabulary, correct size of type, proper spacing and arrangement, length of line, width of margins, presence of indexes, and such other matters as determine the ease with which a book can be used.

²⁶E. A. Betts, "Workbook Situation," Educational Administration and Supervision, Vol. 27 (November, 1941) pp. 572-73.

²⁷J. Melton, "Workbook Can Be Functional," Grade Teacher, Vol. 72 (April, 1955), p. 102.

²⁸Edna McGuire, op. cit., p. 46.

7. It should be economically priced.

If teachers and administrators would use the criteria for selection and evaluations of workbooks as just mentioned by Edna McGuire it is very possible that workbooks would be far more successful than they are now. Always keep in mind that very seldom will a teacher find the workbook he wants exactly in every respect. All they can do is to select the one that best meets their requirements.

V. LIMITATIONS OF PREVIOUS STUDIES

There is very little evidence this investigator could find concerning previous research or studies performed on the subject of workbooks. There is even less evidence of studies concerning reading workbooks of a specific nature or for a specific purpose. Harrington and Loppert, through a questionnaire sent to teachers, superintendents, and professors of education, surveyed their attitudes and opinions concerning the value of workbooks in the arithmetic and reading programs in the state of Pennsylvania.²⁹ The result was that educators were highly in favor of workbooks for the reading and arithmetic programs. The survey revealed the following information as to the basis for the educator's favorable opinions of workbooks.

²⁹E. E. Harrington op. cit., p. 362

1. Provides for the acquisition of habits and skills. 60%
2. Economizes time. 58%
3. Individualizes instruction. 54%
4. Provides a more efficient teaching organization. 53%
5. Builds a specific vocabulary.. . . . 40%
6. Simplifies assignments. 32%
7. Provides practice material. 31%

The survey revealed the following information as to basis for the educators' unfavorable opinions of workbooks.

1. They are too expensive.. . . . 44%
2. Many are not built upon scientific research. 32%
3. They tend to make teaching too mechanical. . 26%
4. They do not follow local courses of study. . 16%
5. They are misused by the teacher. 14%
6. They reduce the initiative of the teacher. . 13%

Such a study was enlightening on the opinions of educators concerning reading workbooks however, it was for one state only. The state surveyed was Pennsylvania, an Eastern state which may or may not have reflected the views of educators in the Western states. Another factor to consider is that the survey was completed in 1934. In those twenty-two years the thinking and teaching methods of educators have changed radically.

It is very possible that opinions and attitudes of educators toward workbooks have been among the changes.

Since this has been the only survey found concerning reading workbooks there are many limitations to previous studies both on a state and national scope. There was no information available from previous studies pertaining to (1) the extent of reading workbook utilization; (2) the relation between educators' attitudes concerning reading workbooks and other factors such as age, teaching experience, class enrollment, and/or grade level taught; (3) the relative effectiveness of the reading workbook and the textbook for reading; (4) the reasons certain educators are not in favor of reading workbooks in relation to such factors as age, teaching experience, class enrollment, and/or grade level taught; (5) the percentage of which teachers, administrators, and professors of education as individual groups responded favorably to the Harrington & Lippert questionnaire.

CHAPTER III

PROCEDURE OF THE STUDY

The procedure taken in this study involved three major areas: (1) development of the attitude scale, (2) description of the research sample and administration of the scale, and (3) method of analyzing the returns.

I. DEVELOPMENT OF THE ATTITUDE SCALE

The Likert type attitude scale was selected as the method by which teachers' attitudes toward reading workbooks were to be sampled. The Likert method of scaling takes into account range, consistency, and intensity of attitude responses. The construction of a Likert type scale fits into rather definite steps and the steps taken in the present study follow closely the pattern suggested by Likert.¹

The first step consisted of collecting from available literature, educator's comments, and from personal interests a list of fifty statements pertaining to reading workbooks. These statements composed the trial form and consisted of twenty-five statements reflecting a positive attitude or feeling toward reading workbooks and an equal amount stated negatively. It was hoped that a wide range in the original collection of statements, from moderately to extremely favorable and from moderately

¹Theodore M. Newcomb, Social Psychology, (New York): Dryden Press, 1950 pp. 170-75.

to extremely unfavorable would be obtained. Any statement believed to be neutral was not included. Having statements of varying degrees of favorableness is part of the process which allows for determining intensity of attitudes.

The second step involved duplicating the fifty statements with instructions for filling out the trial form. (A copy is included in appendix A.) The five point scale as used by Likert was placed before each statement: S.A., strongly agree; A., agree; ?, neutral or uncertain; D., disagree; and S.D., strongly disagree.

The third step involved presenting this trial form to a preliminary group for the purpose of analyzing the items for ambiguity and internal consistency. The group used was a class of seventy-four upper division Educational Psychology students at Central Washington College of Education. Although a few of this group had actual teaching experience, most had student teaching and had taken most of the required courses for teacher certification. The group was asked to answer each item as though this was the final form. This involved circling the one abbreviation which showed the extent of agreement or disagreement with the item.

The fourth step was that of assigning scores to each trial form. Scoring using the Likert approach, involved the assigning of a numerical value to each of the responses. If a response is in disagreement to an unfavorable

statement it is interpreted to mean that the individual responding is considered as being in agreement with a favorable statement. If a response is in agreement to an unfavorable statement then the individual responding is considered as being in disagreement of a favorable statement. Items stated in terms of favorableness to workbooks were scored as follows: five for Strongly Agree; four for Agree; three for Neutral or Uncertain; two for Disagree; and one for Strongly Disagree. Items stated in terms unfavorable to workbooks were scored in the reverse as follows: five for Strongly Disagree; four for Disagree; three for Neutral; or Uncertain; two for Agree; and one for Strongly Agree. Since the lowest possible score for each item was one point, the lowest possible score for each person responding was fifty points. And, since the highest possible score for each item was five points, the highest total score obtainable was 250 points. Each of the seventy-four papers of the trial form were then scored as described.

The fifth step involved placing the scores in a distribution from high to low--the high scores designated the attitudes most favorable to reading workbooks. From this distribution the highest twenty and the lowest twenty papers were selected as the forty persons having the most definitely positive attitudes and the most definitely negative attitudes. The responses of these individual papers were then analyzed item by item for internal consistency

and ambiguity. The purpose of this step is clarified by Newcomb.²

If a large proportion of people who respond favorably (or unfavorably) to each item also respond in the same way to all the other items, it is likely that all of the items are of approximately equal significance in getting at favorable attitudes. In a carefully constructed attitude scale, some kind of item-by-item analysis is usually made. It is common practice to discard items which do not pass the test of internal consistency--that is, items to which the frequency of favorable (or unfavorable) response bears little relationship to the frequency with which most other items are similarly answered by the same subjects.

Newcomb further clarifies this statement stating:³

Those items which are responded to favorably by individuals who as a group do not respond to most other items favorably (or vice versa) are discarded as not 'tapping' the same attitudes as the other items. If scale construction has been successful, there emerges a list of items with high internal consistency and high split-half reliability.

The thirty most ambiguous statements were eliminated from the form, thus leaving the twenty least ambiguous statements for the final form of the attitude scale.

The sixth step was used to check the empirical success of this elimination process by conducting a test of reliability. Two Introduction to Graduate Study classes were used for the test. Most all the people in these classes had teaching experience. This step involved the administering of the attitude scale in its final form

²Ibid., p. 156

³Ibid., p. 171.

twice, one week apart, to the forty-five members of the two classes. A number was given to each person at the time of the first test. They were told to write this number down or remember it as further tests would be conducted at a later date. They were asked to place this same number at the top of the attitude scale in both instances. This system allowed the securing of a given person's score at the two designated times. Each paper was scored, as was the trial form, using the five point rating scale for obtaining the numerical values. A score, not exceeding 100 or fewer than twenty, was then given to attitude scales for each individual responding. The comparison of the two tests, using the Pearson product-moment correlation method revealed a correlation coefficient of .72 with a standard error of .07. This indicates that the attitude scale is reasonably reliable. The magnitude of the correlation coefficient in relation to its standard error suggests that it is significant well beyond the one per cent level of confidence.

Through the use of these steps a scale was derived containing twenty questions with low ambiguity and moderate reliability for use in the study--that of determining the attitudes of teachers toward workbooks in the reading program.

II. DESCRIPTION OF THE RESEARCH SAMPLE AND ADMINISTRATION OF THE SCALE

The method used to determine the teachers to be sampled is referred to as "an unrestricted sampling" by Good.⁴ The procedure used is that of drawing a lot of numbered slips of paper from a container. Since the purpose of this study was to obtain the attitudes and opinions of elementary teachers in only Central Washington the sampling was easily restricted to the counties of Yakima, Okanogan, and Kittitas. A counting of the teachers in these counties revealed approximately 1,500 teachers. Since this number of teachers was too great for complete study, a sampling was necessary. Because the name of every teacher in the three counties was unobtainable and because it was felt by this investigator that returns would be better, sampling was done through the schools in the counties rather than by letters to the individual teachers. Desiring a sampling of one-third of the teachers in these counties a running total of the teachers in the buildings that were selected was maintained. When the total random selection of schools brought approximately 500 teachers the selecting process ceased. The final total of teachers sent attitude scales numbered eleven over the goal of 500. The sampling

⁴Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century-Crofts, Inc. 1954), p. 601.

was done with as few restrictions possible. There was no discrimination in any manner as to school enrollment, area, county, teacher enrollment or any other factor or factors.

Addresses were obtained from the Washington Teachers' Directory of 1955-56. From the directory was obtained the addresses of each school in the counties sampled, the principal's name for each school, and the number of teachers in each building. It was decided that if a return envelope, with postage included, was provided the returns might be greater. Therefore, each school administrator was sent the exact number of attitude scales necessary, a letter of introduction to the principal (available in appendix) and a self-addressed and stamped envelope. The letter of introduction included (1) a restatement of the purpose of the survey, (2) a request that the principal distribute the attitude scales to his teachers and then post the returns using the stamped envelopes provided, and (3) a statement as to his privilege to expect a copy of the results of this survey if so desired.

III. METHODS OF ANALYZING THE RETURNS

Of the 511 attitude scales sent to teachers a total of 172 were completed and returned. This was a thirty-three per cent return of the teachers selected for the sampling and a eleven per cent sampling of all the elementary teachers in the three Central Washington counties

of Yakima, Kittitas, Okanogan. The method used to score the attitude scales returned were similar to those used to score the trial form. Each individual paper was given a score for his total responses to indicate his intensity of attitude. Using the scores obtained, an analysis was made to show the relation between the teachers' attitude concerning reading workbooks and such factors as class enrollment, school enrollment, sex, teaching experience, and grade level taught. In each comparison indicated above the area itself was divided into smaller groups. Thus the first area referred to as class enrollment was divided into two groups - the classes enrolling twenty-five pupils or less and the classes enrolling twenty-six pupils or more. The second area known as school enrollment was divided into two groups - the schools enrolling 399 pupils or less and the schools enrolling 400 pupils or more. The third area referred to as the teachers' sex was also divided into two groups. The fourth area described as the teachers' teaching experience was divided into four groups - the teachers with one to six years of experience, the teachers with seven to fifteen years of experience, the teachers with sixteen to twenty-five years of experience, and the teachers with twenty-six to forty years of experience. The fifth area studied was that of the grade level taught. The grade levels were grouped as teachers of grade one,

grade two, grade three, grade four, grade five, and grade six. For all the various groups mentioned the mean scores were determined. These means are indicated in the appropriate figures in the Results of Study Chapter. In grouping the teachers by grade levels taught and the teachers by class enrollment the standard deviations were also obtained. The standard deviation for these are also reported.

The information obtained through the division of the larger areas into smaller groups was used in constructing bar graphs for an easier and faster means of obtaining information and relationships pertinent to this study.

The facts obtained as to the extent of utilization of workbooks in the reading program were analyzed in the same procedure as was the analysis of attitudes of teachers. The utilization was determined as to the class enrollment, the school enrollment, the teachers' teaching experience, sex, and grade level taught. These areas were further divided into smaller groups for a second analysis. The information obtained from these two steps of analysis is available in Chapter IV.

CHAPTER IV

RESULTS OF STUDY

For this investigation 511 questionnaires were sent to teachers in the counties of Yakima, Okanogan, and Kittitas. Of the 511 questionnaires sent a total of 172 were returned—34.4 per cent. The teachers, of each county responding to the questionnaires, were very cooperative in answering the personal data questions as well as the twenty statements comprising the attitude scale. Since all the information needed was obtained, the study will therefore be reported in terms of responses to ~~the attitude scale in~~ relation to the personal facts reported.

I ATTITUDES OF TEACHERS TOWARD READING WORKBOOKS

The questionnaires returned revealed an inconsistency in the attitudes and opinions of teachers concerning the use of reading workbooks. The range of attitudes extended from a score of thirty-seven which was unfavorable, to a perfect score of 100, which was very favorable. Of these 172 scores the median was determined as being 79 and the mean was established by the quantitative method and the frequency method as being 77.56. The standard deviation for the mean of 77.56 was found to be 10.35. Thus it was determined that the majority of the scores were between the score of 67.21 and the score of 87.91.

Further analysis revealed the following facts:

1. Not one teacher marked the scale as being very unfavorable to reading workbooks.

2. Four teachers scored between thirty-six and fifty on the scale. This range of scores indicated as being unfavorable on figure 1.

3. Twenty-five teachers were found to have scores between fifty-one and seventy. This group of scores were classified as neutral.

4. Favorable is the range in which the mean falls. This group has a range between 71 and 85. A total of 110 teachers scored a numerical value toward reading workbooks within this range.

5. Thirty-three teachers were found to have attitudes of very favorable. This range extended from scores of eighty-six to 100.

Figure one summarizes the above information.

