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An Opinion Survey of Elementary Teachers from Various Districts throughout Washington State Concerning Decision Making Procedures in Their Respective Districts

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AN OPINION SURVEY OF ELEMENTARY TEACHERS FROM VARIOUS
DISTRICTS THROUGHOUT WASHINGTON STATE CONCERNING
DECISION MAKING PROCEDURES IN THEIR
RESPECTIVE DISTRICTS

~~_____~~

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
James Glynn Gibson

August 1968

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APPROVED FOR THE GRADUATE FACULTY

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ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. Kenneth R. Berry, committee chairman, for his time, supervision, and reassurance throughout the writing of this thesis.

The writer also wishes to thank Dr. John E. Davis for his kind assistance and above all his friendship; and to Dr. Roy F. Ruebel for serving on the committee; and Mr. Robert C. Wiley for his invaluable assistance in gathering the data for this study.

DEDICATION

This thesis is dedicated to my dear wife, Janie, to whom I say, whatever I am, whatever I have, and whatever I achieve, I owe it to you.

To my son, Brian, I say, Thank you for your patience and understanding.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Scope of the study	5
Definition of Terms Used	6
Teacher	6
Principal	6
Superintendent	6
Decision	7
Organization of Remainder of the Thesis	7
II. REVIEW OF LITERATURE AND RELATED RESEARCH	9
Decision Making and Morale	9
Decision Making and Materials	13
Decision Making and Curriculum	14
Related Research	15
Summary	19
III. DESIGN OF THE STUDY	20
Development of the Questionnaire	20
Rating scale	23

CHAPTER	PAGE
Pilot Study	24
Description of the Sample	24
Plans for Administering the Questionnaire	25
Treatment of Data	26
IV. ANALYSIS OF DATA	28
Curriculum	28
Personnel	42
Materials and Equipment	58
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	67
Summary	67
Curriculum	67
Personnel	68
Materials and equipment	70
Conclusions	71
Recommendations	74
BIBLIOGRAPHY	76
APPENDIX A. Introductory Letter to Faculty	80
APPENDIX B. Follow-up Letter to Faculty	81
APPENDIX C. Questionnaire	82
APPENDIX D. Automatic Scoring Card	89
APPENDIX E. Statistical Results	90

LIST OF TABLES

TABLE	PAGE
I. Instructional Materials and Persons Responsible	
for Procurement	22
II. Two Highest Ratings for Selected Areas of the	
Curriculum	36

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

According to Dykes (12:364), central administrators and principals are constantly making administrative decisions which affect teachers. He further said that traditionally, teachers have had little voice in important educational decisions, their role being largely one of accepting that which emanated down from the hierarchy of authority. He claimed that the possible consequences of hasty, inconsiderate decision-making are serious and warrant careful consideration. Knowledge of the attitudes of experienced teachers regarding their reactions to the decision-making process in their respective districts could serve as an excellent guide for administrators when assessing conditions in their own districts.

I. THE PROBLEM

Statement of the Problem

It was the purpose of this study to identify teachers' attitudes concerning the decision-making procedures as well as their assessment of existing practices of school operations in their respective districts regarding (1) curriculum, (2) materials and equipment, and (3) personnel. Knowledge of these attitudes could be of considerable value to a school

administrator when making decisions, evaluating his present program, and establishing school procedures concerning the aforementioned areas.

Importance of the Study

As stated earlier, adverse morale problems could develop when the decision maker is not aware of the attitudes and opinions of those persons responsible for implementing the mechanics of the decisions he makes.

According to Becker (2:133-134), teachers accept the principal as the supreme authority in the school. This acceptance of superiority, however, has limitations. Teachers have a well-developed idea of how and when this authority is used. The conflict develops when it is used without regard for the teachers' expectations.

A report in the National Education Research Bulletin states:

When the teacher looks at school personnel administration he views it as a consumer of the results of that administration. His opinion is influenced by his own personal situation and his previous experience.

If the teacher, however, is opposed to the policy under which he is working, a source of potential friction and tension is present. Anything that can be useful in locating and, if possible, removing sources of tension should improve the morale and efficiency of teachers and the quality of the service rendered to the child (29:97-100).

Research by Garrison (15:5) substantiated this idea when he discovered that teachers expect principals to make decisions but clearly

indicated that they reserved the right to be consulted when their jobs or areas of responsibility were likely to be affected. Further analysis revealed that a new trend is developing in the attitudes of teachers concerning their role in the administrative process. They are demanding greater involvement in decision making and seem determined to achieve this goal.

Redfern (33:40) stated that the importance of high staff morale cannot be over-emphasized; it is a valuable asset to any school building. Furthermore, low staff morale can be a real detriment to teacher performance. The relatively simple matter of more and better faculty-principal cooperative planning will often improve morale. As for the teacher, Carpenter (4:42-43) stated that they need to feel a total educational effort is being made and that people care about the schools. Moore (27:79) urged caution, however, that concern for the morale of one group, such as teachers, may overshadow that for other staff components, such as custodians, secretaries, cooks, and lay helpers.

Griffiths (17:113) indicated that high quality public schools are important to modern American society. Recent studies indicated that high morale in a teaching staff is closely associated with high quality education. Moore supplied an excellent summary of what he felt would eliminate or prevent the development of low morale. Following are his suggestions:

1. A feeling on the part of each person that his contribution is accorded merit by the group.
2. A feeling that the organization to which he belongs is making a worthy contribution to the welfare of society.
3. A feeling that he is becoming increasingly competent.
4. A feeling that all members of the group are being fairly treated.
5. Assurance that the channels of communication are free and open and will be used in reaching decisions.
6. A feeling on the part of each person that he is participating in all aspects of his job.

Moore (27:79) states that one of the greatest challenges an administrator faces is relating himself to the staff in such a manner that his goals and those of his subordinates become so interrelated that dissension is kept to a minimum. The practice of democratic process, especially staff participation in policy making and planning, furnish the key to effective leadership.

According to Diamond (10:11), curriculum improvement must originate via the classroom teacher, the one who is most sensitive to the needs of the pupils. When teachers sense that a curriculum experimentation atmosphere exists, and is encouraged, they will feel free to meet the needs as they arise. Dial (9:21) proposed that teachers, therefore, should be involved in such matters as curriculum, classroom environment (including finances, facilities, and supplies), child welfare, and teacher welfare.

Peterson (31:40) said the teacher is the most important quality in the total educational program. In the final analysis, what the teacher is, and says, determines what the child learns. She further stated:

The teacher's responsibility for curriculum development goes far beyond administering a curriculum which someone else has designed. Elementary teachers are better educated, better selected, better qualified, and better paid than any other time in our nation's history. They are perfectly capable of making valuable contributions to the all important task of constructing the curriculum. . . .

The unprecedented involvement, and rightfully so, of scientists, professors and psychologists in curriculum development is highly commendable. All are important, but none more so than the elementary classroom teacher who performs an invaluable role.

Rippa (34:84) supported this idea by advocating that persons directly involved in curriculum change must share in its planning or else the program developed by research will not work in practice.

Scope of the Study

The survey was conducted on the campus of Central Washington State College during the summer session of 1968. The basic criteria established to select the participants for the study are as follows:

1. Must have a minimum of two years teaching experience immediately prior to the survey in elementary grades, one through six.
2. Both years were served in the same building.

3. Both years were served under the direction of the same principal.
4. Both years were served in Washington State.

II. DEFINITION OF TERMS USED

Teacher

A teacher is defined as any individual certified by the State Board of Education in Washington State and employed full time to a particular classroom under the direction and supervision of a full time principal.

Principal

The term principal refers to any person certified by the State Board of Education in Washington State and is employed full time by the district to supervise a particular staff or building. The term shall be interchangeable with the expression, "administrator."

Superintendent

A superintendent is interpreted to be that person employed by a school district to be responsible for all aspects of the education system to include overseeing all buildings, principals, and other staff members. The individual is also referred to as the central administrator.

Decision

Decision is the term applied to all judgments which affect a course of action.

III. ORGANIZATION OF REMAINDER OF THE THESIS

In Chapter II a review of current literature and related research is presented pertaining to decision-making procedures used by elementary principals and the relationship of those procedures to faculty morale.

The instrument developed to elicit teachers' opinions regarding the areas of concern is thoroughly discussed in Chapter III. Also included are the criteria used for selecting the subjects for participation in the study, results of the pilot survey, and the plan for administering the questionnaire. In addition, the procedure for collection and treatment of the data is presented.

In Chapter IV the data are presented by stating the questions in original form followed by the justification for their inclusion in the study. The number of persons marking each choice as well as those not desiring to express an opinion are indicated. Simple percentages of those persons responding to each choice are calculated and charted. The general trend established by the responses to each item are identified and its inference to the decision-making procedure is discussed.

Results of the survey are summarized in Chapter V under the three major headings and include conclusions, comments, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Much has been written regarding decision-making procedures and the relationship of those procedures to faculty morale. This chapter is devoted to presentation of some pertinent studies and attitudes revealed in writings related to this subject.

I. DECISION MAKING AND MORALE

Teachers of today are becoming more persistent in their demands that professionalism gives them rights as well as responsibilities--the rights being to exercise professional judgment, to voice an opinion in selection of teaching materials, to help plan the curriculum, and to be full partners in making the decisions that affect the conditions under which teachers teach and children learn (41:32-33).

What is more vital to a working democracy than the ability and willingness of individuals to share in making decisions? Keliher (21:467) asks and answers this question by stating that it seems a rather simple proposition that everyone affected by a decision should have some share in making it. She further stated that decision-making is a basic part of education, but it takes practice. She concluded that through successful sharing of planning and carrying out decisions comes the essential

attitude of wanting to be involved. Ryan (36:32) reinforced this idea when he commented that it is becoming epigrammatic to say that teachers use ideas they understand and accept as desirable and the principles, techniques, and procedures they understand and believe in are the ones they have helped to develop. Oppenheimer (30:383) said that more and more members are participating in policy making in affairs which are closely related to their welfare. Whereas the line between policy making and administration is sometimes hard to find, he recommended that faculties should aid in policy determination.

It was emphasized by Griffiths (17:113) that decisioning in any organization is not a personal matter, and the effectiveness of decisions is not a product of the quality of decisions of any one person. Furthermore, the decision-making process is an organizational matter, but the criterion most often overlooked is the needed support of all concerned.

One of the most significant factors of high faculty morale was disclosed by Redefer (32:63-64) when he said that teachers must have an opportunity to use what knowledges, skills, and abilities they possess to achieve known and accepted educational objectives which one has actually helped to formulate. He based his opinion on research of twenty doctoral dissertations and other studies completed by fifty graduate students over a period of seven years. In all, over fifty school systems and 10,000 teachers were involved.

According to March (23:45), the administrator who abdicates his position of leadership and passes the responsibilities to his teachers on every decision is developing a volatile situation. He stated that one unfortunate experience could cause discredit on the whole principle of cooperative planning and organization. But, he recommended that the administrator use his staff as expert opinions, each in his own specialty to gain a degree of teacher cooperation far greater than he ever thought possible.