Schools enrolling 399 pupils or less. The mean was 77.67. The range for the total sum of scores was discovered to extend from thirty-seven to 100. An analysis of this result revealed the following information:

1. Only one teacher had an unfavorable attitude toward reading workbooks.

2. Fifteen teachers expressed neutral opinions.

3. A favorable attitude was expressed by fifty-five teachers.

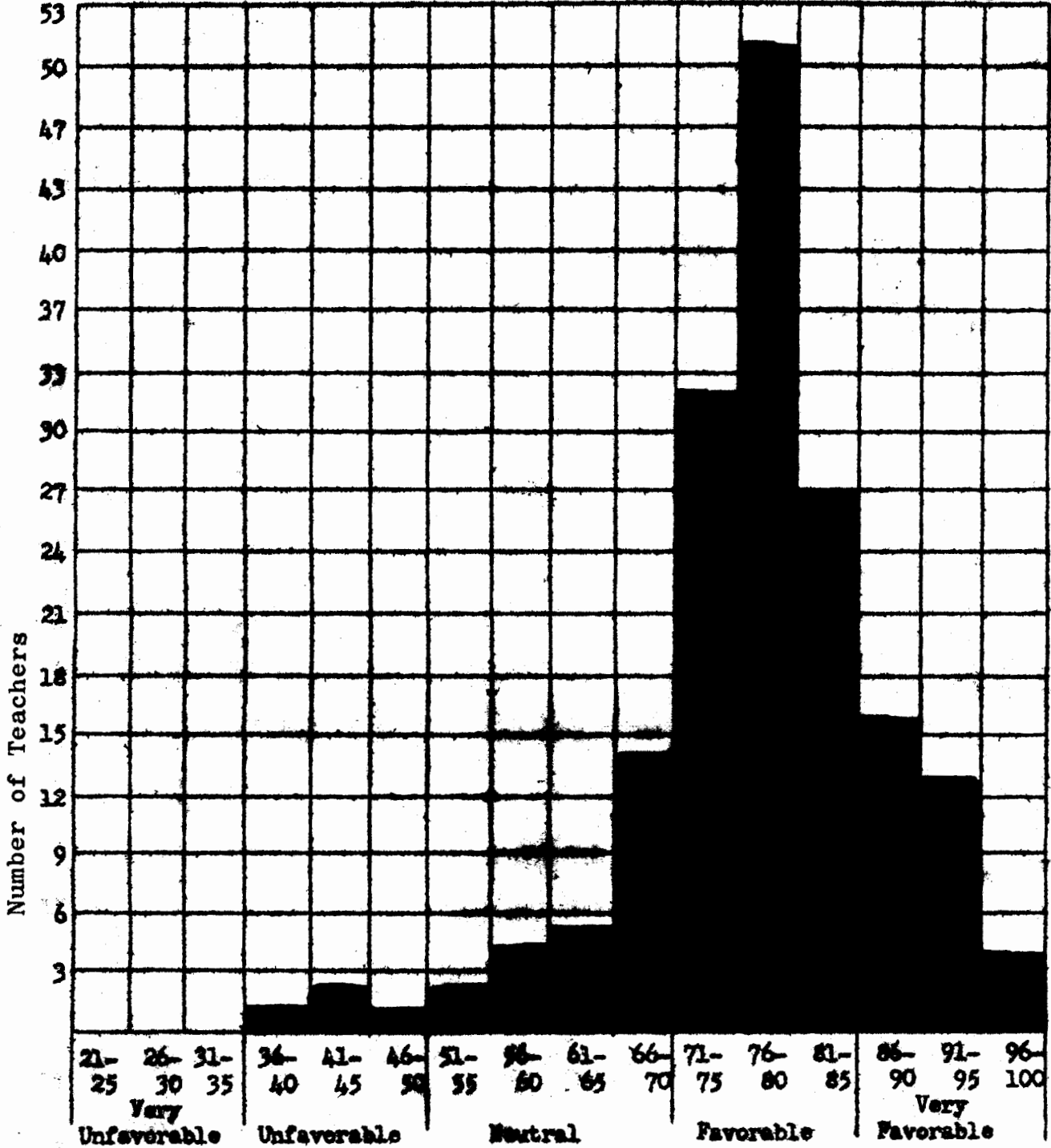


FIGURE 1

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS

4. A very favorable attitude was expressed by seventeen teachers.

The above information is available in figure 2.

Schools enrolling 400 pupils or more. The mean was established at 77.44, which is a favorable mean. The range of attitudes shown in numerical terms began at the range of forty-one and extended to the 100 range. Figure 3 summarizes the information in this group:

1. An unfavorable attitude was reported by three teachers.

2. Ten teachers' scores came within the neutral group.

3. The majority of the teachers teaching in school buildings enrolling 400 or more pupils were of a favorable attitude. Fifty-four teachers were found to be between the scores of seventy-one and eighty-five as to their attitudes.

4. Sixteen teachers scored attitudes of very favorable concerning workbooks in the reading program.

It is of interest to note that there is only .23 difference between the mean established for scores of teachers in schools enrolling 400 or more pupils and the mean established for scores of teachers in schools enrolling 399 or less pupils. Also of interest is the closeness of the responses for favorable to reading workbooks. Of the eighty-nine teachers from buildings enrolling 399 or less,

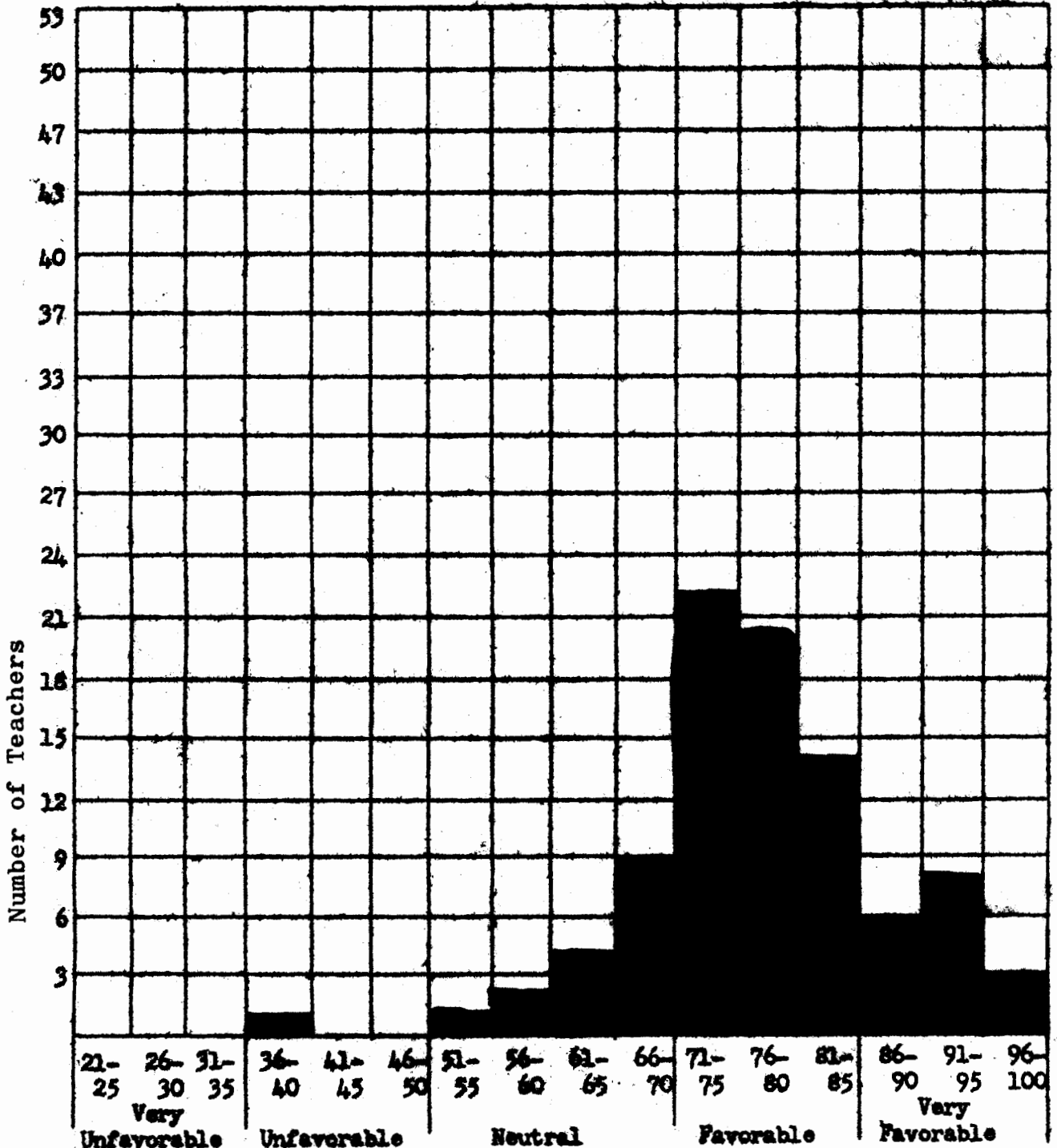


FIGURE 2

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS ENROLLING 399 PUPILS OR LESS

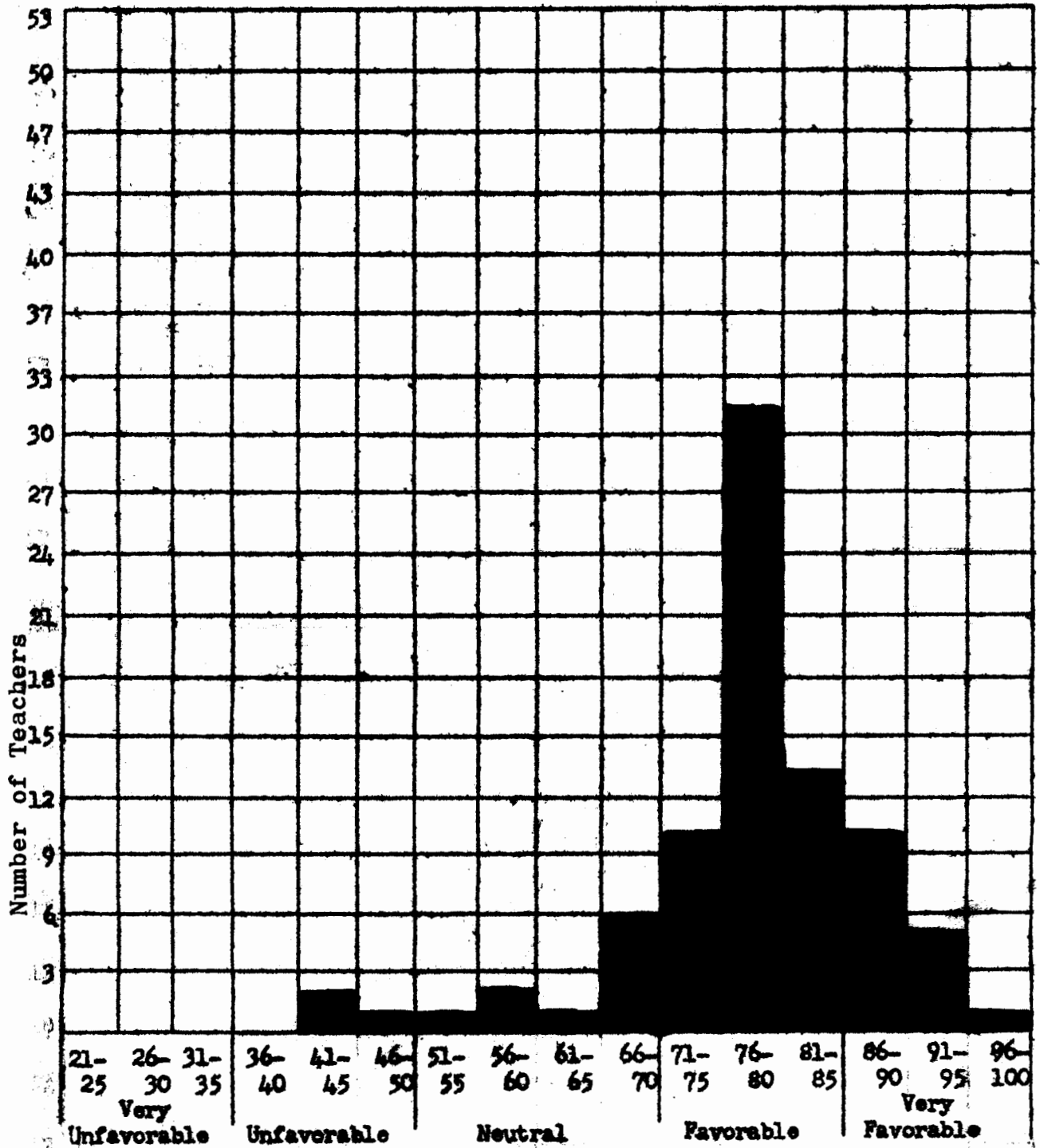


FIGURE 3

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS ENROLLING 400 PUPILS OR MORE

fifty-five responded as being favorable which was sixty-one per cent of the total responses for this group. Of the eighty-three teachers from buildings enrolling 400 or more, fifty-four responded as being favorable which was sixty-five per cent of the total responses for this group.

Teachers with one to six years of teaching experience.

The mean of numerical values of the attitudes was established as being 74.69. This was an indication that teachers, relatively new to the teaching profession, were of a favorable attitude concerning workbooks in their reading program. The lowest score recorded was located between forty-one and fifty, an unfavorable score, while the highest score was recorded between ninety-six and 100, a very favorable score.

An analysis of the scoring resulted in the following information:

1. One teacher indicated an unfavorable attitude.
2. Thirteen teachers had attitudes of neutral.
3. The teachers favorable to workbooks for reading numbered thirty-one.
4. Seven teachers were found to be very favorable toward reading workbooks.

The above information is also available in graphic form in figure 4.