One of the basic principles of democratic administration is supplied by Douglass (11:9):

Democratic administration accords to a group and the individuals composing it the responsibilities for participation in the making of decisions that affect undertakings of the group and the activities and the interests of the individuals composing the group. This does not necessarily mean that each person exercises administrative responsibilities: rather, the administration provides the situation and procedure by which the individuals of various sorts of groups in the school may cooperate in planning.

Crowell and Meadoff (7:468-469) stated that program is established at the top level by principals and department heads, then passed down to teachers to put into effect. They concluded that while teachers can discuss problems, the flow of decision-making is essentially a filtering down process. Both contended that the problem develops when teachers are not stimulated to give their full support to the policy, simply because they were not involved in its formulation.

Costin (6:260) saw the ideal administrator as one who achieves the desired educational goals by including his whole staff in the cyclic aspects of planning, executing, evaluating, and interpreting the school program. Hunt (19:23) suggested that some principals are much more successful than others and says the primary cause is that successful principals keep their associates informed concerning the more perplexing problems of schools and encourages staff participation in their solution.

Research by Suehr (39:58-62) supported Hunt's thesis that an improved quality of decisions were made by those in responsible positions when involvement of all persons affected were given the opportunity to participate in the formulation of the decision.

Bidwell (3:41) made the following observation:

The school administrator and the teachers may be seen as participating in a system of reciprocal role-expectations. One source of disturbance to this system is perception by teachers of administrative behavior other than that defined by the role-expectations. The teachers will be unable to predict accurately the behavior of their administrators, and they will be unable to act effectively toward them in the administrative situation. The teachers will attempt to exert negative sanctions against the administration.

Miller (26:533) contended there is mounting evidence that teachers are no longer content to rule only the classroom to which they are assigned. He felt they want a hand in the assignment and a voice in the policy that controls their professional lives. Miller stated that one of the prime reasons for teacher dissatisfaction and the move toward

more militant attitudes is their resentment of autocratic and arbitrary administration.

Decision Making and Materials

According to McNally (24:10), principals formally assumed full responsibility for all management activities. He now contends that many responsibilities can be shared to the advantage of the whole school. He proposed that staff participation likely would result in a clearer understanding of the responsibilities involved, in constructive suggestions for handling them in generally agreed upon procedures, and in a sharing of the responsibilities for carrying out the procedures. McNally contended that textbook selection, scheduling of extra duties, budget making, handling money, etc., can be cooperative affairs rather than one man enterprises.

Yauch (42:275) became more specific when he mentioned that, as in the selection of other teaching materials, the selection of audio-visual materials should be a cooperative venture, in which teachers have ample opportunity to indicate their needs, express their wishes, make evaluations, and cast their vote for or against any materials examined.

Decision Making and Curriculum

Curtin and Gilbertson (8:53-55) stressed the point that principals must be the leaders in developing and improving curriculum, but insisted that teachers be called upon to assist in making decisions related to the school program. It was Van Berg's (40:267-268) conviction that democratic administration can offset the effects of other factors which tend to produce low morale. He felt it is characterized by both group and individual responsibility.

Ronk (35:16) quoted Caswell (5:76-78) that the individual school should be the operational and planning unit for curriculum work. Furthermore, he contended that to develop a good curriculum, planning must be in terms of the actual child by teachers who have to carry the plans into operations. This is the only way to secure the essential participation of all teachers in curriculum planning which views the child as a whole in particular environment. According to Yauch (42:26), group morale comes in a situation in which the members have been invited to share in making plans, in determining the procedures to be used, and in having some chance to determine the efficacy of the results obtained.

Meyers (25:146), in speaking specifically of the principal as a curriculum leader, offered several suggestions for increasing his effectiveness, which are presented below:

1. Develop the situation for participation of teachers and specialists.

2. Lend your administrative ability to implement the research and activities of teachers in any curriculum reform or organization.

He further stated (25:147) that the teacher is the implementer and must make any change workable. Further, this can only be done by involvement of teachers in administration and planning procedures. According to Rippa (34:83-85), all persons involved in curricular change, especially those directly involved in it, must share in its planning, or else the program developed by research will not work in practice. March (22:27-28) was concerned with the problem of low morale when he said the principal could do much to alleviate this problem by leaving the avenue open for staff participation in planning, adoption of policy, or curriculum change.

Muzzall (28:35-36) developed the following questions to be asked by an administrator when considering his philosophy of democratic administration:

1. Have I encouraged my staff to formulate a point of view concerning administrative functions of teachers and administrators?
2. Have I helped those with whom I work to understand that they must accept the responsibilities which accompany democratic practices?

II. RELATED RESEARCH

According to Arnold (1:202-210), the few studies of teacher morale which have been reported are broad surveys which give general

facts but do not give rating forms which a school administrator could use to study his own situation. Some of the best reports describe how morale has been improved in local situations. He felt that much of what was being written on the subject tended to generalize about democratic administration but did not present practical discussion on occasions in which teachers and administrators planned together.

In a study involving 580 teachers and administrators, Arnold found there was considerable difference of opinion between principals and teachers on items such as: The leader distinguishes between items to be decided by him and announced, items to be decided by him after discussion, and items to be decided by the whole group.

The mean scores for the principals was 4.2 or between the ratings "Very Often" and "Often," while the teachers' mean score was 3.8 or between the ratings "Sometimes" and "Often." This indicated that principals tend to view themselves in a more optimistic light. Teachers, however, did not see their principals in that manner. This conclusion is born out when principals consistently achieved a higher mean score on items dealing with administration when teachers and principals were asked to indicate the way they perceived the situation. The most significant question raised by this difference was whether principals view some important aspects of their common work so differently as to hinder effective communication.

Story's study (38:275-277) of 1,817 teachers and administrators revealed there was considerable difference between existing conditions and those desired by the respondents. When asked, "Should teachers' suggestions be evaluated by a representative faculty group and be adopted or rejected at the discretion of that body?," 653 or 63 per cent indicated they desired that approach. Only 332 or 18 per cent indicated that was the situation in their district. To the statement, "Teachers' suggestions should be welcomed but they should be accepted or rejected at the discretion of the school administration officials," 770 or 42 per cent indicated that policy existed in their district while only 25 or 13 per cent favored that proposal. In evaluating the position of the elementary principal, the item "Conforms fully to my idea of a democratic way of administration," 863 or 47 per cent indicated their satisfaction with this view of their administration. To the statement "Conforms in most important respects to my idea of a democratic way of administration," 721 or 39 per cent indicated this was the case in their district.

Hedlund and Brown (18:40-42) reported the responses of 1,067 New York teachers to determine the reasons for low teacher morale. The statement of working conditions and participation in decision making were cited by 33 per cent of the respondents and 10 per cent felt they would consider leaving their jobs because of this disagreement.

Emans (13:695-702) summarized a cooperative curriculum study program in Dane County, Wisconsin, in which 118 teachers were involved. The attitudes of teachers were evaluated prior to and after the study to determine if a significant change had occurred. The point developed was that teachers' attitudes toward educational matters did indeed change after participating in the give-and-take situation with teachers and administrators being involved.

In a study by Kaplan (20:649-665) of 203 participating teachers, 35 per cent indicated they were "very disturbed" or "greatly annoyed" by an autocratic attitude of administrators. Twenty-nine per cent were "greatly disturbed" by having to abide by rules and regulations teachers had no part in formulating. Twenty-five per cent reacted adversely to "being told what to do by the principal rather than being asked or consulted."

Silverman (37:204-210) conducted a study in New York City to determine specific characteristics and daily activities of elementary school principals which might affect teacher morale. Rated twentieth out of eighty-one items was the practice of the principal welcoming suggestions from the staff and acting upon them. Rated twenty-first was the practice of the principal consulting teachers before implementing a change which would affect them.

III. SUMMARY

The consensus of opinion of many writers was that low morale can occur when teachers are not afforded the opportunity to become actively involved in formulating decisions concerning their areas of responsibility. In matters concerning curriculum, materials and equipment, and policy making, the writers strongly recommended that a close coordination between administrators and teachers be established to enhance the effectiveness of any decision made.

Several writers indicated they saw a greater demand by teachers for a voice in future decision-making regarding all the aforementioned areas. They felt teachers are becoming more aware of their potential as effective contributors to the establishment of sound educational programs.

Perhaps the most significant point established was the near total rejection by teachers of the arbitrary or autocratic administrator. Seemingly, then, the ideal administrator is one who views his staff as experts in their fields and solicits their assistance in making any decision that might affect them.

Evidently, low teacher morale is a detriment to quality education. The attention paid by administrators to the possible consequences of undemocratic decision making is, therefore, time well spent.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to survey elementary teachers to elicit their opinions regarding decision-making procedures in their respective districts and their attitudes toward existing conditions which are a result of past decisions.

I. DEVELOPMENT OF THE QUESTIONNAIRE

A tentative questionnaire was drawn up and presented to the thesis committee for suggestions for revision and clarification. The final questionnaire was then completed and approved by the committee chairman and Dean of Graduate Studies. A copy of the questionnaire is presented in Appendix C.

The completed questionnaire was developed in three parts: (1) Curriculum, (2) Materials and Equipment, and (3) Personnel. This was necessary to present a more complete picture of selected factors likely to affect teacher morale in relation to decision-making procedures.

The first section of the questionnaire, dealing with curriculum, included items to determine the degree of teacher satisfaction with the manner in which their curriculum was determined. It was then deemed important to know whether principals allowed teachers to participate in

curriculum formulation and if teachers desired to become involved. In an effort to determine the specific curricular areas of possible dissatisfaction, teachers were asked to indicate the degree of their satisfaction with the social studies, science, language, reading, and arithmetic programs. An attempt to determine the impact of principal involvement in curriculum formulation was made by asking how aware he was of curriculum content, how aware should he be, and the degree of improvement more awareness by him would have on the teacher's effectiveness.

The second section of the questionnaire was directed toward personnel, or more specifically, questions pertaining directly to the persons usually involved in decision making, i.e., principals, superintendents, and the school board.

Teachers were asked to give their opinion of the principal, superintendents, and school board regarding the following items:

1. Degree of awareness of problems existing in your building.
2. Degree to which they are actively responsive to problems existing in your building.
3. Degree to which they are furnishing leadership in terms of direction objectives, and long-term goals for your building.

In addition, the principals were evaluated regarding the establishment of effective communications in the building, his involvement in classroom activities, evaluation of teachers, and the concern he

exhibits for personal teacher welfare. The most important item presented was: "The degree of your satisfaction with decision-making procedures implemented in your building."

Section three of the questionnaire was designed to elicit teachers' opinions of past decisions concerning quantity, quality, and variety of equipment made available in their buildings. The respondents were also asked to indicate their satisfaction with accessibility of available equipment, and of prime importance, the degree of their satisfaction with equipment selection procedures.

The remainder of section three was used to ascertain the two persons most frequently responsible for procuring instructional materials as shown in Table I below.

TABLE I

INSTRUCTIONAL MATERIALS AND PERSONS
RESPONSIBLE FOR PROCUREMENT

Instructional Materials	Persons Responsible For Procurement
1. Text books	1. Teacher
2. Non-text printed materials in the classroom	2. Principal
3. Audio-Visual materials in the classroom	3. Administration
4. Audio-Visual materials in the library	4. District Committee
5. Printed materials in the library	5. Curriculum Director
	6. Librarian
	7. Unknown

Rating Scale

For the purpose of this study, a five-point rating scale was developed to qualitatively measure teacher opinion. An additional factor involved was the necessity for satisfying the mechanical requirements of the Automata 450 Test Scoring Machine which was used to compute the necessary data.

To facilitate answering the questionnaire, the first thirty-eight items were constructed to allow the same possible choice of responses. Following is an example of the rating scale used with an item from the questionnaire.

"Indicate the degree of your satisfaction with the manner in which the curriculum you teach is determined."

1	2	3	4	5
No Degree	Small	Moderate	High	Very High
	Degree	Degree	Degree	Degree

The respondents were instructed to darken the appropriate blank on the Data Dot Answer Card supplied to record their responses. In the event the respondents did not wish to express an opinion, they were instructed to leave the corresponding blank on the card unmarked. A copy of the Answer Card is included as Appendix D. In addition, a copy of the questionnaire is included as Appendix C.

II. PILOT STUDY

A pilot study was conducted to test the questionnaire. The primary purpose of this study was to determine the degree of difficulty the respondents encountered in using the Data Dot Answer Card to record their responses, as well as the clarity of the items, including terminology.

Due to the nature of the study and the restrictions placed on the potential respondents, some difficulty arose in locating persons to assist in pretesting the questionnaire. A final number of twenty persons were actually involved in the pilot study. All respondents indicated they had had no difficulty in understanding the items or terminology and found it quite easy to use the answer card.

A suggestion was made that the first item on each page of the questionnaire include a complete rating scale with the explanation or value of each numeral presented to eliminate the necessity of turning back to the original example. This suggestion was then implemented into the questionnaire.

III. DESCRIPTION OF THE SAMPLE

The survey was conducted on the campus of Central Washington State College during the summer session of 1968. Participants were experienced elementary teachers who taught in grades one through six. Each member of the sample had a minimum of two years teaching experience,

in Washington State, immediately prior to the study. Both years were to have been in the same building and under the direction of one principal.

An additional requirement was that in all cases the principal must have been employed full time in that capacity.

The original intent was to survey approximately 300 teachers. Only 129, however, were able to comply with the restrictions placed on the selection of participants. This then became a limitation of the study.

No attempt was made to determine the total years of experience, sex, age, level of preparation, or location or size of the districts represented, as it was not considered necessary for this study.

IV. PLAN FOR ADMINISTERING THE QUESTIONNAIRE

An attempt was made to present the questionnaire to as many persons as possible. To facilitate this project a letter, presented in Appendix A, was sent to selected professors asking for their assistance in identifying their classes that possessed potential participants for the study. Of thirty-six letters sent, twenty-eight were returned; all indicated a willingness to cooperate by listing their classes by time and location. In all, thirty-four professors were involved and approximately sixty individual classes were canvassed. With the assistance of Mr. Charles Wiley, a graduate assistant in the Education Department, a schedule was established whereby questionnaires could be hand

delivered to the classroom and arrangements made for collection at the next meeting of the class.

A follow-up letter, presented in Appendix D, was sent to selected professors asking for their assistance in urging the respondents to return the outstanding questionnaires.

A period of one week was allotted for distribution and collection of the questionnaires and answer cards. At the end of that period, all cards and questionnaires were carefully checked for accuracy and compliance with given instructions.

A total of 133 questionnaires were distributed and 129 or 97 per cent were returned for use in compiling the data. Two questionnaires were returned by persons who decided not to fill it out and two questionnaires were never returned.

The data Dot Answer Cards were then delivered to Automata Corporation in Richland, Washington, for compilation on the Automata 450 Test Scoring Machine. The remainder of the items, dealing with persons responsible for procuring specific materials, were hand scored.

V. TREATMENT OF DATA

In reporting the data, each question is stated in its original form followed by the justification for its inclusion in the study. The number of persons marking each choice as well as those not desiring to

express an opinion are also indicated. Simple percentages of those persons responding to each choice are calculated and charted.

The general trend established by the responses to each item are identified and inferences made to the decision-making procedures are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter was to present the data gathered and an analysis of the findings. The questionnaire was designed to elicit responses to items dealing with (1) curriculum, (2) materials and equipment, and (3) personnel.

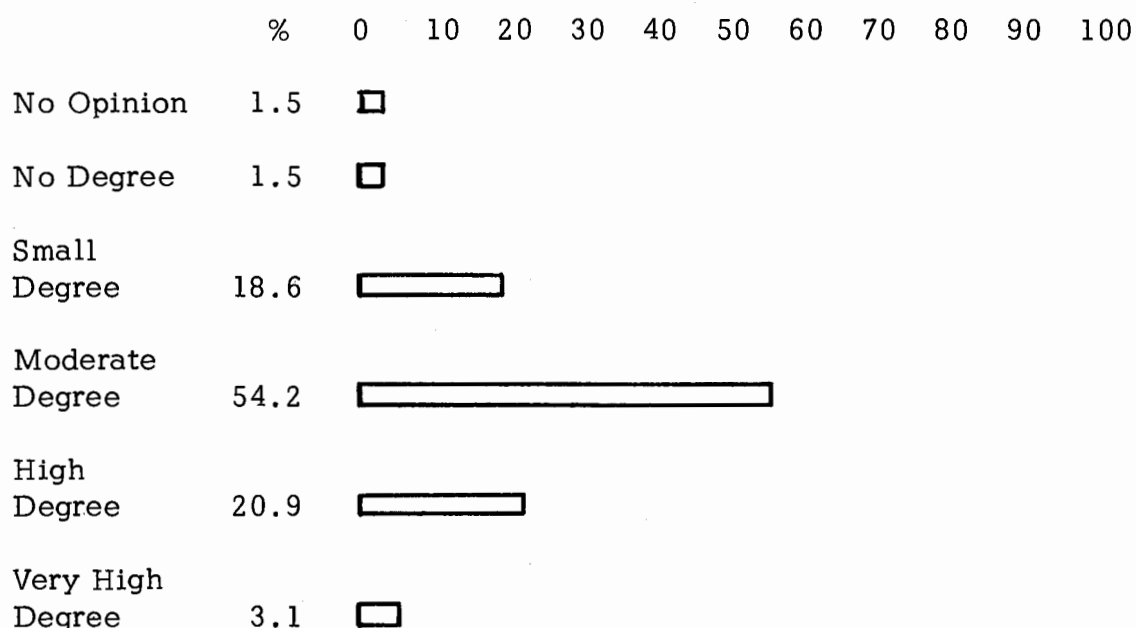
I. CURRICULUM

The intent of this section of the questionnaire was to determine the respondents' attitudes and opinions concerning certain aspects of curriculum.

Item 1

Item 1 was used to determine the degree of teacher satisfaction with the manner in which their curriculum was determined. Of 127 persons responding, 70 or 54.2 per cent indicated a moderate degree of satisfaction with the manner in which their curriculum was determined. Twenty-seven or 20.9 per cent indicated a high degree of satisfaction, and 24 or 18.6 per cent showed a small degree of satisfaction. Two persons chose not to express an opinion to this particular item. Following is the question and responses in graphic form.

1. The degree of your satisfaction with the manner in which the curriculum you teach is determined.

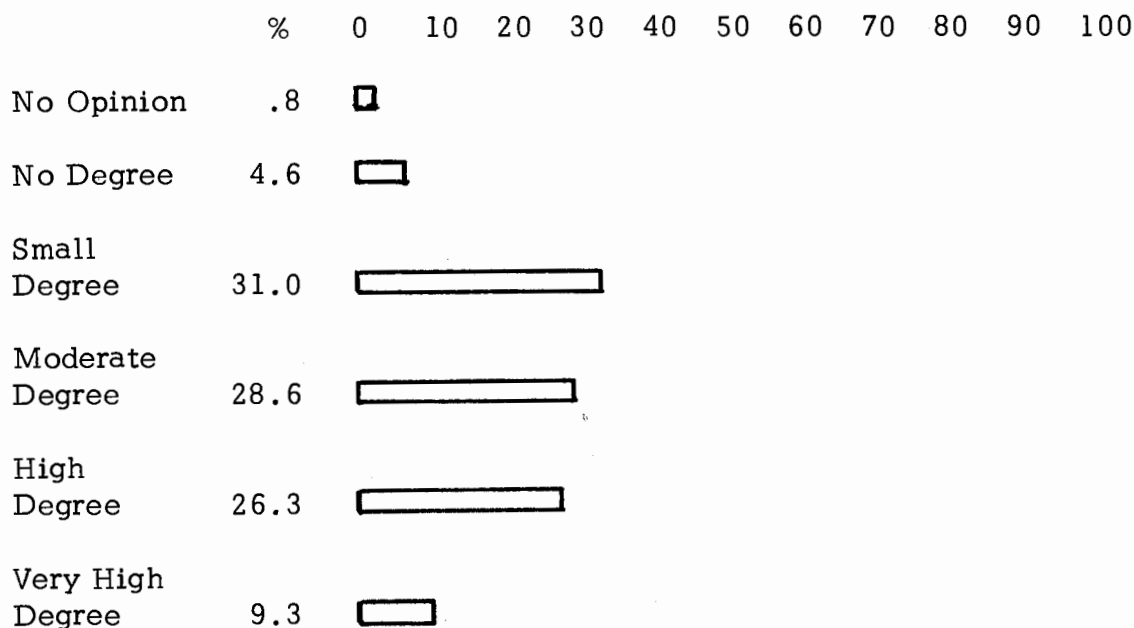


Mean Score: 3.0

Item 2

In an attempt to clarify the preceding item, teachers were asked the degree to which they had been afforded an opportunity to become actively involved in curriculum development. Forty or 31.0 per cent indicated a small degree, 37 or 28.6 per cent said a moderate degree, and 34 or 26.3 per cent claimed a high degree of opportunity for active involvement in curriculum development. Following is Item 2 with the results.

2. The degree to which you have been afforded the opportunity to become actively involved in curriculum development related to your teaching area.