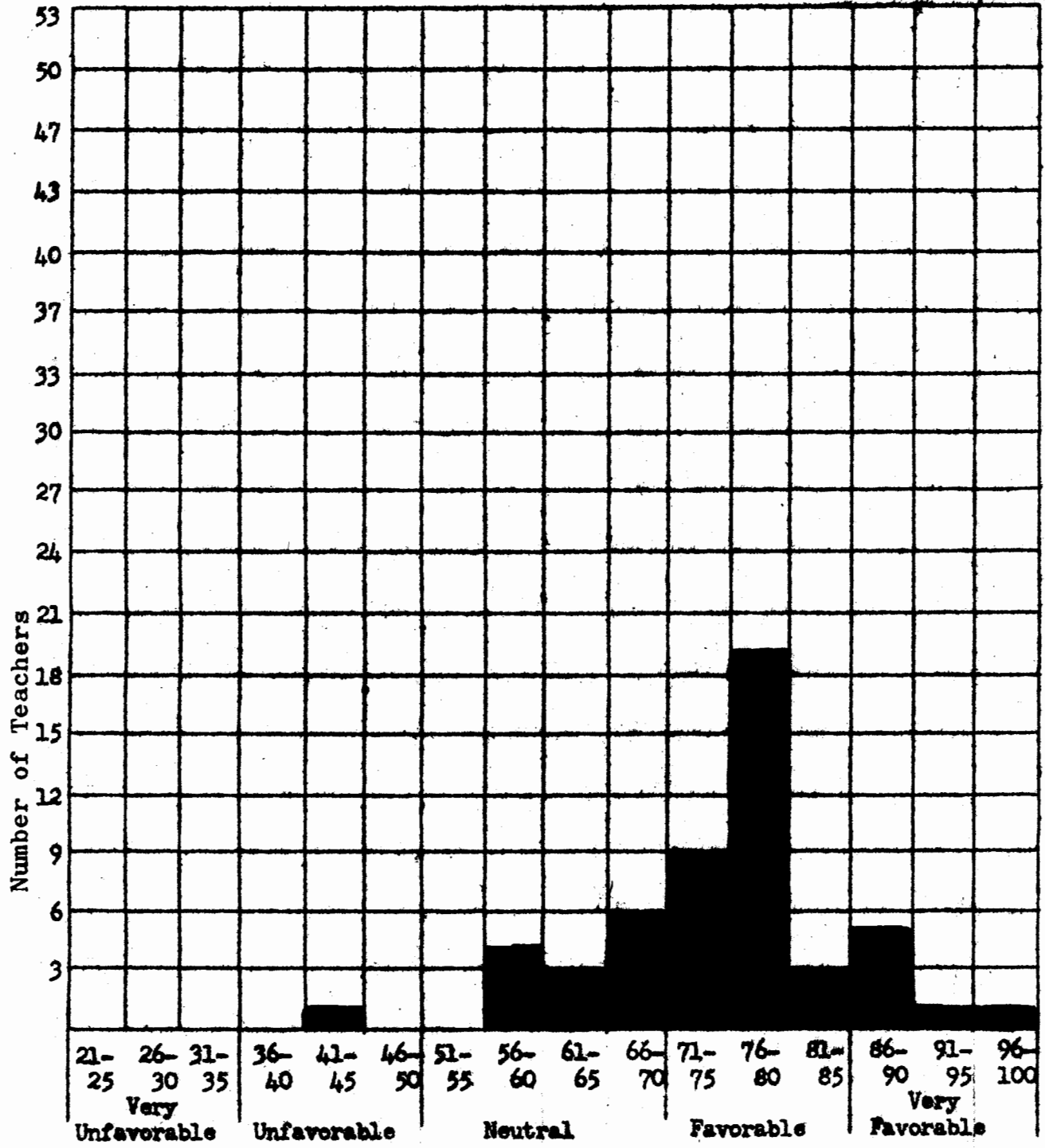


FIGURE 4

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS HAVING ONE TO SIX YEARS OF TEACHING EXPERIENCE

Teachers with seven to fifteen years of teaching experience.

The mean for this group was 78.92, which indicates a favorable attitude of the group. This group had the highest mean score of the four groups which were divided and analyzed by their years of teaching experience. The general tendency for attitudes of this group centered between sixty-six and one-hundred. From this division was drawn the following information:

1. The majority of these teachers scored between seventy-one and eighty-five. This indicates the group attitude as being favorable of reading workbooks.

2. Very favorable was the second largest choice of the teachers. A total of twenty-one and one-half per cent of the teachers answered within this group.

3. The third choice was neutral in opinion. This choice was selected by only five teachers or a total of nine per cent.

4. One teacher indicated an unfavorable attitude toward workbooks for reading.

5. No teacher had a score below forty-six on the attitude scale.

Figure 5 shows the above information in graphic form.

Teachers with sixteen to twenty-five years of teaching experience. Of the teachers surveyed, the opinions ranged

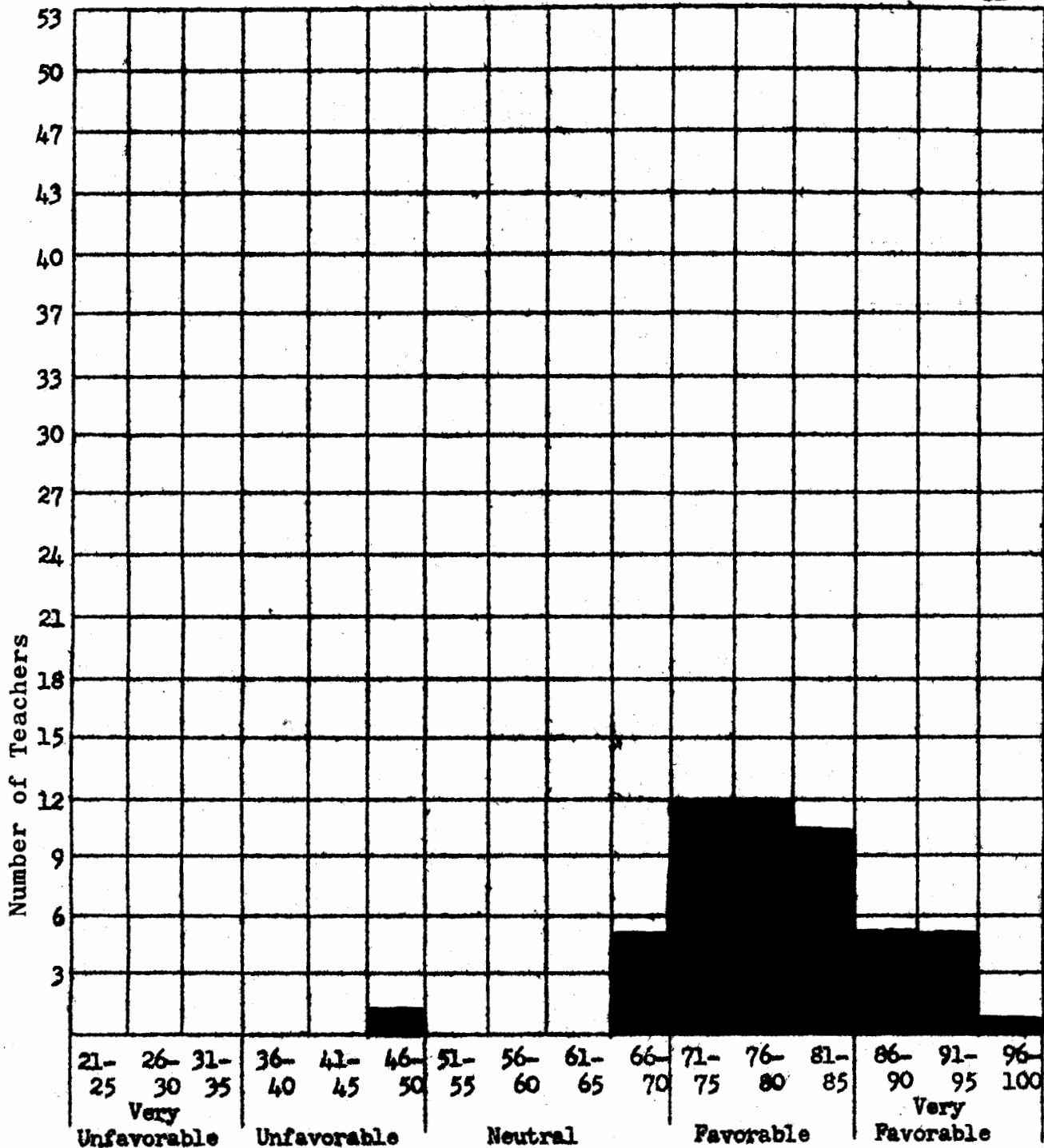


FIGURE 5

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS HAVING SEVEN TO FIFTEEN YEARS OF TEACHING EXPERIENCE

from thirty-seven to one-hundred. The mean for this group was 78.62 which is considered a favorable mean. Two teachers scored as being unfavorable to reading workbooks and five registered attitudes as being neutral. The remaining teachers (38) were found to be either of a favorable attitude or of a very favorable attitude. The range of this grouping did not show a tendency to centralize as was the situation in figure 5. This information concerning teachers with sixteen to twenty-five years of teaching experience is also available in figure 6.

Teachers with twenty-six to forty years of teaching experience. Figure 7 shows a tendency for these teachers to be generally in favor of reading workbooks. Although there were only twenty-five in this category, seventeen scored as being in favor of workbooks for the reading program. The mean for this group was favorable being 78.36. Three teachers were found to be neutral and not one was unfavorable or very unfavorable. Four teachers scored opinions of a very favorable attitude. Of the four divisions, as to the amount of teaching experience, those having only one to six years of experience had a lower mean than the other three groups with more experience. It is also interesting to find that the three groups with ~~at least seven~~ and not more than forty years of teaching experience had a mean within .56 of each other. Although the teachers