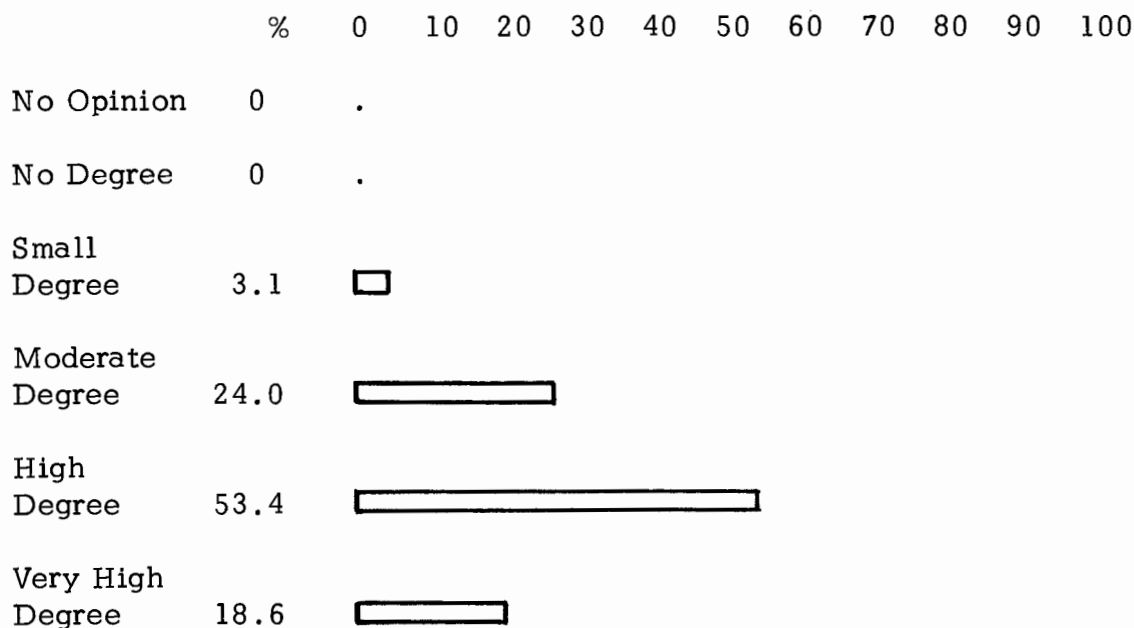


Mean Score: 3.1

Item 3

Item three was designed to determine the degree teachers desired to become involved in curriculum development. Sixty-nine or 53.4 per cent said they desired a high degree of involvement. Thirty-one or 24.0 per cent indicated a moderate degree, and 24 or 18.6 per cent desired a very high degree of active involvement. The question and results are indicated on the following page.

3. The degree to which you would desire to become actively involved in curriculum development related to your teaching area.

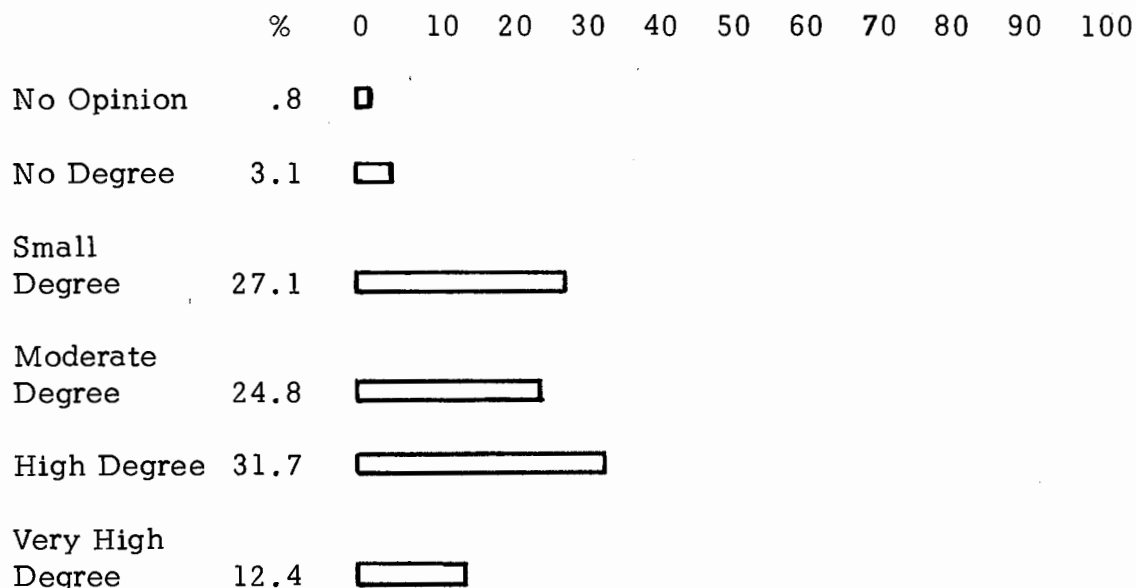


Mean Score: 3.8

Item 4

Question 4 was constructed to elicit teacher assessment of the degree to which their principals showed awareness of what the teacher's curriculum involved. Forty-one or 31.7 per cent said their principal exhibited a high degree of awareness. Thirty-five or 27.1 per cent said a small degree of awareness was shown, and 32 or 24.8 per cent indicated a moderate degree of principal awareness of curriculum content. Following is the question and results.

4. Your assessment of the degree to which your principal exhibits awareness of what your curriculum involves by his recommendations, comments, and evaluations.

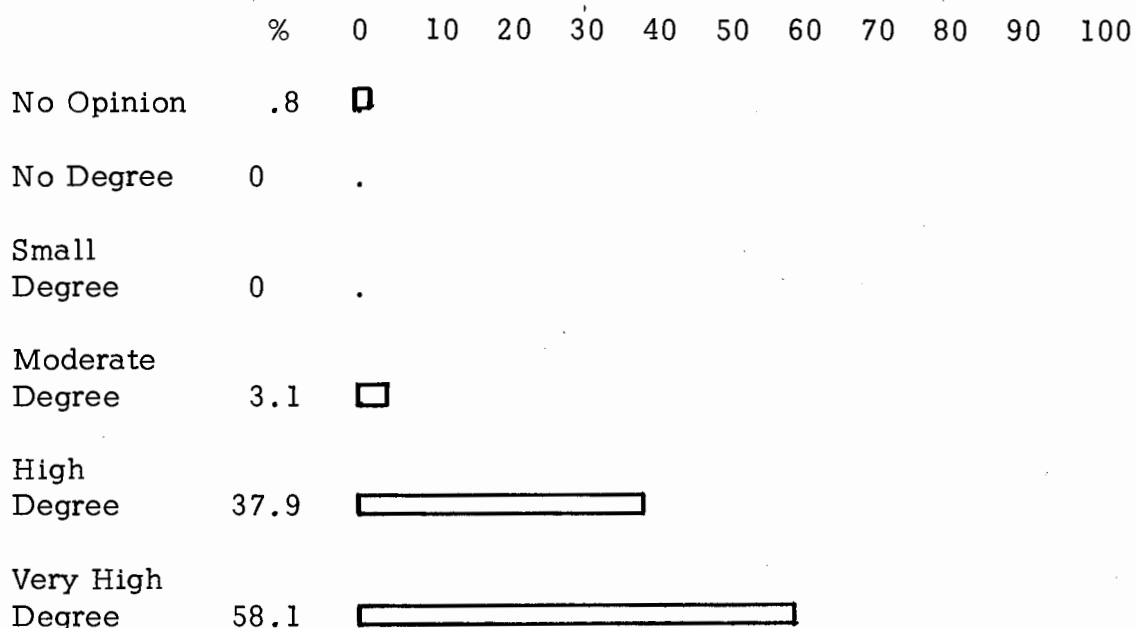


Mean Score: 3.2

Item 5

When asked, in Item 5, their opinion of how aware should their principal be of curriculum content, 75 or 58.1 per cent indicated he should possess a very high degree of awareness. The mean score for Item 5 was 4.5 or between the rating "High Degree" and "Very High Degree." A graphic presentation of the results is given on the following page.

5. Your opinion of the degree to which your principal should be aware of what your curriculum involves.

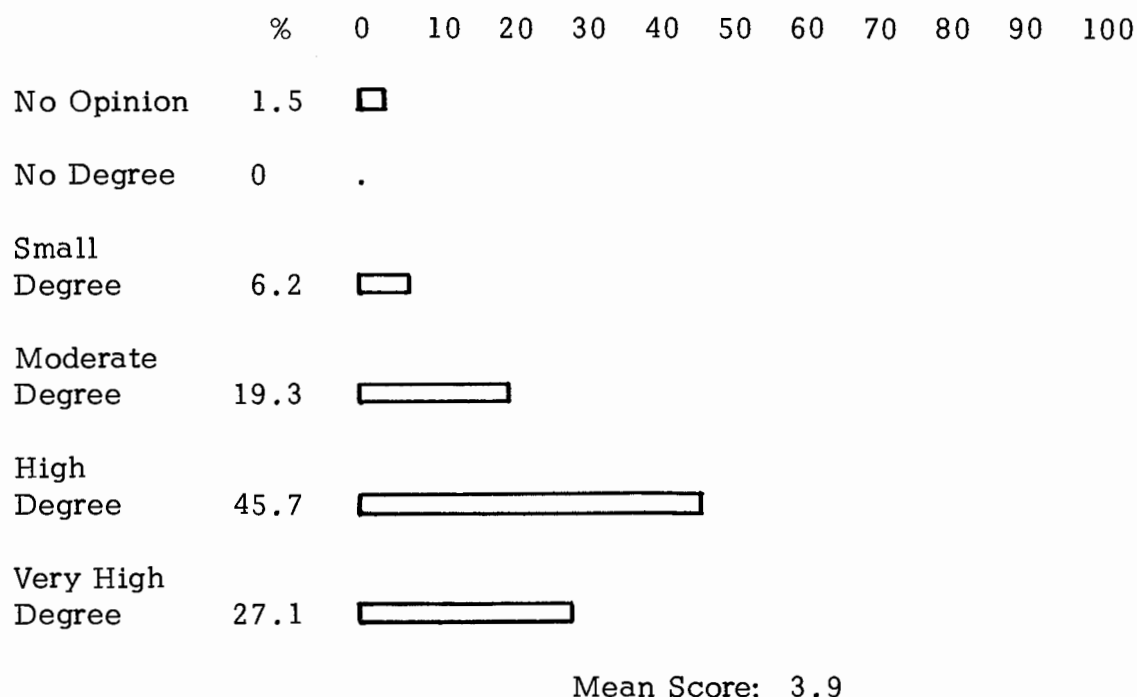


Mean Score: 4.5

Item 6

To determine the degree of improvement a very high degree of principal awareness and involvement would have on their teaching effectiveness, item 6 was included. Of the respondents, 59 or 45.7 per cent said a high degree, while 35 or 27.1 per cent indicated a very high degree, and 25 or 19.3 per cent said only a moderate degree of improvement in teaching effectiveness would occur under those conditions. The mean score for item 6 was 3.9 or slightly below a "High Degree" rating. Two persons elected not to respond to Item 6. Following is the question and results.

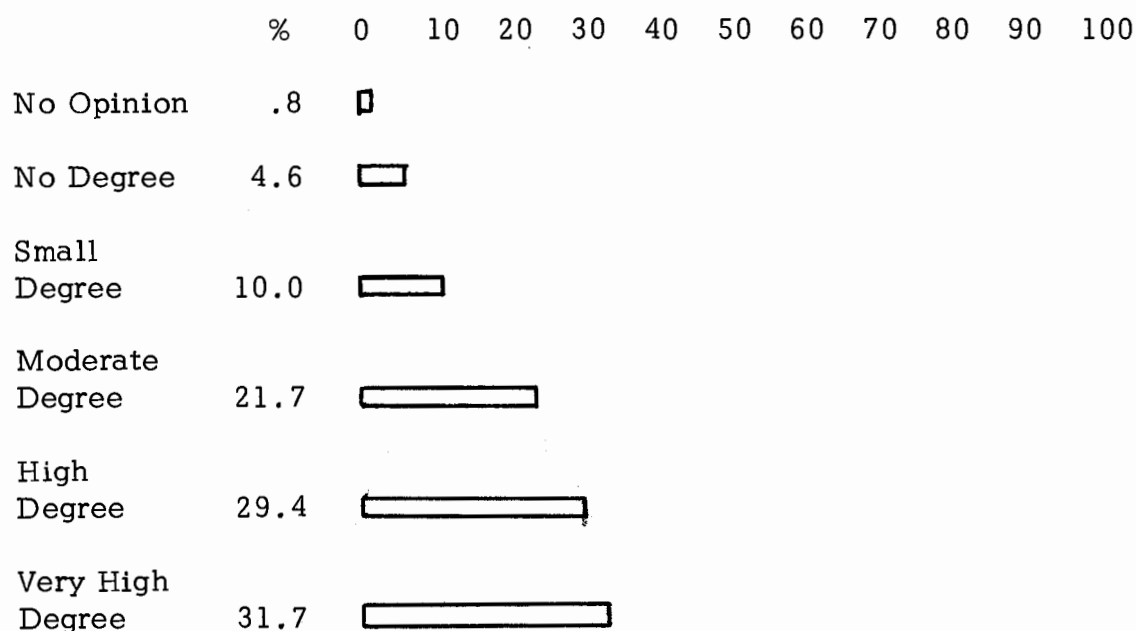
6. The degree of improvement a very high degree of principal awareness and involvement of curriculum content would have on your teaching effectiveness.



Item 7

Item 7 was included to provide some insight into principals' behavior by asking the degree of receptiveness exhibited by the principal toward educational innovations. Of the respondents, 41 or 31.7 per cent said a very high degree of receptiveness was exhibited by their principals. Thirty-eight or 29.4 per cent said a high degree, and 28 or 21.7 indicated a moderate degree of receptiveness. One person did not express an opinion to this item and two responses were invalidated because multiple responses were made. The mean score for Item 7 was 3.7 or slightly below a rating of "High Degree."

7. The degree of receptiveness your principal exhibits toward educational innovations in your building.



Mean Score: 3.7

The respondents were then queried as to the degree of their satisfaction with five selected areas of the curriculum: reading, language arts, science, social studies, and arithmetic. The two highest ratings for each area are shown in Table II.

Item 8

Fifty-five or 42.6 per cent of the respondents said they were moderately satisfied with their reading programs, while the next highest rating for this item was high degree where 37 or 28.6 per cent responded.

TABLE II
TWO HIGHEST RATINGS FOR SELECTED AREAS
OF THE CURRICULUM

Selected Area	Highest			Second Highest		
	Rating	Frequency	Per Cent	Rating	Frequency	Per Cent
Reading	3	55	42.6	4	37	28.6
Language Arts	3	60	46.5	2	31	24.0
Science	3	48	37.2	2	44	37.2
Social Studies	3	46	35.6	4	40	31.0
Arithmetic	3	55	42.6	4	36	27.9

<u>Scale</u>				
1	2	3	4	5
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

Item 9

Sixty or 46.5 per cent of the respondents indicated a moderate degree of satisfaction with their language arts program, while 31 or 24.0 per cent were satisfied to a small degree.

Item 10

Forty-eight or 37.2 per cent of the respondents were moderately satisfied with the science program and 44 or 34.1 per cent showed a small degree of satisfaction.

Item 11

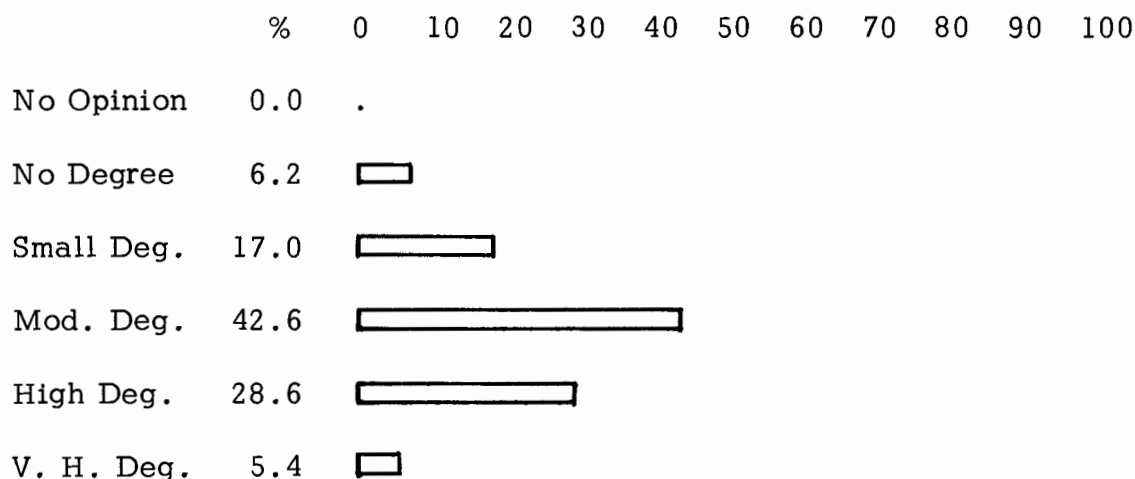
Forty-six or 35.6 per cent of the respondents were moderately satisfied with their social studies program and 40 or 31.0 per cent were satisfied to a high degree.

Item 12

Of those responding, 55 or 42.6 per cent said they were moderately satisfied with their arithmetic program and 36 or 27.9 per cent indicated a high degree of satisfaction with that particular program.

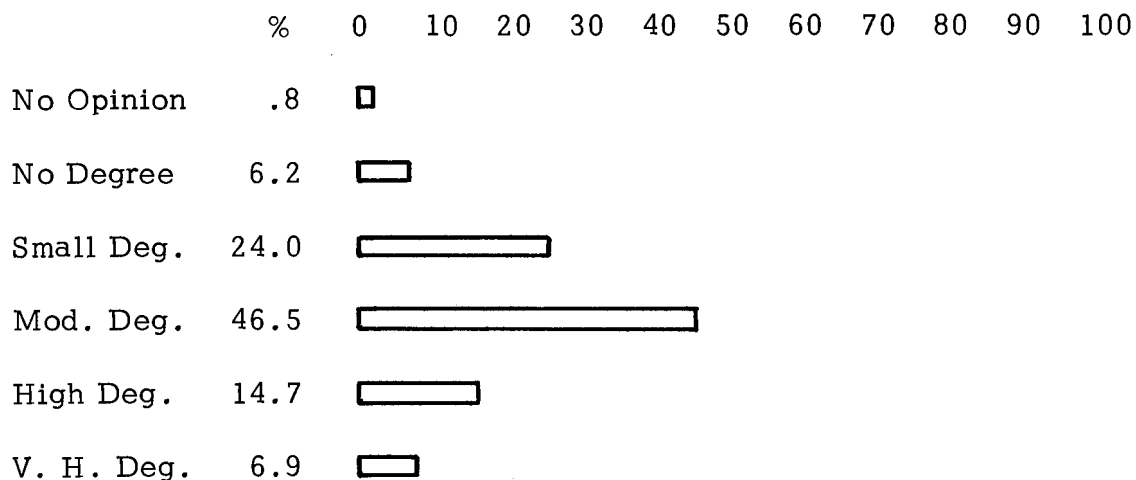
Following are the original questions and a graphical presentation of the responses to questions 8 through 12.