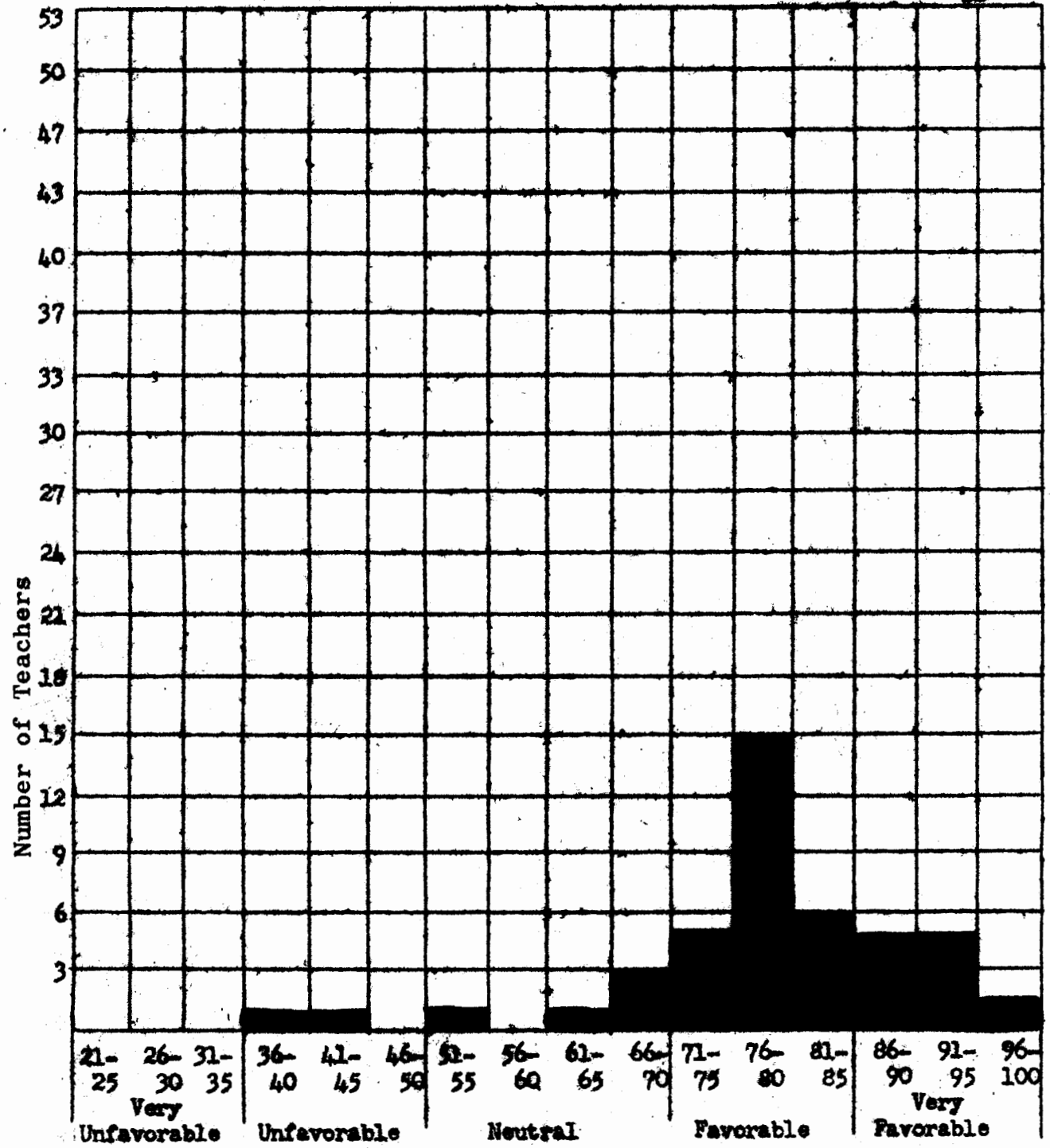


FIGURE 6

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS HAVING SIXTEEN TO TWENTY-FIVE YEARS OF TEACHING EXPERIENCE

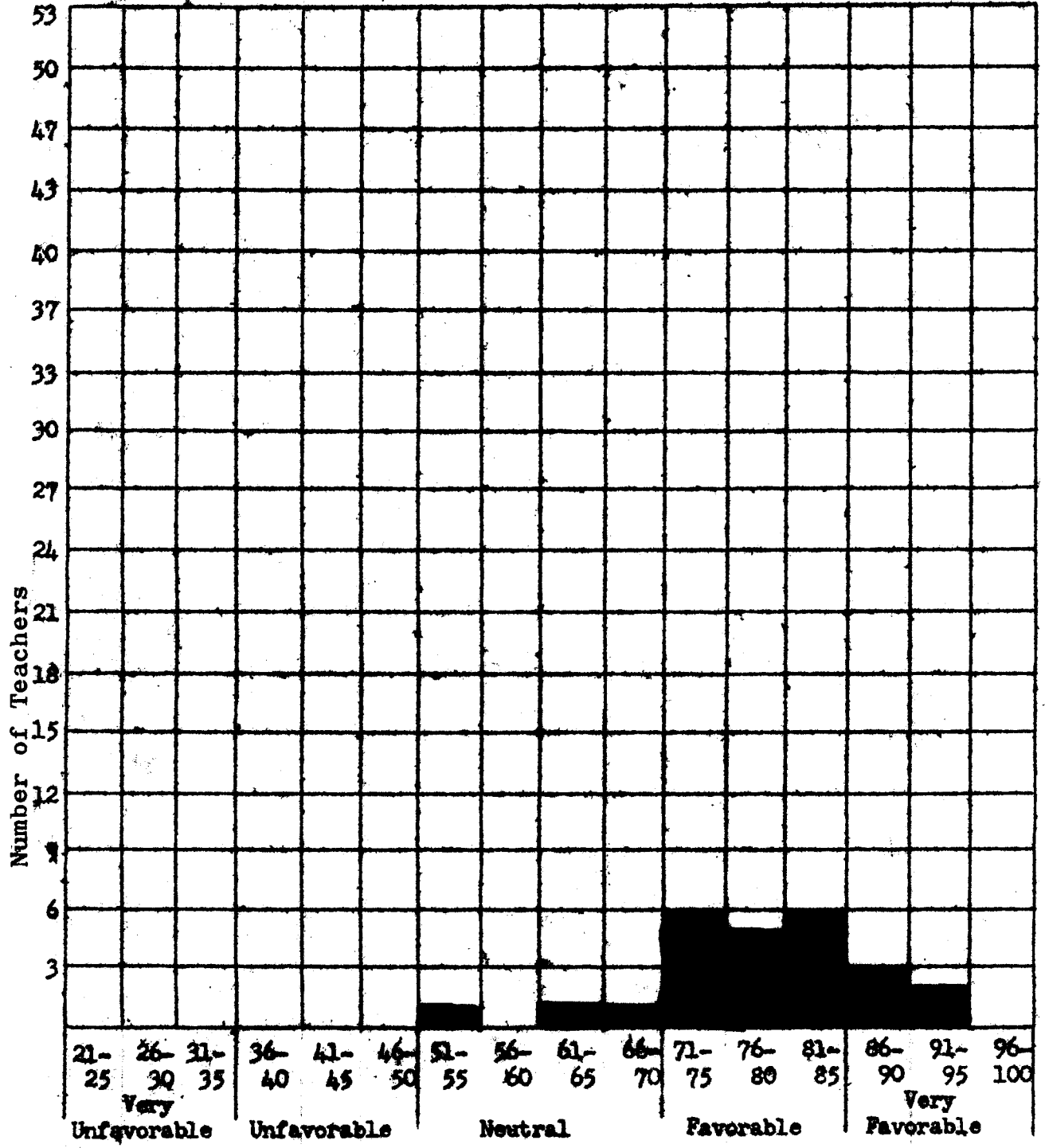


FIGURE 7

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS HAVING TWENTY-SIX TO FORTY YEARS OF TEACHING EXPERIENCE

having more experience in teaching seem to have a higher mean, it was noted that all four of the groups had means considered favorable .

Classes enrolling twenty-five pupils or less. As shown in in figure 8, the mean for this group was established as being 72.78. Although this mean is very low it is still considered as favorable. The general scoring of these teachers was recorded as favorable, but a few (10) scored being unfavorable thus bringing the mean down. An analysis of these fifty teachers resulted as such:

1. Very favorable. .11
2. Favorable29
3. Neutral 8
4. Unfavorable 2
5. Very unfavorable. 0

Classes enrolling twenty-six pupils or more. It was surprising to find that of the 172 teachers answering the attitude scale some 122 were teaching in classrooms containing more than the ideal enrollment of twenty-five. Of these 122 teachers all but eighteen answered as being either favorable or very favorable. The mean for this group was higher than any other group of the entire attitude scale. It definitely showed that, of the teachers responding, those teachers having the larger classes were

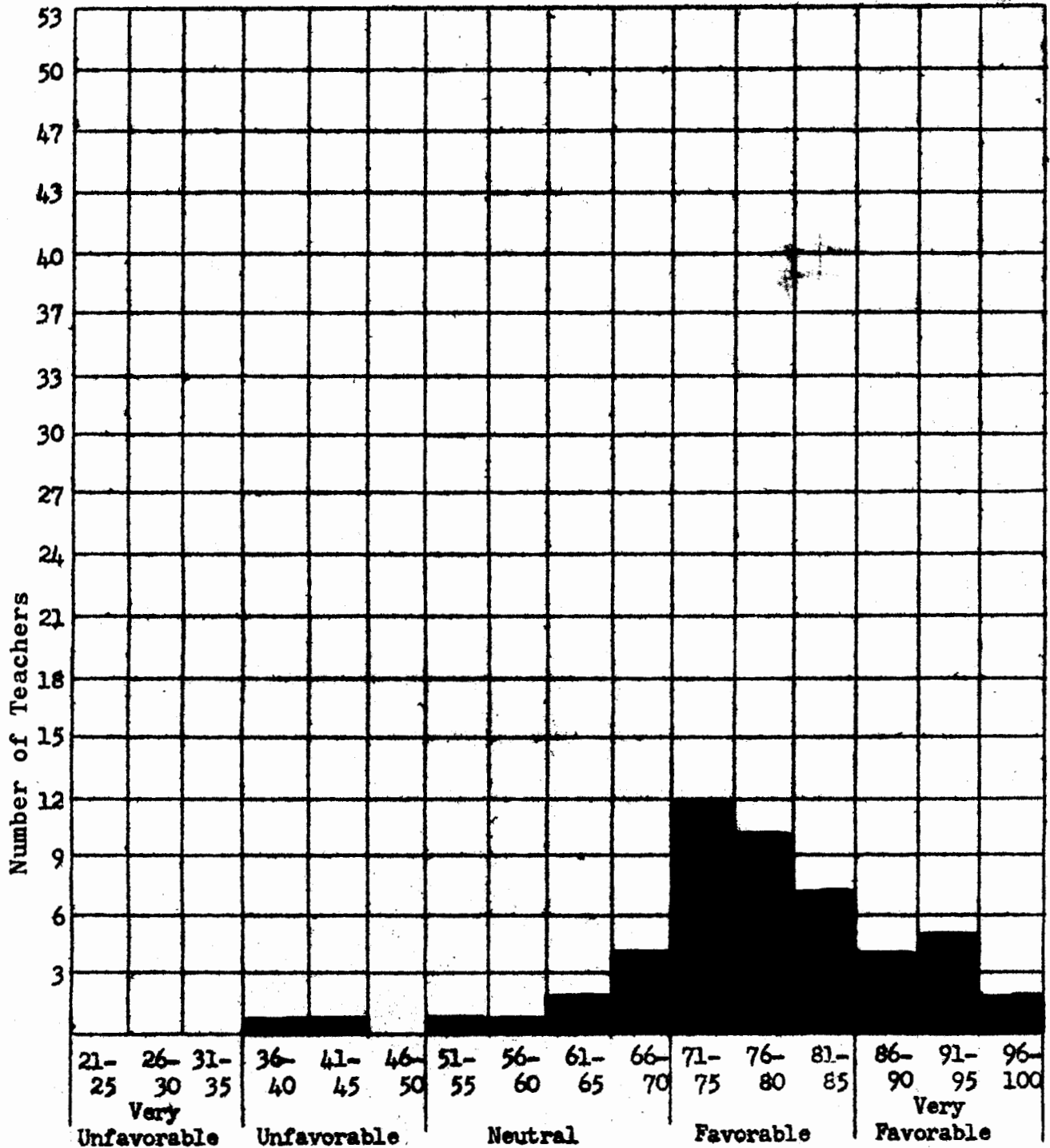


FIGURE 8
 ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY
 SCHOOLS WITH CLASSES ENROLLING TWENTY-FIVE PUPILS
 OR LESS PER CLASS

more in favor of workbooks for the reading program than any other group division. Figure 9 indicates a very strong scoring of teachers toward a favorable attitude from this group. Other results from this group of teachers having twenty-six or more pupils per class are as follows:

1. Very favorable. . 23
2. Favorable 81
3. Neutral 16
4. Unfavorable 2
5. Very unfavorable. 0

Attitudes of primary teachers compared with those of intermediate teachers. An analysis of teacher attitudes by the grade level taught revealed very few differences in attitudes existed. There seemed to be, however, a tendency for the teachers of the primary grades to have higher means than those of the intermediate grades as shown in figure 16. From the information obtainable from figures 10, 11, 12, 13, 14, and 15, there doesn't seem to be any one group of teachers, as divided by grades, that are more favorable or more unfavorable of workbooks for the reading program than the teachers of the other grade levels. From figure 16 the following statistics were selected for presentation:

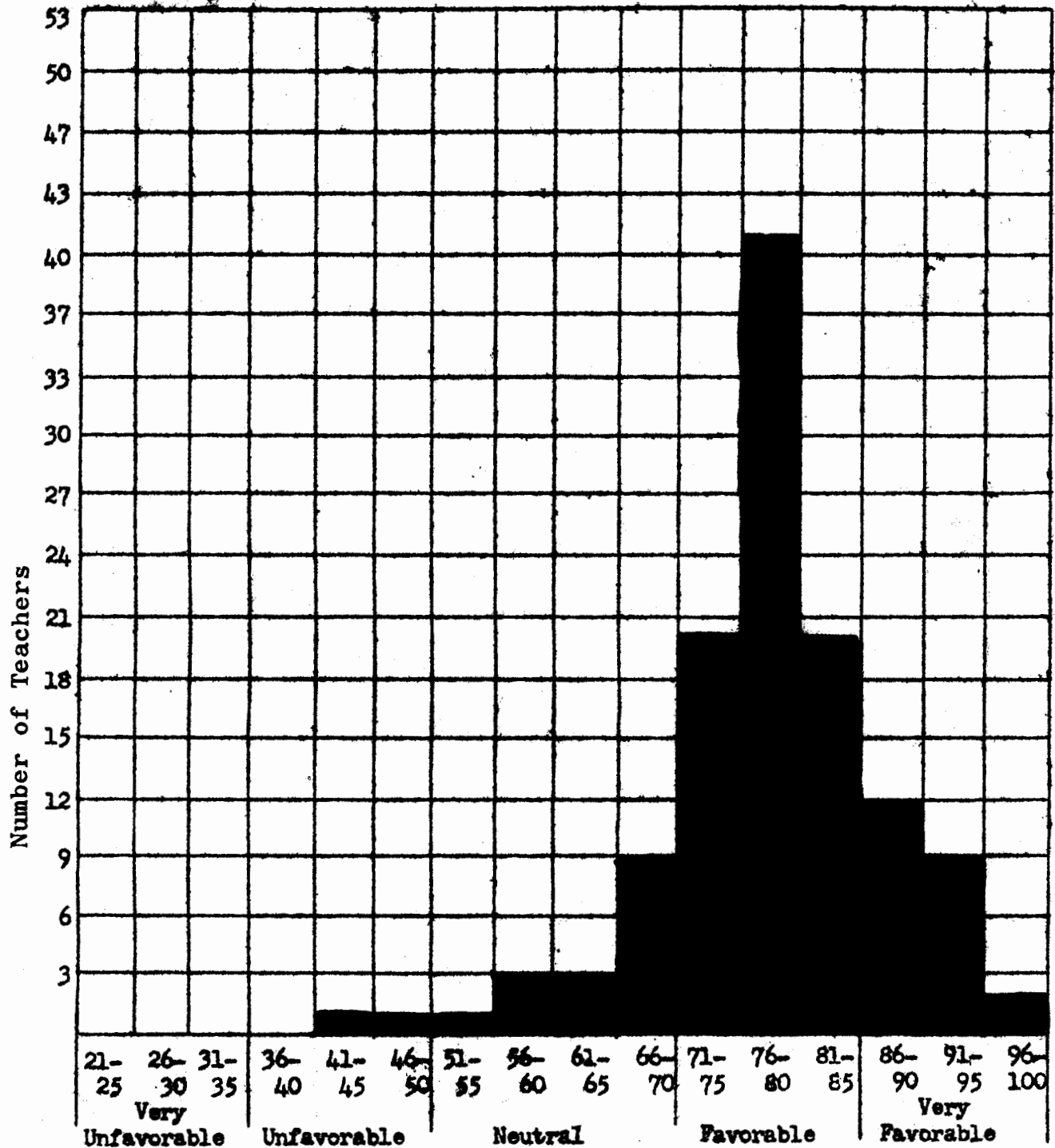


FIGURE 9

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS WITH CLASSES ENROLLING TWENTY-SIX PUPILS OR MORE PER CLASS

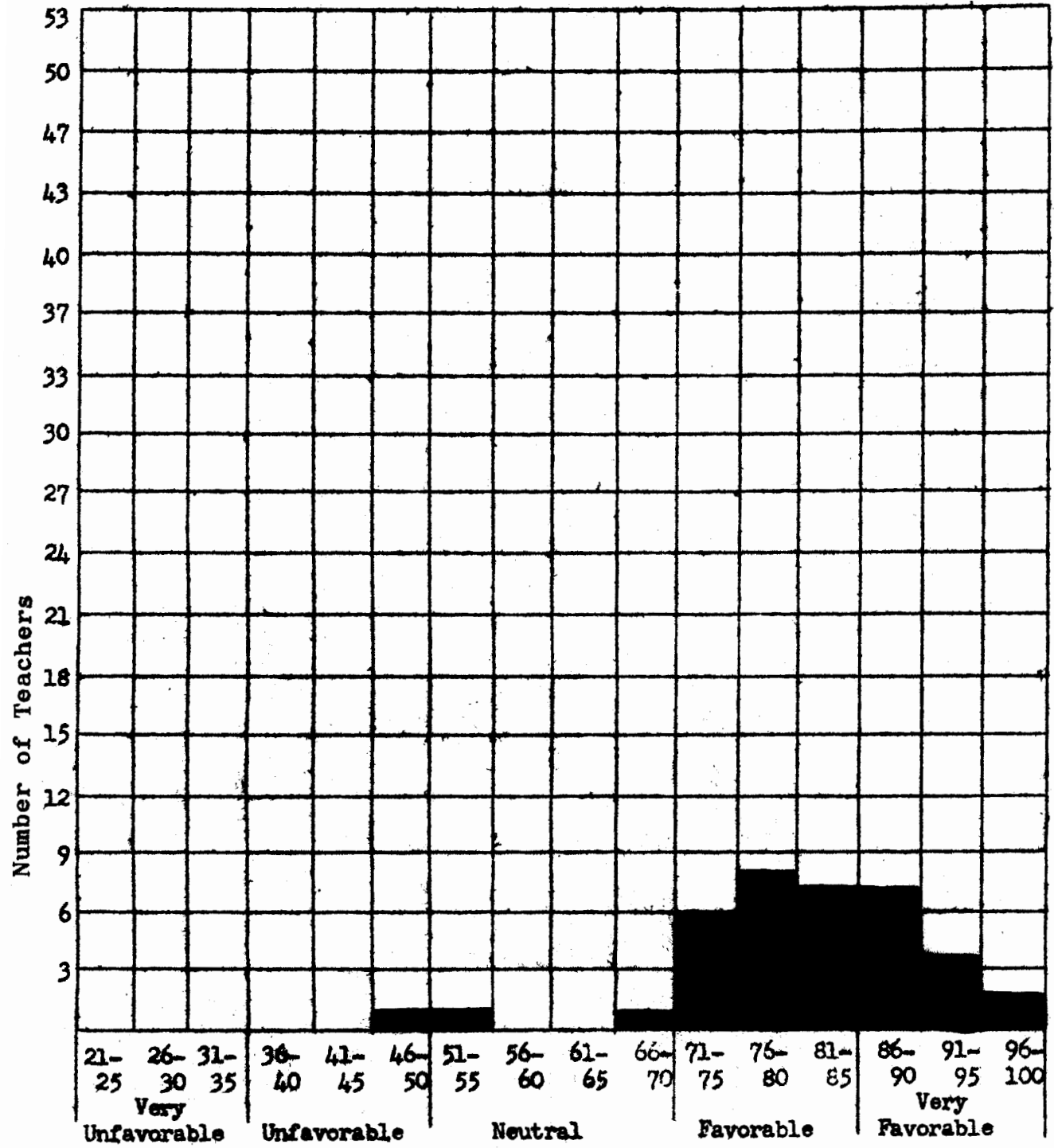


FIGURE 10

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE FIRST GRADE

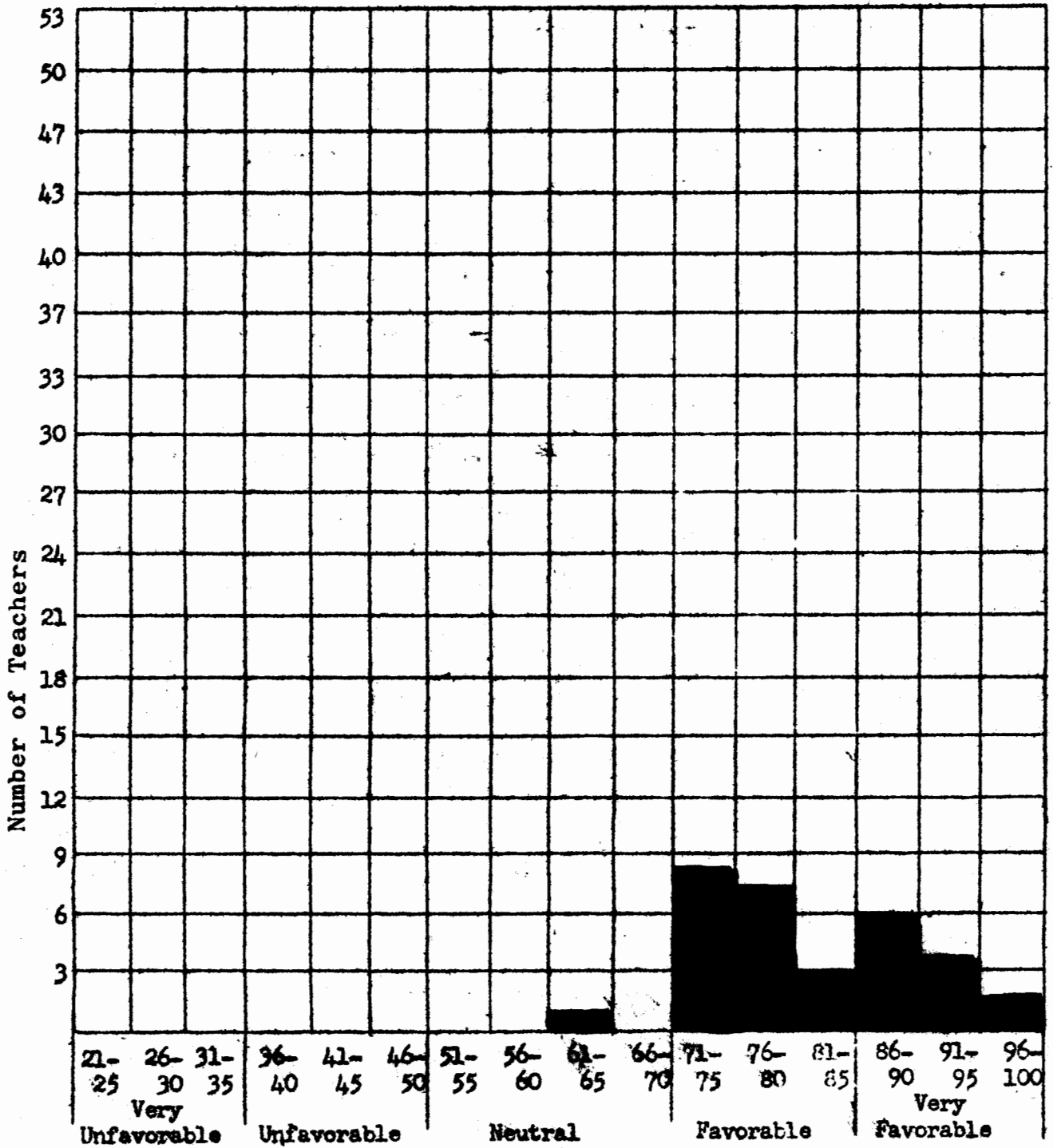


FIGURE 11

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE SECOND GRADE

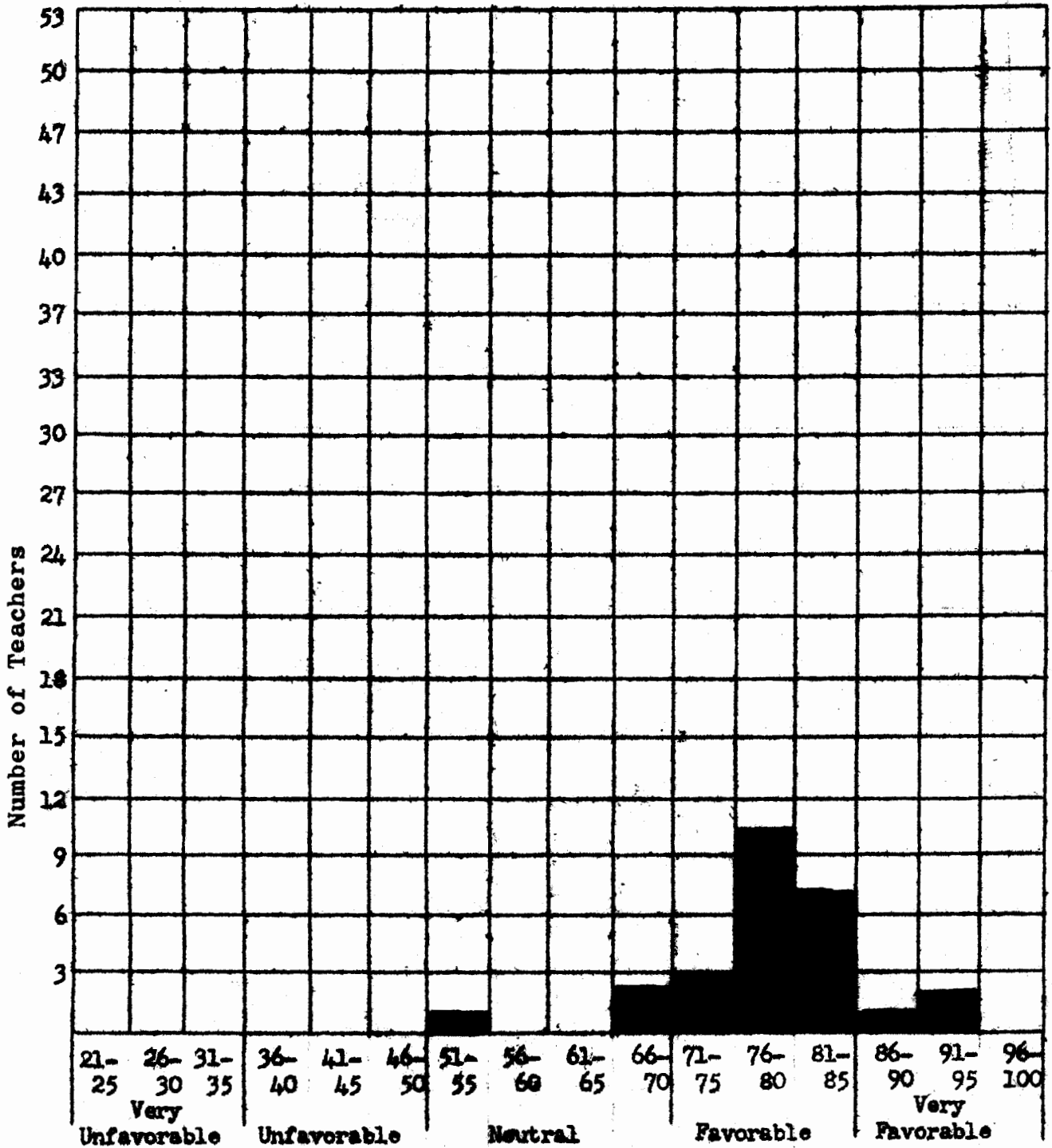


FIGURE 12

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE THIRD GRADE

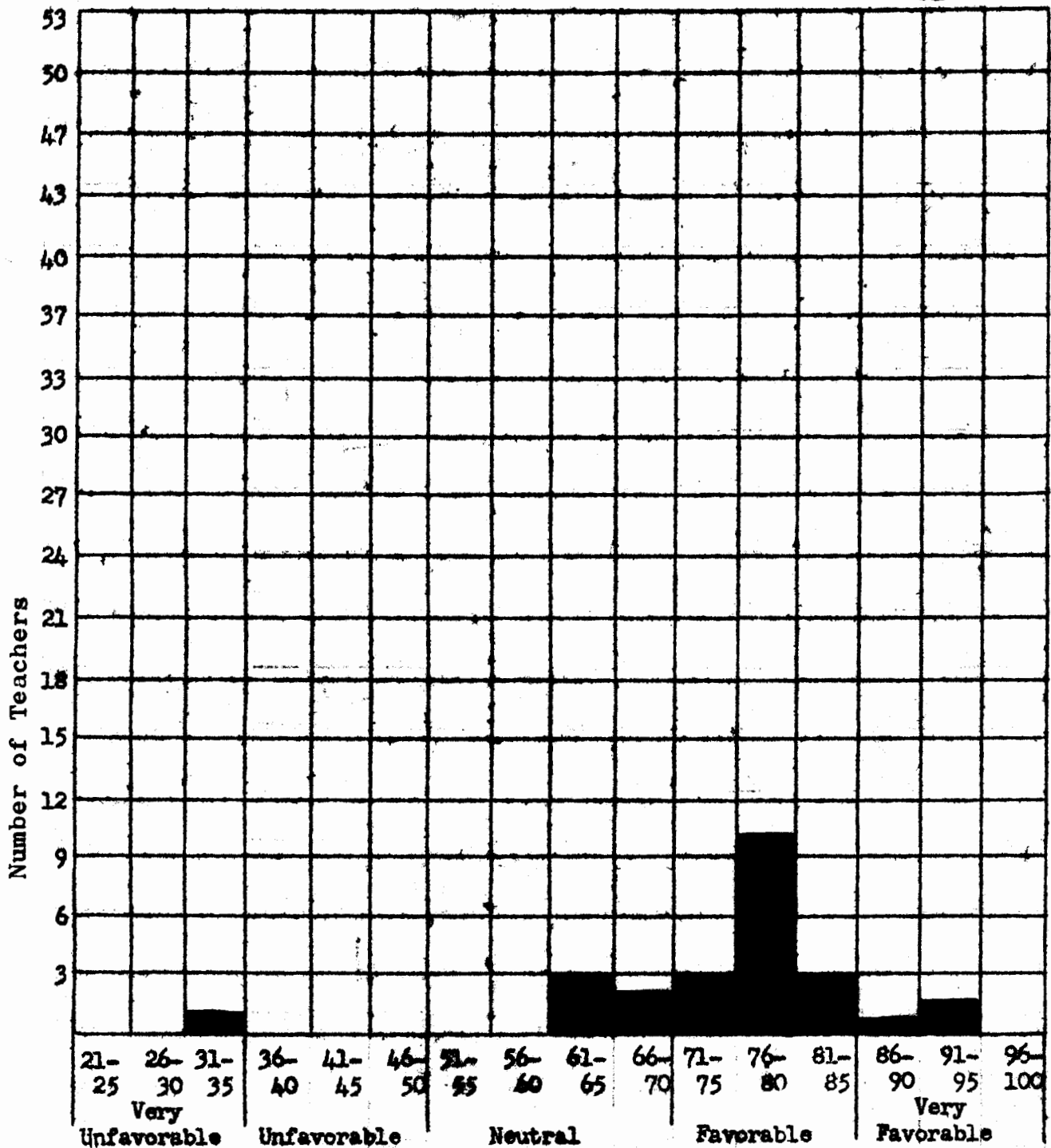


FIGURE 13

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE FOURTH GRADE

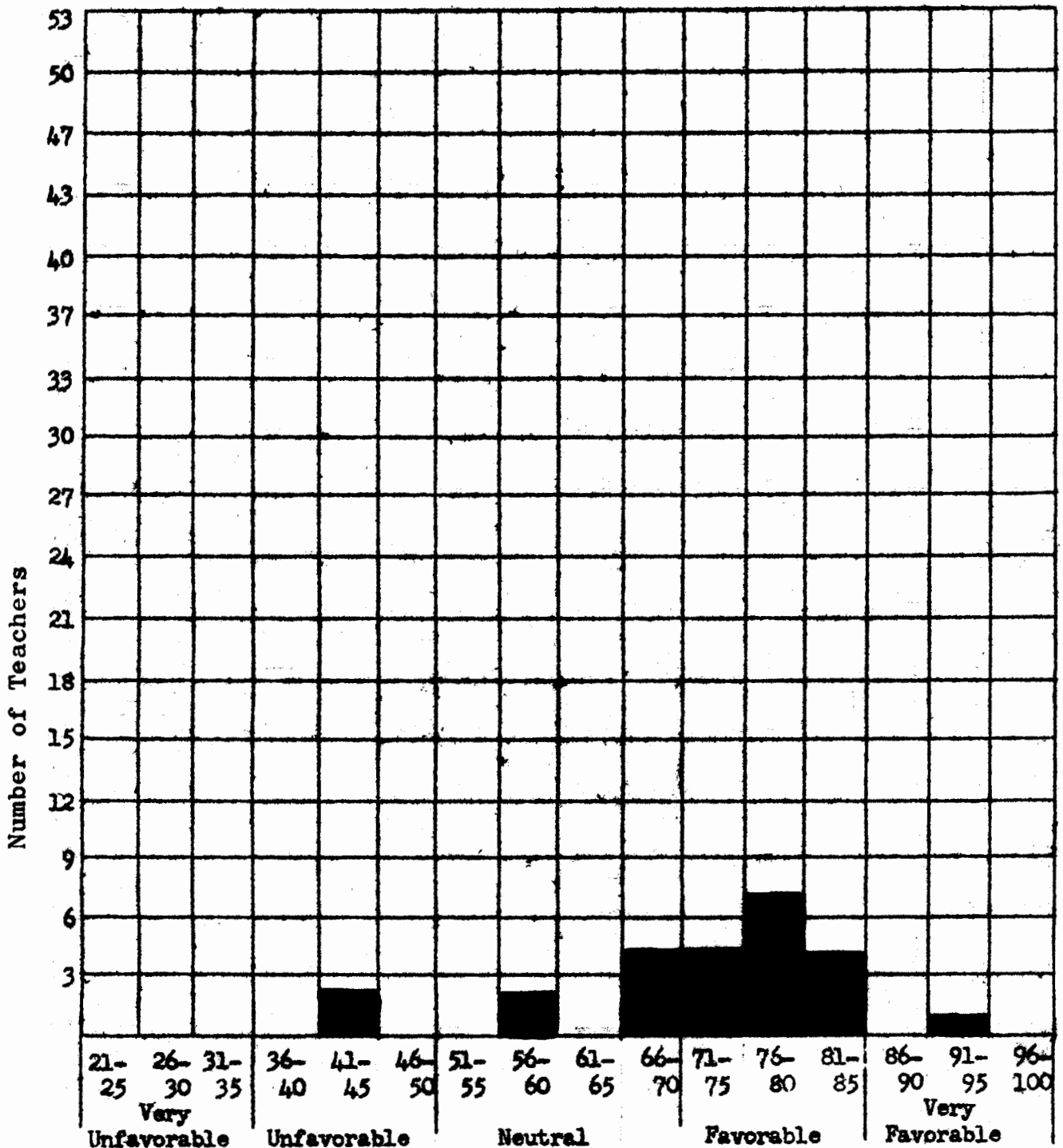


FIGURE 14

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE FIFTH GRADE

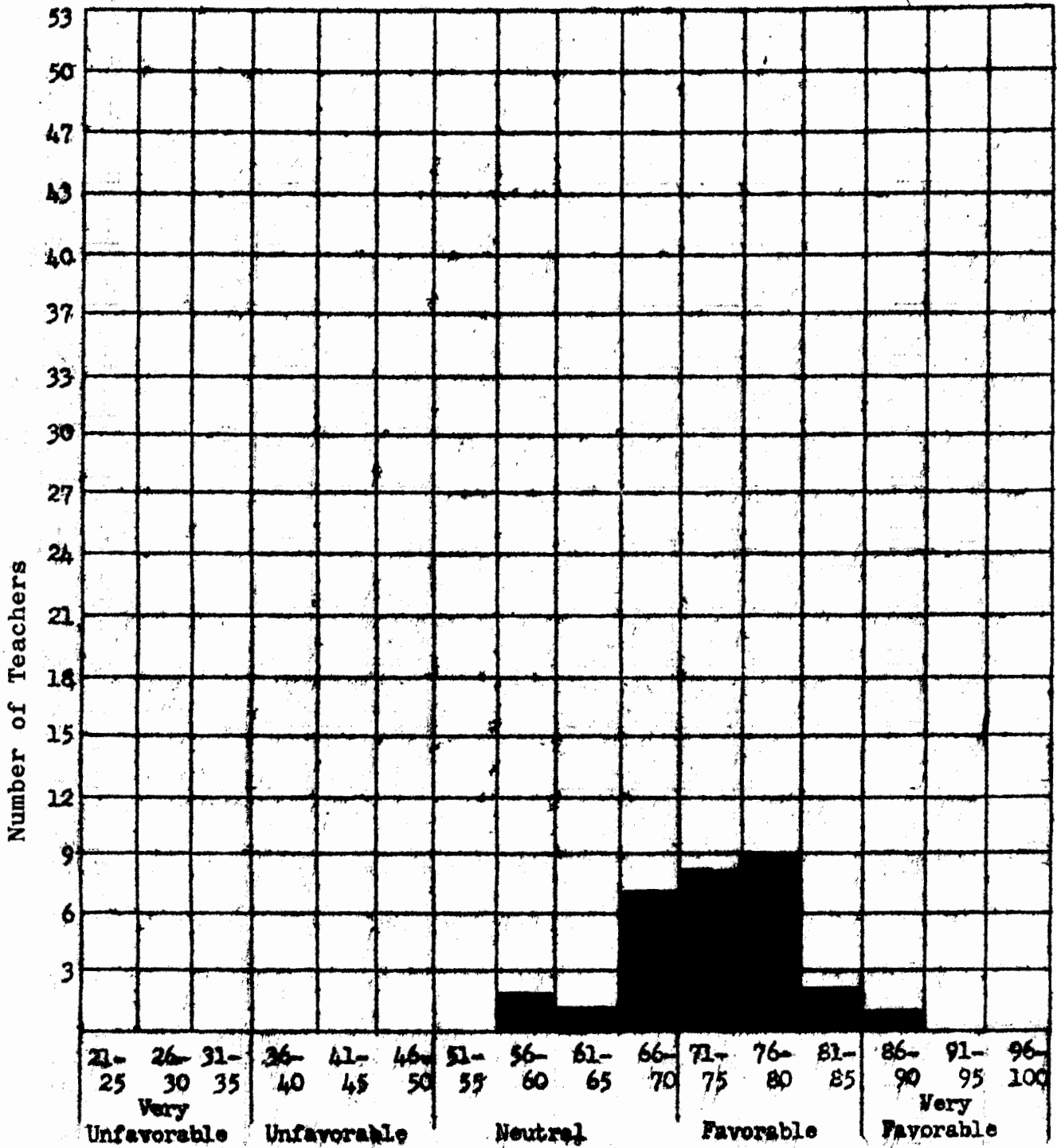


FIGURE 15

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS TEACHING THE SIXTH GRADE

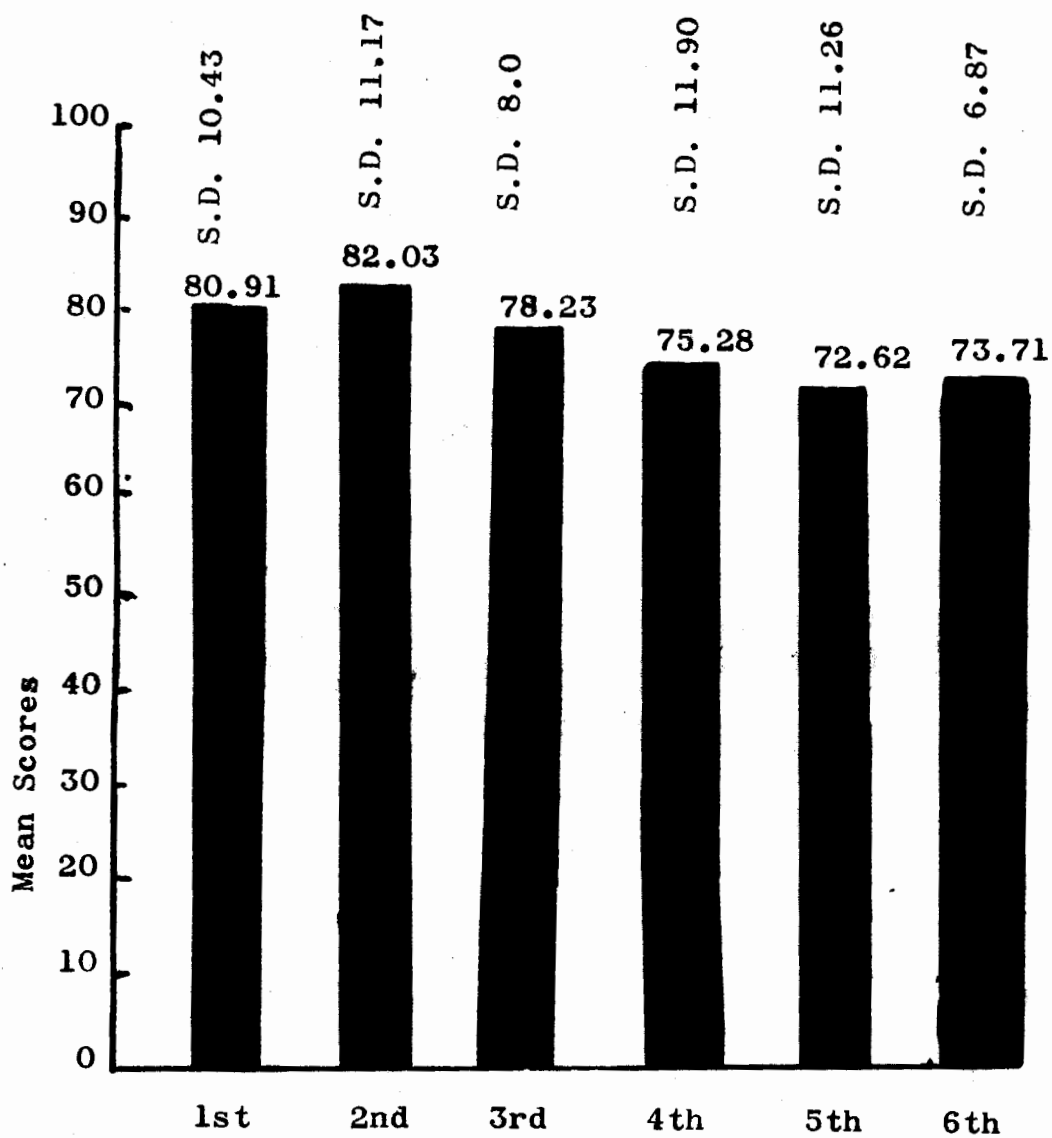


FIGURE 16

COMPARISONS OF THE GRADE LEVELS THROUGH THE USE OF
MEAN SCORES AND STANDARD DEVIATIONS

	MEAN	STANDARD DEVIATION
1. Grade one	80.91	10.43
2. Grade two	82.03	11.17
3. Grade three	78.23	8.0
4. Grade four	75.28	11.90
5. Grade five	72.62	11.26
6. Grade six	73.71	6.87

All these means show a favorable attitude.

Attitudes of men teachers compared with those of women teachers. In a comparison of men teachers (figure 17) and women teachers (figure 18) there was no evidence of a major difference. The mean was 74.31 for the men and 78.30 for women which was a variance of 4.01 for the means. The women had a smaller percentage (11) of teachers scoring as neutral than did the men (46), but four women rated as being unfavorable as compared to none for the men. In general more women teachers favored workbooks for reading than did the men teachers as shown in figure 18.

The various analyses showed a similar pattern of responses with the exception of that division dealing with class enrollment. In the case of the latter, teachers with twenty-six students or more in the class had a much higher mean than those teachers with twenty-five students or less.