8. The degree of your satisfaction with the reading program prescribed for you by your district.



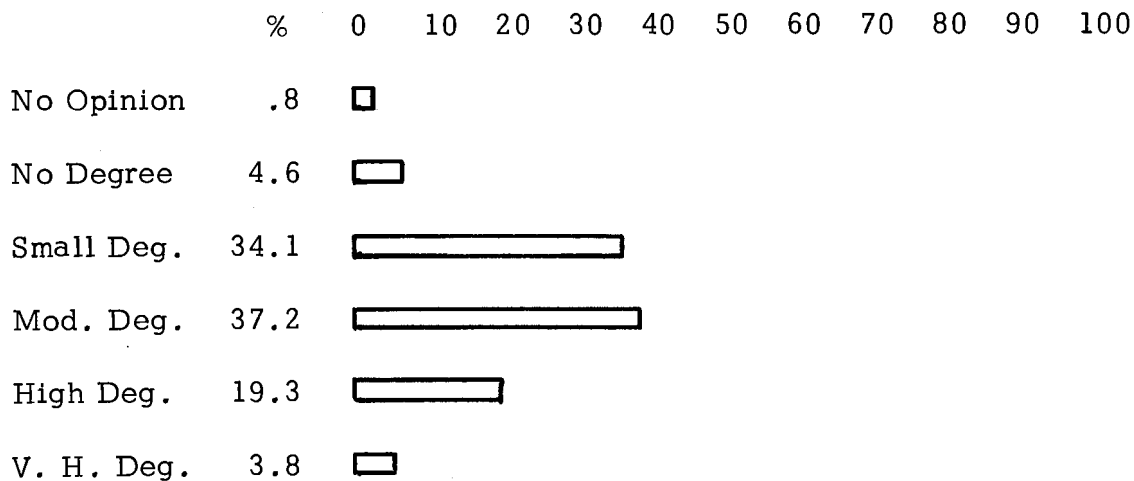
Mean Score: 3.1

9. The degree of your satisfaction with the language arts program prescribed for you by your district.



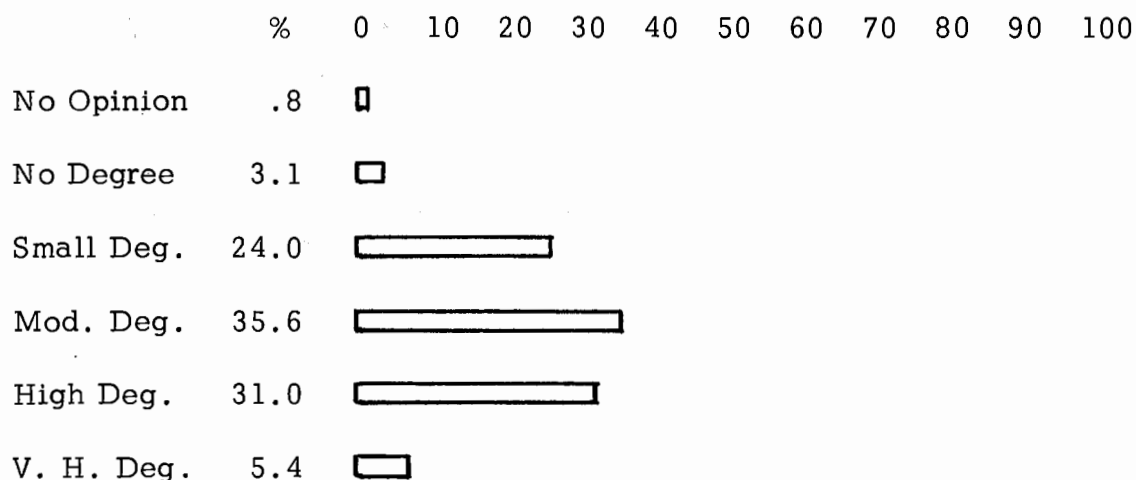
Mean Score: 2.9

10. The degree of your satisfaction with the science program prescribed for you by your district.



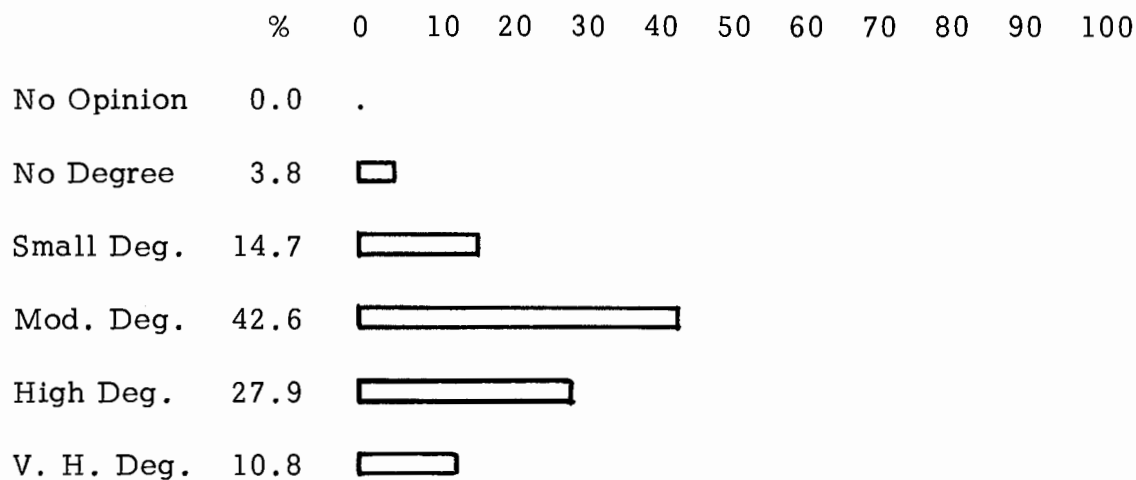
Mean Score: 2.8

11. The degree of your satisfaction with the social studies program prescribed for you by your district.



Mean Score: 3.1

12. The degree of your satisfaction with the arithmetic program prescribed for you by your district.

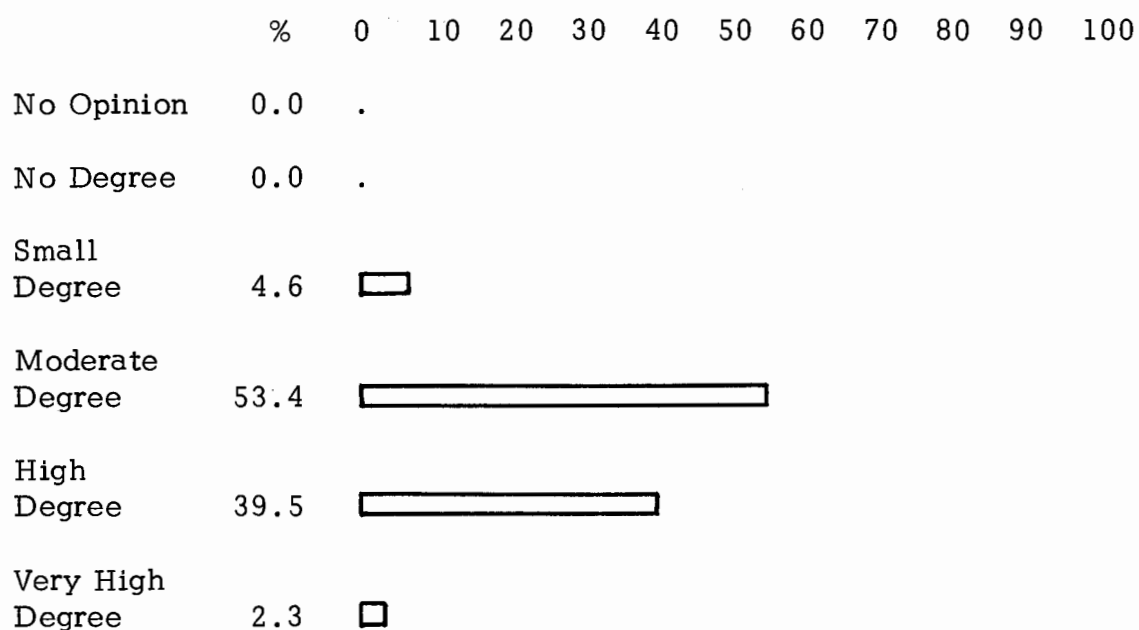


Mean Score: 3.2

Item 13

Item 13 was designed to determine the degree of teaching effectiveness teachers are presently achieving. Of the respondents, 69 or 53.4 per cent said they were achieving a moderate degree of teaching effectiveness and 36 or 39.5 per cent indicated a high degree of effectiveness. The mean score for Item 13 was 3.3 or considerably above the rating of "Moderate Degree." Following is the question and the results.

13. The degree of teaching effectiveness you feel you are presently achieving.

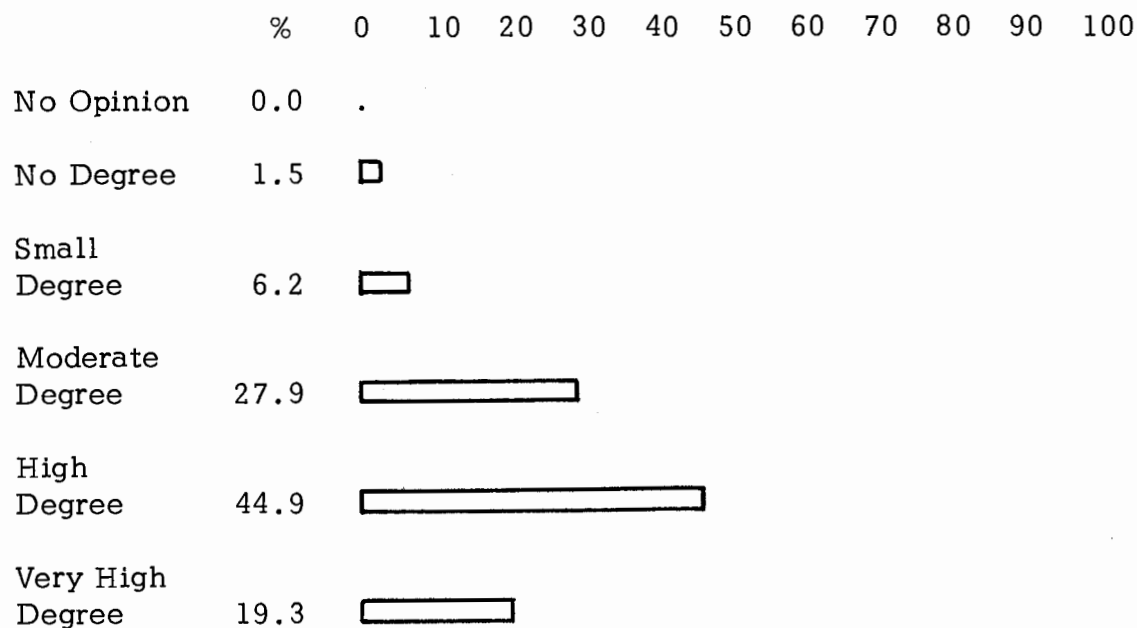


Mean Score: 3.3

Item 14

Regarding their satisfaction with their present teaching assignment, 58 or 44.9 per cent of the respondents were satisfied to a high degree. Thirty-six or 27.9 per cent were moderately satisfied. Following is the original item and the results.

14. The degree of satisfaction you feel concerning your present teaching assignment.




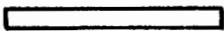
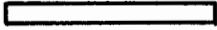
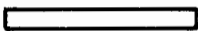

Mean Score: 3.7

II. PERSONNEL

Item 15

Item 15 was included to determine the degree to which teachers had been afforded the opportunity for involvement in district planning, regarding items such as school calendar, materials and equipment, and personnel. Thirty-seven or 28.6 per cent said they were involved only to a small degree and 36 or 27.9 per cent said they were involved to a moderate degree. Thirty-two or 24.8 per cent indicated a high degree of opportunity. The mean score for this item was 2.9 or slightly below the rating of "Moderate Degree." Item 15 is presented below with complete results.

15. To what degree have you been afforded the opportunity to be involved in district planning? (Regarding items such as curriculum, materials and equipment, personnel, budget, and school calendar.)

	%	0	10	20	30	40	50	60	70	80	90	100
No Opinion	0.0	.										
No Degree	9.3											
Small Degree	28.6											
Mod. Deg.	27.9											
High Deg.	24.8											
V. H. Deg.	8.5											

Mean Score: 2.9

Item 16

As a follow-up of Item 15, the respondents were asked to express the degree to which they should be involved in district planning. To this query 67 or 51.9 per cent said a high degree, while 32 or 28.6 per cent indicated a very high degree, and 24 or 18.6 per cent claimed teachers should be involved only to a moderate degree. The mean score for Item 16 was 4.1 or near the rating of "High Degree." Following is the original question and the breakdown of the responses.

16. To what degree do you feel teachers should be consulted regarding district planning, to include the items mentioned in 15 above.

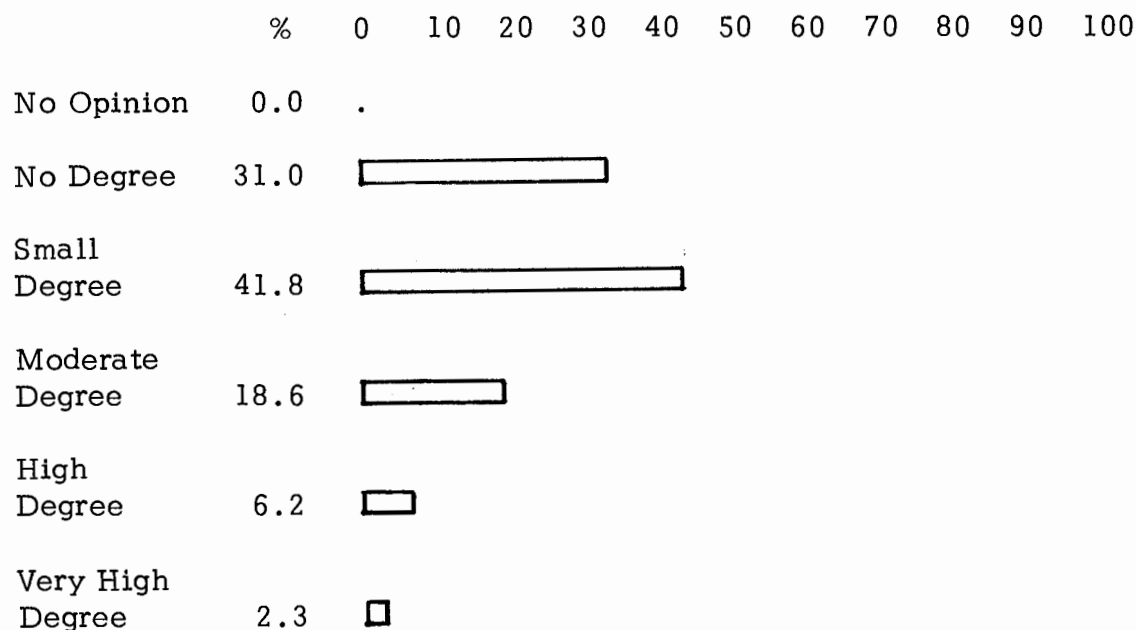
	%	0	10	20	30	40	50	60	70	80	90	100
No Opinion	0.0	.										
No Degree	0.0	.										
Small Degree	0.0	.										
Moderate Degree	18.6											
High Degree	51.9											
Very High Degree	28.6											

Mean Score: 4.1

Item 17

When teachers were asked to what degree was planning time allowed for, 54 or 41.8 per cent indicated to a small degree and 40 or 31.0 per cent said to no degree were there allowances for planning during the school day. Twenty-four or 18.6 per cent claimed only a moderate degree of allowance. The mean score for Item 17 was 2.0 or a small degree. Following is Item 17 and the results.