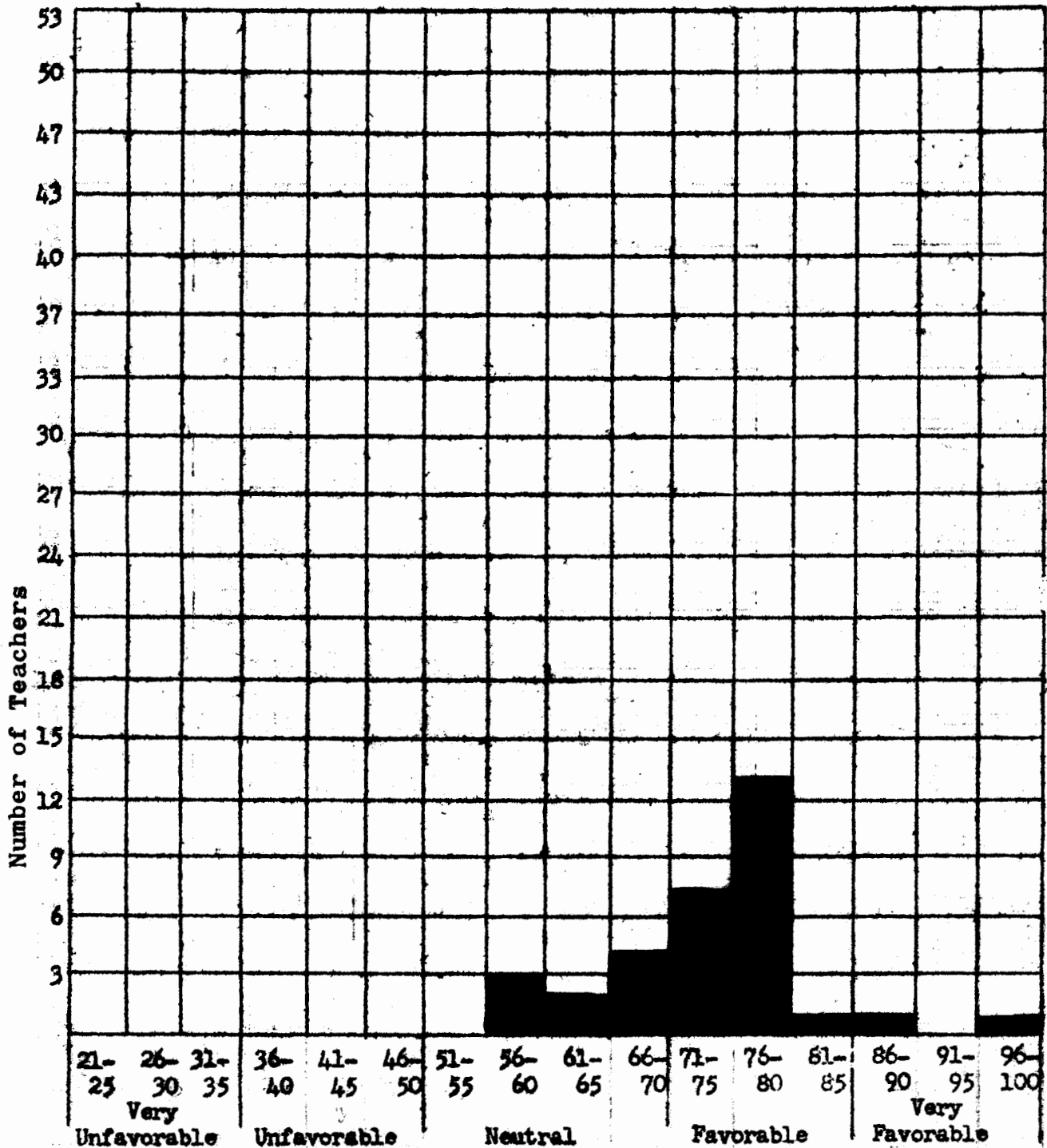


FIGURE 17

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS OF THE MALE SEX

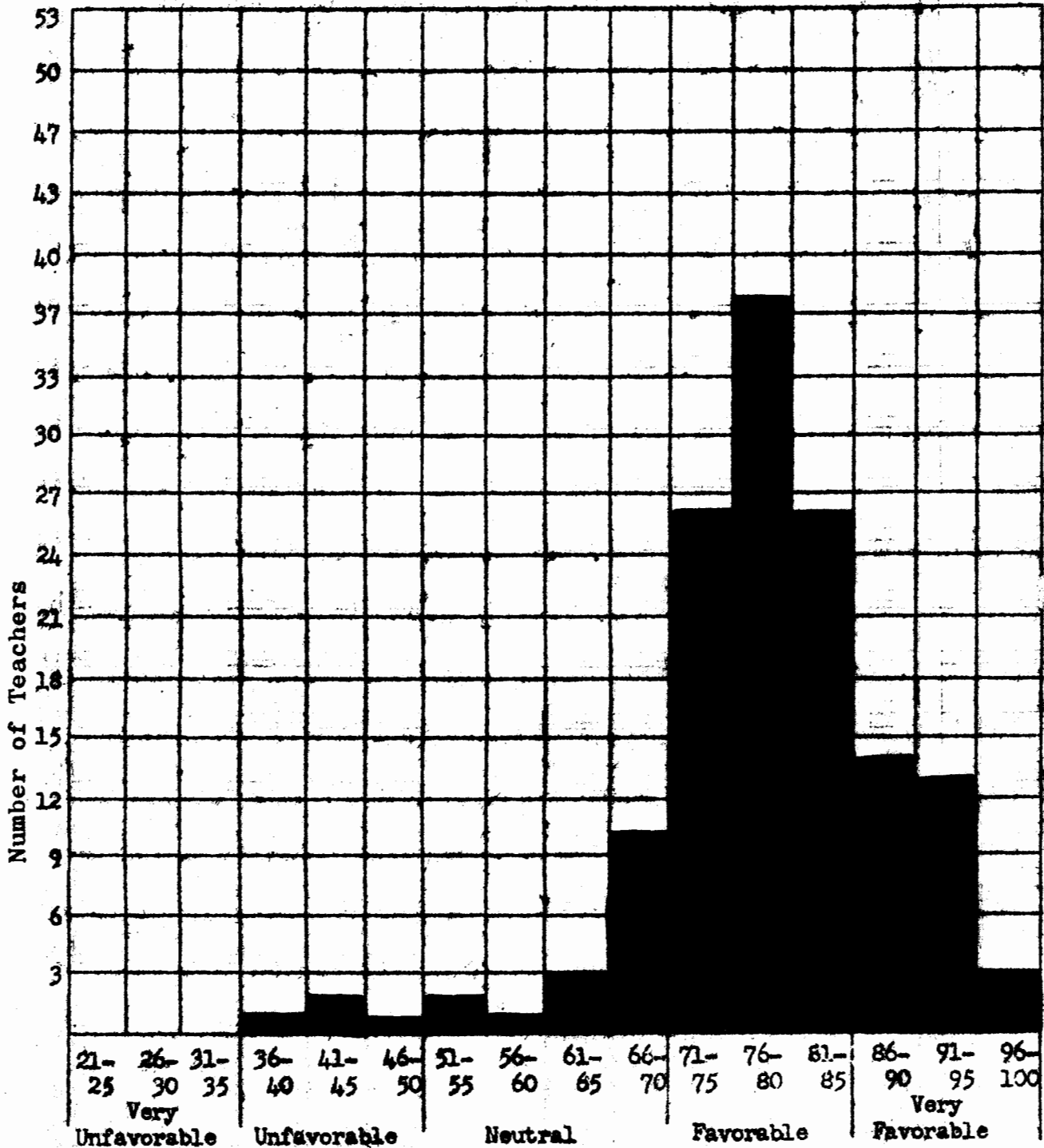


FIGURE 18

ATTITUDES TOWARD READING WORKBOOKS OF TEACHERS IN ELEMENTARY SCHOOLS OF THE FEMALE SEX

II. EXTENT OF UTILIZATION OF READING WORKBOOKS BY TEACHERS

From the 172 responses of teachers concerning the utilization of workbooks it was learned that 149 teachers were at the present time using workbooks for the reading program. This meant that only twenty-three teachers or thirteen per cent of this group were not utilizing workbooks for the reading program. It was further revealed that of the 158 teachers responding either favorably or very favorably only fourteen, or eight per cent, were not using reading workbooks.

Using only the favorable attitude scores an analysis was made of the teachers not using workbooks in relation to such factors as sex, experience, school enrollment, class enrollment, and grade level taught. The results of this analysis revealed that (1) of the twenty-three men favorable to reading workbooks only nine men were not using them; (2) only four women were not utilizing workbooks out of the 120 women responding to the attitude scale; (3) in classes with enrollments of twenty-five pupils and under only four teachers out of 400 were not utilizing workbooks; (4) in classes with enrollments of twenty-six pupils or more ten teachers out of 104 were not making use of workbooks; (5) of the schools with enrollments of 399 and under seven teachers were found not to be using workbooks; (6) of the first, second, and third grade teachers

responding to the attitude scale everyone stated they were using workbooks for the reading program; (8) out of nineteen fourth grade teachers sixteen were using workbooks; (9) of the fifth grade teachers fourteen out of sixteen were using reading workbooks; (10) the reports of the sixth grade teachers indicated eleven out of twenty were making use of the reading workbook; (11) five out of thirty-six teachers with one to six years of teaching experience were not using them; (12) of the teachers with seven to fifteen years of experience only five out of forty-five were not utilizing workbooks; (13) three out of thirty-eight teachers with sixteen to twenty-five years of experience were not using them; and (14) of the teachers with twenty-six to forty years of experience only one was found not using workbooks in the reading program.

CHAPTER V

SUMMARY AND CONCLUSIONS

To determine the attitudes and opinions of elementary teachers concerning the values of workbooks in the reading program was the topic of this study. The method employed was that of a Likert type attitude scale. This method was selected over a questionnaire because of the carefully planned and executed procedure involved. The results of the Likert type attitude scale tend to have a much higher reliability and validity than procedures with less labor.

I. SUMMARY

It was the contention of this investigator that educative tools must be carefully and constantly evaluated by educators. Ideas, methods, and materials change in value with time. It is these changes that must be constantly appraised. Through a careful investigation of the pertinent literature this investigator could only find two surveys conducted as to the teachers' attitudes concerning workbooks for the reading program.^{1 2} It was, therefore, felt by this investigator that there was a

¹E. M. Mc Guire, "Teacher, Pupil, and Workbook," School Executive, Vol 54 (October, 1934), p. 359.

²E. E. Harrington, "Workbook, What Do People In The Teaching Profession Think of It?" Pennsylvania School Journal, Vol 82 (March, 1934), p. 359.

need for recent research on this particular teaching tool.

A review of the literature as to authors' and educators' opinions toward workbooks in general brought forth the advantages of, disadvantages of, and criteria for selection of the workbook.

The time saved the teachers and the students was of primary importance as opinioned by many recognized authors. The time consumed making material, writing on chalkboards, copying from chalkboards and/or taking dictation could be used to better advantage in teacher instruction and guidance in the class. Secondly, the quality of printing, content, and instructions as accomplished by publishers of workbooks cannot be equalled by teachers. The authors composing these materials are highly trained and very capable of meeting the general needs of the group.

Disadvantages numbered three: the cost, teacher use, and the inability of workbooks to provide for individual differences. Much of budgetary allotments are being depleted through the purchasing of workbooks. As a result other areas in the school program are suffering. The general contention of many administrators seems to be that teachers use them only for "busy work." They allow the workbooks to dominate and determine the course of study. Last of the major disadvantages is the inability of the workbook to provide for individual differences. It is felt that the use of workbooks regiments the pupils and their

activities. As a result, the pupils' originality, initiative, and independence in thinking is stultified instead of being developed.³

The most important criteria for selection of workbooks is that teachers and administrators be allowed to examine and evaluate them at their leisure. The success of a workbook is very dependent on its proper selection and utilization.

Harrington and Loppert, through a questionnaire sent to teachers, superintendents, and professors of education, surveyed their attitudes and opinions concerning the value of workbooks in the reading and arithmetic programs. The results indicated that the educators were highly in favor of workbooks for these two subjects. However this survey was conducted in the state of Pennsylvania, an Eastern state. It was therefore questioned, by this investigator, as to its authenticity in the Western states. There was also some concern as to the number of years that have elapsed since Loppert and Harrington made their survey. In twenty years educational ideas may change. It was wondered if the ideas of educators concerning workbooks had changed. To find if any changes had occurred a survey of attitudes and opinions, using a Likert type attitude scale was conducted.

¹E. P. Andreen, "What Do We Think of Workbooks?" California Journal of Elementary Education, Vol 6 (August, 1937), p. 29.

Closely following the six basic steps for setting up a Likert type attitude scale, an attitude scale designed to survey attitudes and opinions of teachers concerning workbooks was completed. The attitude scales were sent to teachers in three central Washington counties. The completed returns were then analyzed according to relationships between certain factors.

The results of the survey showed that of the 172 teachers responding to the attitude scale a majority were in favor of workbooks for the reading program. Through the analyses of attitudes and extent of utilization and their relationship between such factors as class enrollment, sex, teaching experience, and grade level taught, only four patterns or trends could be formulated. First, the teachers enrolling twenty-six pupils or more were more favorable to reading workbooks than teachers enrolling twenty-five pupils or less in the class; second, teachers of the primary grades tend to favor reading workbooks more than teachers of the intermediate grades; third, there is an indication that as the teachers increase in age there is also an increase in the extent in their utilization of workbooks for reading; and fourth, women teachers utilize workbooks for the reading program more than the men teachers.