17. To what degree does your teaching load allow you to give adequate time for planning during the school day?



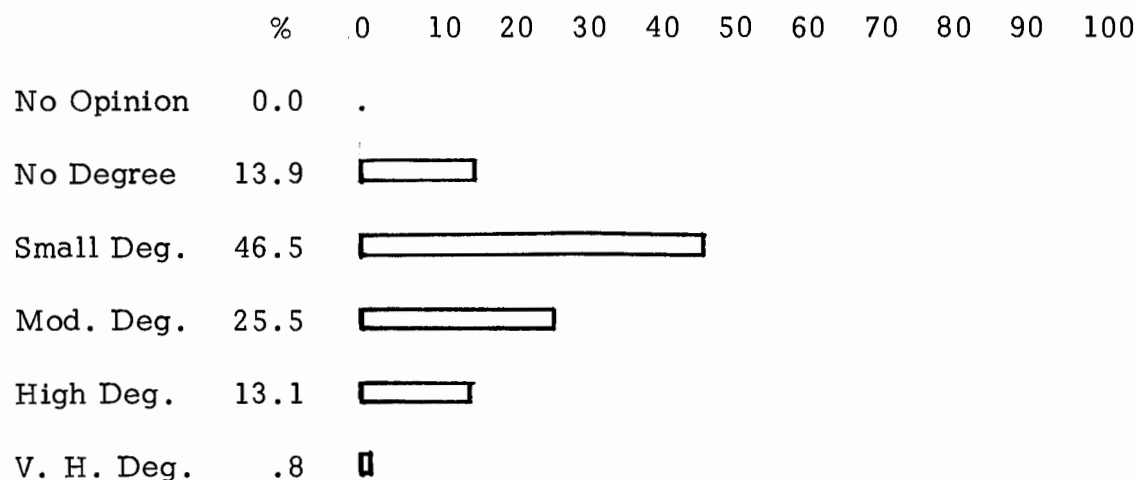
Mean Score: 2.0

Items 18, 19, and 20

Items 18, 19, and 20 were designed to determine the degree of awareness the school board exhibited of problems existing in the buildings of the district, the degree of active responsiveness to those problems by the school board, and the degree to which the school board is furnishing leadership in terms of direction, objectives, and goals.

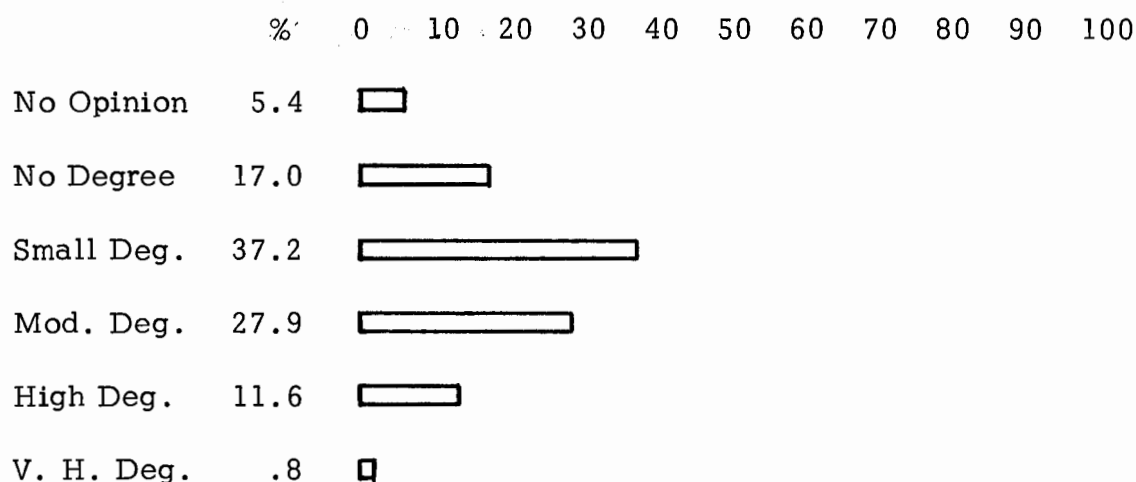
Sixty respondents or 46.5 per cent of the total said their board exhibited a small degree of awareness, and 33 or 25.5 per cent indicated a moderate degree of awareness. Forty-eight or 37.2 per cent said their boards were responsive to those problems only to a small degree. When asked the degree of leadership offered by their school boards, 48 or 37.2 said only to a small degree while 35 or 27.1 per cent claimed a moderate degree. Following are items 18, 19, and 20 with a complete breakdown of the responses.

18. To what degree do you feel the school board is aware of problems that exist in your building?



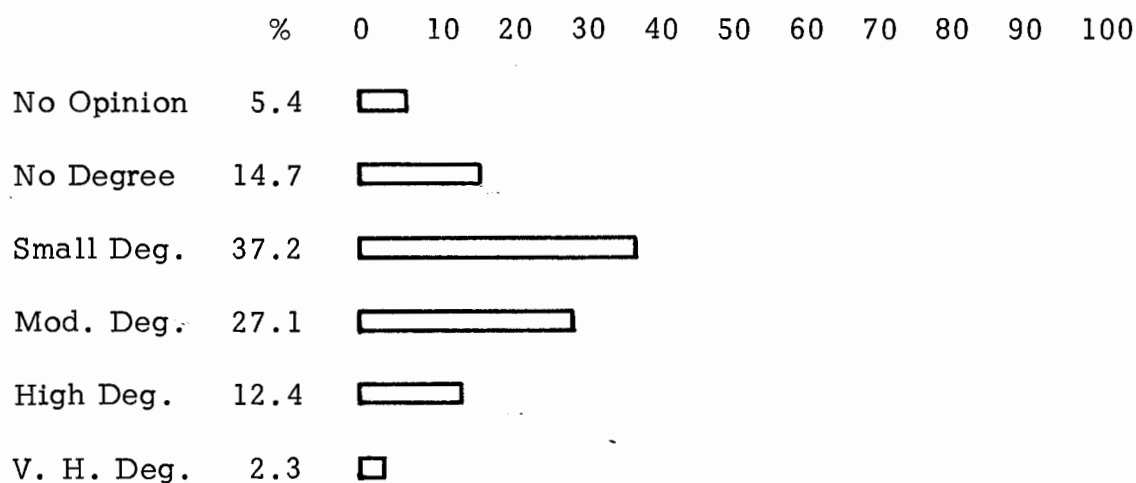
Mean Score: 2.4

19. To what degree is the school board actively responsive to the problems that exist in your building?



Mean Score: 2.3

20. To what degree do you feel the school board is furnishing leadership in terms of direction, objectives, and long-term goals for your building?

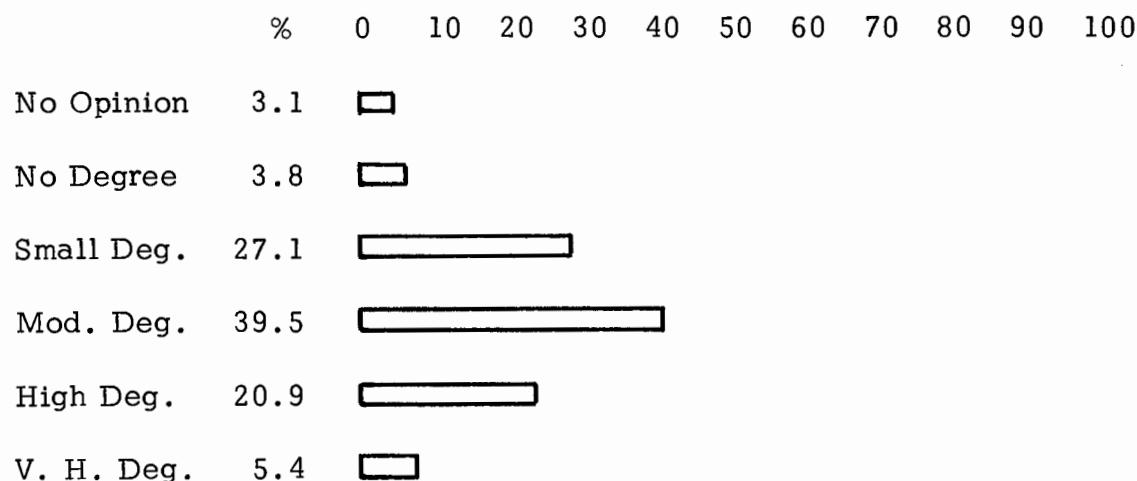


Mean Score: 2.4

Items 21, 22, and 23

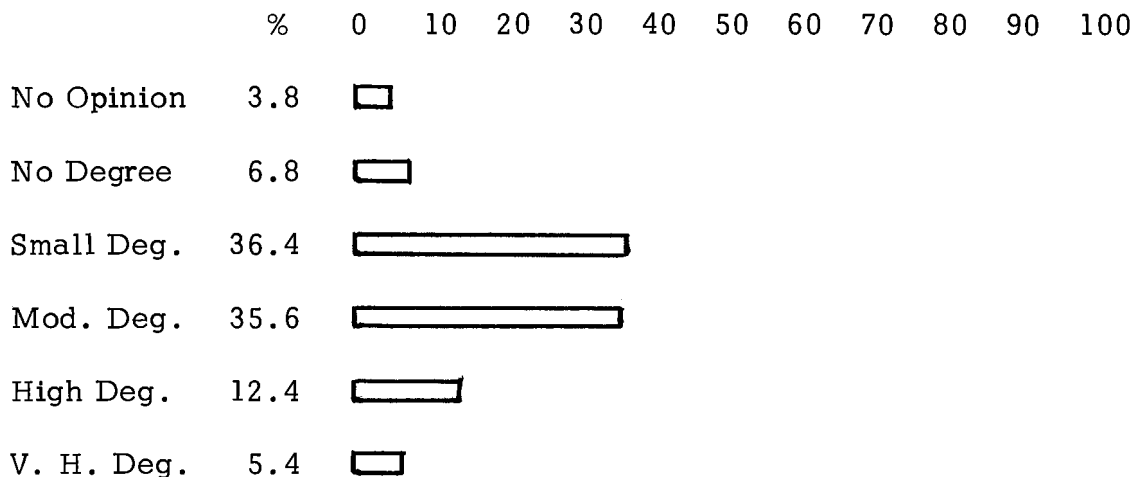
Similar to the items concerning the school board, Items 21, 22, and 23 were included to ascertain the way teachers viewed personnel in the central administrative office. Fifty-one persons or 39.5 per cent of those responding said their central administrative personnel were aware to a moderate degree and 35 or 27.1 per cent claimed a small degree. To the items regarding active responsiveness, 47 or 36.4 per cent said only to a small degree and 46 or 35.6 per cent were responsive to building problems to a moderate degree. When asked the degree of leadership furnished by personnel in the central administrative office, 54 or 41.8 per cent indicated a moderate degree and 34 or 26.3 per cent claimed their central administrative personnel furnished leadership only to a small degree. Following are the results to Items 21, 22, and 23.