II. CONCLUSIONS

Based on data derived from the attitude scale sent to teachers in three counties of central Washington the answers of the major and minor hypotheses are being presented. The hypotheses and the related conclusions are as follows:

1. What are the attitudes of teachers toward the use of workbooks in the reading program?

From the scores of the returned attitude scales a large majority of teachers were found to have favorable or better attitudes toward reading workbooks. The low standard deviation indicates that this mean is reasonably accurate. There has been no claim or attempt to prove, through this study that workbooks are of value to teachers. This study does show that the teachers surveyed do have favorable attitudes toward reading workbooks and that workbooks are utilized extensively. If it may be assumed that the sample is valid and if it may be assumed that the fact that teachers favor and use workbooks in the reading program is a measure of their values, then it may be concluded that workbooks are valuable for reading programs in the state of Washington.

2. To what extent are workbooks utilized in the reading programs of Yakima, Kittitas, and Okanogan counties?

Workbooks in these three counties are being utilized by a large percentage of the teachers. The following conclusions resulted from the various divisions made: (1) The women teachers were found to use workbooks more than men teachers, (2) there was only a slight difference in the percentage of utilization in the comparison of teachers as to class enrollment, (3) there was no difference or relation between the extent of utilization of reading workbooks and school enrollment, (4) primary teachers utilized reading workbooks to a much larger percentage than teachers of any intermediate grade, and (5) there is a definite increase in the use of workbooks as the teachers increase in age.

3. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the teachers' sex?

Both men and women teachers in a majority are favorable to the use of reading workbooks.

There is very little difference between the attitudes of the two when using the mean as criteria for judgement.

4. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the teachers' years of experience in teaching?

It was discovered, after having divided this

area into four stages of teaching experience, that there is very little difference in attitudes and opinions of teachers toward reading workbooks in relation to these four experience groups. All four groups scored a favorable mean within several points of each other. There was no pattern of attitudes established to indicate any relation existing between attitudes and teaching experience.

5. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the schools' enrollment?

There was only a very slight difference noted between attitudes of teachers of schools enrolling 399 students and under and schools enrolling 400 students and over. The means of the two divisions not only indicated that teachers were favorable to workbooks for the reading program of both groups, but the two means were determined as being closer to identical than any other comparative groups analyzed. Thus any variance in attitudes would not be due to the schools' enrollment.

6. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the class enrollment?

Teachers with twenty-six students or over

definitely favor reading workbooks to a higher degree than do teachers enrolling twenty-five students or less. Both groups definitely indicate a favorableness toward workbooks, but there is considerable difference in the mean established for each. The variance between the standard deviations may account for a portion of the mean difference, but not enough to interfere with the above conclusions.

7. What are the attitudes and opinions of teachers concerning the use of workbooks in the reading program in relation to the grade level taught?

Teachers in the primary grades prefer reading workbooks more so than do the teachers of the intermediate grades. Both groups are favorable to them, but the higher the grade the lower the tendency is to place an emphasis on workbooks by the teacher. A pattern definitely exists through the use of the means indicating such a trend. The rise of the standard deviation further indicates the validity of the mean.

While the results of this study proved interesting and satisfying to this investigator with regard to the particular question studied, consideration of this problem pointed up many avenues for further studies.

III. IMPLICATIONS FOR ACTION AND FURTHER STUDY

From the literature obtained and the attitude scale administered this investigator has found that much pertinent information in regard to the various aspects of reading workbooks ~~remains~~ to be investigated. Not only are there many interesting and important questions concerning workbooks still unanswered but just as many questions concerning workbooks in general exist to be explored.

This investigator is aware of many of these implications for action and further study and has listed and briefly elaborated on each.

What are the Attitudes and Opinions of Elementary Teachers Concerning the Use of Workbooks in the Reading Program in the State of Washington?

This problem could be designed to survey attitudes and opinions of teachers concerning reading workbooks for purposes of making recommendations to (1) public school administrators in the state, (2) departments of education in the state's universities and colleges, and (3) curriculum committees of the various school districts within the state. There would be not attempt to ascertain the values of reading workbooks but only to survey opinions as to reading workbooks. The presentation of evidence would be based, in the main, on attitude scales revealing the relation between the opinions recorded and such factors as sex, age, class enrollment, school enrollment, and grade level taught.

What Are the Values of Reading Workbooks in Relation to Textbooks?

For purposes of determining the actual value of workbooks in the reading program, this problem has been suggested. As to date most of the available literature on reading workbooks is based on opinion and very little evidence. This problem would probably be best performed as an experiment.

Two or more classes would have to be used for the experiment. All variables would have to be controlled as closely as possible in all groups. The only difference between the controlled group and the experimental group is that the controlled group would be using textbooks and the experimental group would be taught with the aid of reading workbooks. The results of the experiment would serve as a basis for recommendations to educators in the state of Washington concerning the values and use of reading workbooks in education.

What Is the Extent of Utilization of Workbooks in the Various Subjects in the State of Washington?

A questionnaire is suggested for this problem for the purpose of determining the amount of workbooks being used in elementary, junior high schools, and senior high schools in the state of Washington. It would be of value and of great interest to have the following facts about the following questions:

1. What is the range of cost per school in the use

of workbooks?

2. What is the average number of workbooks being used in elementary schools?
3. In which subjects are workbooks used to the greatest extent?

What Are The Attitudes and Opinions of School Administrators Toward Workbooks in the Reading Program in the State of Washington?

The purpose of this survey could be directed toward the relation of the use of workbooks in the public schools and the attitudes and opinions of school administrators. There would be no attempt to determine the values of workbooks through this survey. It would be of value to this state to know what part the administrators' beliefs and opinions on workbooks have to do with the extent of their utilization. Also of interest would be the correlation between the administrators' opinions and their sex, age, teaching experience, administrative experience, school enrollment, and locality.

What Are The Factors Involved Resulting in Teachers Rejecting Workbooks?

When teachers suddenly cease using workbooks in their teaching there is evidently a cause or causes for such action. It would therefore be the purpose of such a study to determine these factors. A second purpose for the study would be that of making recommendations to publishing

companies for improvements and revisions of their materials. If there are any factors involved which are a result of administrative policies or educational inadequacies then perhaps this study could also serve as a basis for their solutions.

The work performed while completing this study has contributed immensely to my understanding and competency in doing research work. It is hoped that the work done in this study will be of benefit to other considering the problems in the utilization of workbooks.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

ATTITUDE SCALE

As a Master of Education researcher I am interested in attitudes toward the use of workbooks in the teaching of reading. This is a necessary step in the construction of a Likert type attitude scale and not the final scale. However, I am interested in your attitudes toward the use of workbooks for reading. Will you please read each of the following statements and encircle the letter or letters which indicate how you feel about the use of workbooks.

The letters at the left of each statement have the following meanings:

- SA - Strongly agree
- A - Agree
- ? - Neutral or uncertain
- D - Disagree
- SD - Strongly disagree

If you strongly agree with a statement circle the letters SA. If you strongly disagree circle the letters DA. If neither of these, circle the letter or letters to the left that show best how you feel about the statement.

(Remember: The following statements refer to reading workbooks only.)

- SA A ? D SD 1. Being able to write in the workbooks gives the student a feeling of ownership and pride.
- SA A ? D SD 2. Comprehension is hindered by the use of workbooks.
- SA A ? D SD 3. The testing material in workbooks is designed for a particular book rather than to determine the total progress of the student.
- SA A ? D SD 4. Workbooks are often misused by the teacher.
- SA A ? D SD 5. The drill exercises in workbooks are a waste of time.
- SA A ? D SD 6. Workbooks are one of the few ways to provide adequate drill.
- SA A ? D SD 7. Workbooks do not provide adequate writing space.

- SA A ? D SD 8. Workbooks create interest in reading.
- SA A ? D SD 9. The content of workbooks are barren and narrow.
- SA A ? D SD 10. Workbooks are valuable to the students as a means of reference.
- SA A ? D SD 11. The brighter students are the only ones that should be allowed workbooks.
- SA A ? D SD 12. Workbooks assure the teacher that all pupils will have some background for class discussion.
- SA A ? D SD 13. Workbooks eliminate the loss of papers and assignments.
- SA A ? D SD 14. Workbooks enrich the content of the reading program.
- SA A ? D SD 15. Workbooks encourage routine teaching.
- SA A ? D SD 16. Workbooks provide nothing but busy work.
- SA A ? D SD 17. Objectives are lacking in workbooks that students understand.
- SA A ? D SD 18. Storage becomes a problem in the use of workbooks.
- SA A ? D SD 19. The filing problem is eliminated by the use of workbooks.
- SA A ? D SD 20. Workbooks put proper stress on the essential parts of the text.
- SA A ? D SD 21. Workbooks are too expensive.
- SA A ? D SD 22. Workbooks have a tendency to over emphasize certain habits until they become detrimental.
- SA A ? D SD 23. Workbooks develop a limited vocabulary.
- SA A ? D SD 24. Unity in the school's reading program is acquired through the use of workbooks.
- SA A ? D SD 25. Workbooks economize the teachers time.
- SA A ? D SD 26. Workbooks develop initiative and independence.

- SA A ? D SD 27. Workbooks present material in a definite sequence.
- SA A ? D SD 28. Workbooks encourage neatness and accuracy.
- SA A ? D SD 29. Workbooks save the pupils time.
- SA A ? D SD 30. Workbooks serve as a substitute for teacher planning.
- SA A ? D SD 31. The drill provided in workbooks is inadequate.
- SA A ? D SD 32. Students are aided in learning to follow directions through the use of workbooks.
- SA A ? D SD 33. Workbooks enrich the content of the reading program.
- SA A ? D SD 34. Workbooks have the means to test while teaching.
- SA A ? D SD 35. Workbooks develop poor study habits.
- SA A ? D SD 36. Workbooks assist the teacher in diagnosing and evaluating pupils work.
- SA A ? D SD 37. Workbooks ignore the concept of transfer of training.
- SA A ? D SD 38. Workbooks are a crutch rather than a challenge to the teacher.
- SA A ? D SD 39. Workbooks provide for the application of reading skills.
- SA A ? D SD 40. Workbooks are revised so frequently that they are well abreast of the times.
- SA A ? D SD 41. Workbooks are not built on scientific research.
- SA A ? D SD 42. The reading program is made definite with workbooks.
- SA A ? D SD 43. The work in workbooks is monotonous.
- SA A ? D SD 44. Workbooks insure clear and precise assignments.
- SA A ? D SD 45. Workbooks are a valuable aid to inexperienced teachers.

- SA A ? D SD 46. Workbooks lack specific knowledge, study techniques, and appreciations.
- SA A ? D SD 47. Workbooks minimize individual differences.
- SA A ? D SD 48. Workbooks encourage copying.
- SA A ? D SD 49. Workbooks tend to make teaching too mechanical.
- SA A ? D SD 50. The local courses of study are not followed by work books.

APPENDIX B

Letter to Principals

606 East 7th
Ellensburg, Wash.
May 15, 1956

Dear Sir:

For my Master of Education research thesis I am surveying the attitudes of elementary teachers as to the values of workbooks in the reading program. Although this questionnaire is being sent to just three counties it is felt that it will represent the attitudes of the majority of the teachers throughout the state.

As principal of your school would you distribute these questionnaires and request your teachers to answer them? Then if you would return the completed questionnaires to me, using the stamped envelope provided, I would greatly appreciate your cooperation.

If you wish a copy of the results of this survey just write your name and address below on this letter and return it with the questionnaires.

Thank you,

Dick Case

Your name: _____

Your address: _____

APPENDIX C

ATTITUDE SCALE IN FINAL FORM

ATTITUDE TOWARDS READING WORKBOOKS

I am interested in your attitude towards the use of workbooks for reading. Will you please read each of the following statements and encircle the letter or letters which indicate how you feel about the use of workbooks.

The letters at the left of each statement have the following meanings:

- SA - Strongly agree
- A - Agree
- ? - Neutral or uncertain
- D - Disagree
- SD - Strongly disagree

If you strongly agree with a statement circle the letters SA. If you strongly disagree with a statement circle the letters SD. If neither of these, circle the letter or letters to the left that show best how you feel about the statement.

(REMEMBER: The following statements refer to reading workbooks only.)

- SA A ? D SD 1. Objectives that students understand are lacking in workbooks.
- SA A ? D SD 2. Only brighter students should be allowed to use workbooks.
- SA A ? D SD 3. Workbooks have the means to test while teaching.
- SA A ? D SD 4. Storage becomes a problem in the use of workbooks.
- SA A ? D SD 5. Workbooks economize the teacher's time.
- SA A ? D SD 6. Workbooks serve as a substitute for teacher planning.
- SA A ? D SD 7. Workbooks present material in a definite sequence.

- SA A ? D SD 8. Workbooks provide for the application of reading skills.
- SA A ? D SD 9. Students are aided in learning to follow directions through the use of workbooks.
- SA A ? D SD 10. Workbooks eliminate the loss of papers and assignments.
- SA A ? D SD 11. Workbooks assist the teacher in diagnosing and evaluating pupil's work.
- SA A ? D SD 12. Workbooks develop a limited vocabulary.
- SA A ? D SD 13. Workbooks are a valuable aid to inexperienced teachers.
- SA A ? D SD 14. Workbooks put proper stress on the essential parts of the text.
- SA A ? D SD 15. Workbooks provide nothing but "busy work."
- SA A ? D SD 16. Workbooks lack specific knowledge, study techniques, and applications.
- SA A ? D SD 17. The contents of workbooks are barren and narrow.
- SA A ? D SD 18. Unity in the school's reading program is acquired through the use of workbooks.
- SA A ? D SD 19. Comprehension is hindered by the use of workbooks.
- SA A ? D SD 20. The drill exercises in workbooks are a waste of time.

In order to make the necessary correlations for my research thesis I need some information about you and your school. Please fill out the following questions and then return this questionnaire to your principal.

- _____ 1. How many years of teaching experience have you?
- _____ 2. What grade level are you now teaching?
- _____ 3. How many are enrolled in your class?
- _____ 4. How many are enrolled in the school?
- _____ 5. What is your age?

- _____ 6. What is your sex?
- _____ 7. Are you now using workbooks for reading?
- _____ 8. If you are not using workbooks for reading, have you ever used them?