21. To what degree are personnel in the central administrative office aware of problems that exist in your building?



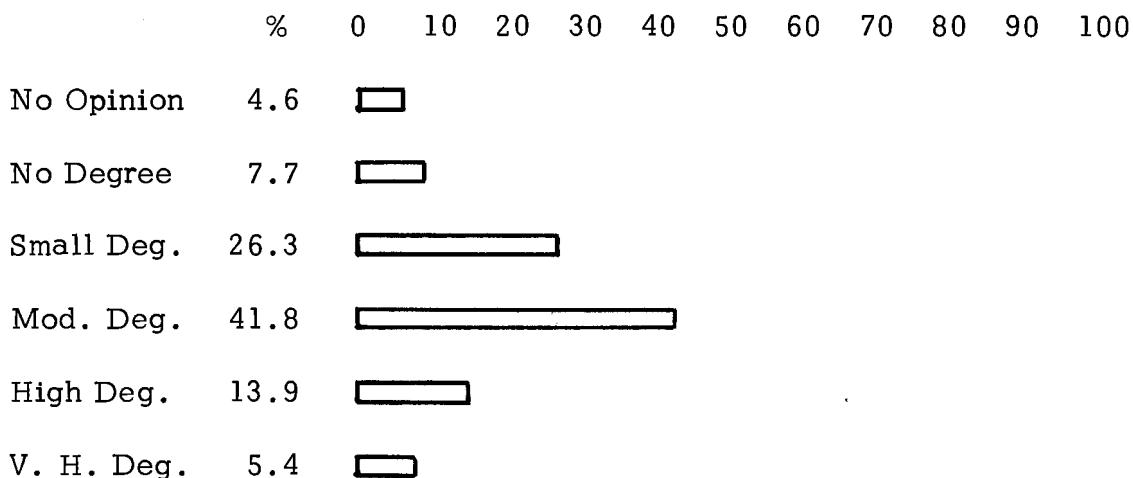
Mean Score: 2.9

22. To what degree are the personnel in the central administrative office actively responsive to the problems existing in your building?



Mean Score: 2.7

23. To what degree do you feel the personnel in the central administrative office are furnishing leadership in terms of direction, objectives, and long-term goals for your building?



Mean Score: 2.8

Items 24, 25, and 26

To present a more complete picture of teachers' views of their administrators, the teachers were asked to express the degree of awareness their principals exhibited of problems existing in their building, the degree of their responsiveness to those problems, and the degree to which he is furnishing leadership in terms of direction, objectives, and long-term goals for the building.

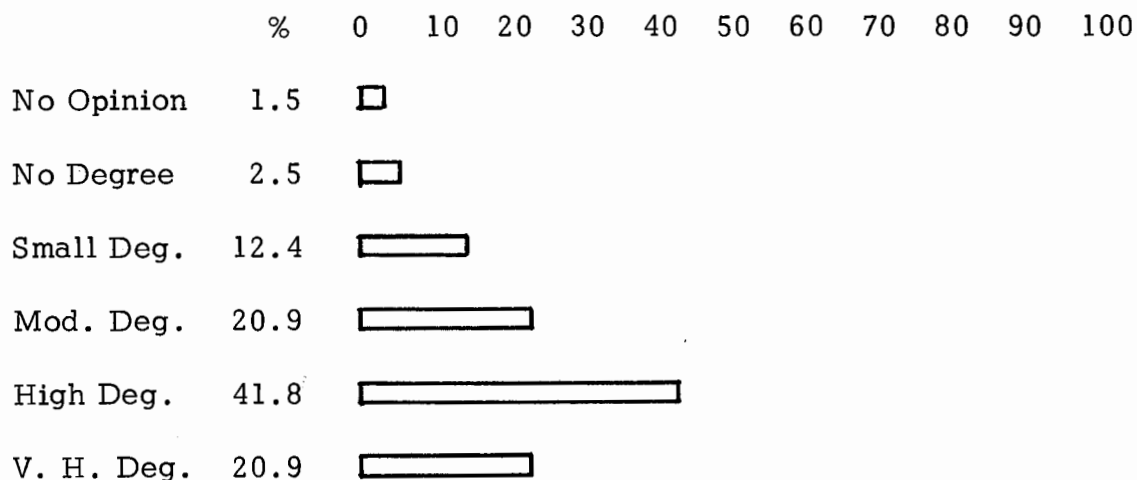
Fifty-four respondents felt their principals were aware to a high degree, 27 or 20.9 per cent exhibited a very high degree of awareness, and another 27 or 20.9 per cent said their principals were aware of problems to a moderate degree.

Forty-seven or 36.4 per cent said their principals were actively responsive to existing problems to a high degree, and 35 or 27.1 per cent claimed a moderate degree of responsiveness.

To the item regarding the degree of leadership being furnished by the building principal, 46 or 35.6 per cent indicated a moderate degree, while 37 or 28.6 per cent claimed their principals furnished leadership to a high degree.

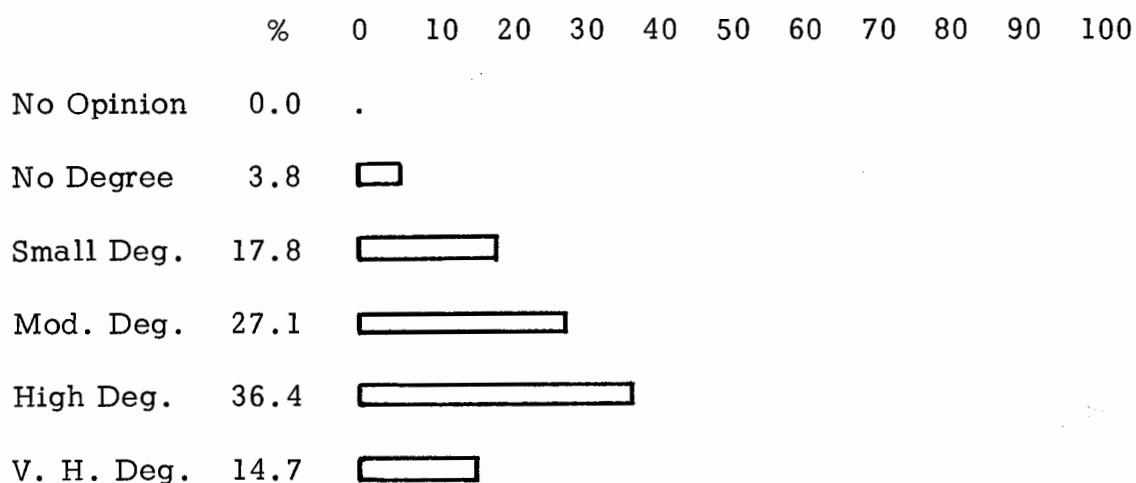
Items 24 through 26 are given below with a graphic breakdown of the results.

24. To what degree do you feel your principal is aware of problems that exist in your building, to include all aspects of school operation?



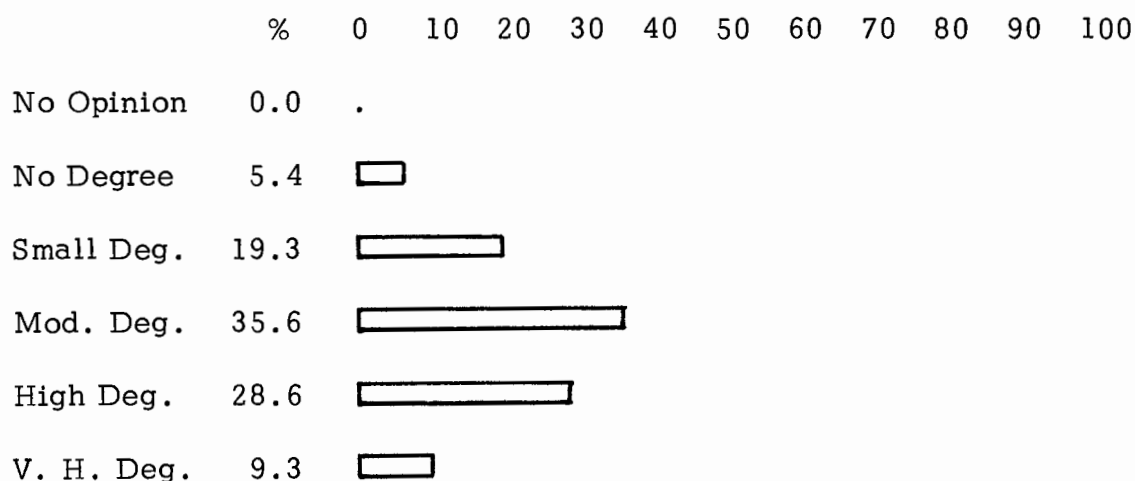
Mean Score: 3.67

25. To what degree is your principal actively responsive to the problems that exist in your building?



Mean Score: 3.4

26. To what degree is your principal furnishing leadership in terms of direction, objectives, and long-term goals for your building?

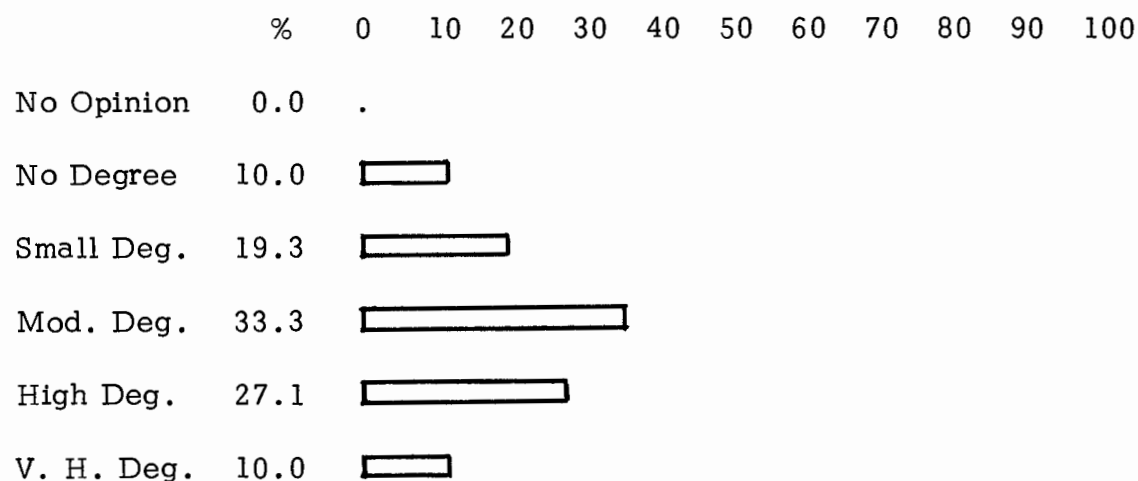


Mean Score: 3.1

Item 27

When asked the degree to which the principal provides for effective communication in his building, 43 or 33.3 per cent replied "only to a moderate degree," and 35 or 27.1 per cent indicated a high degree.

27. To what degree does your principal provide for effective communication throughout your building?

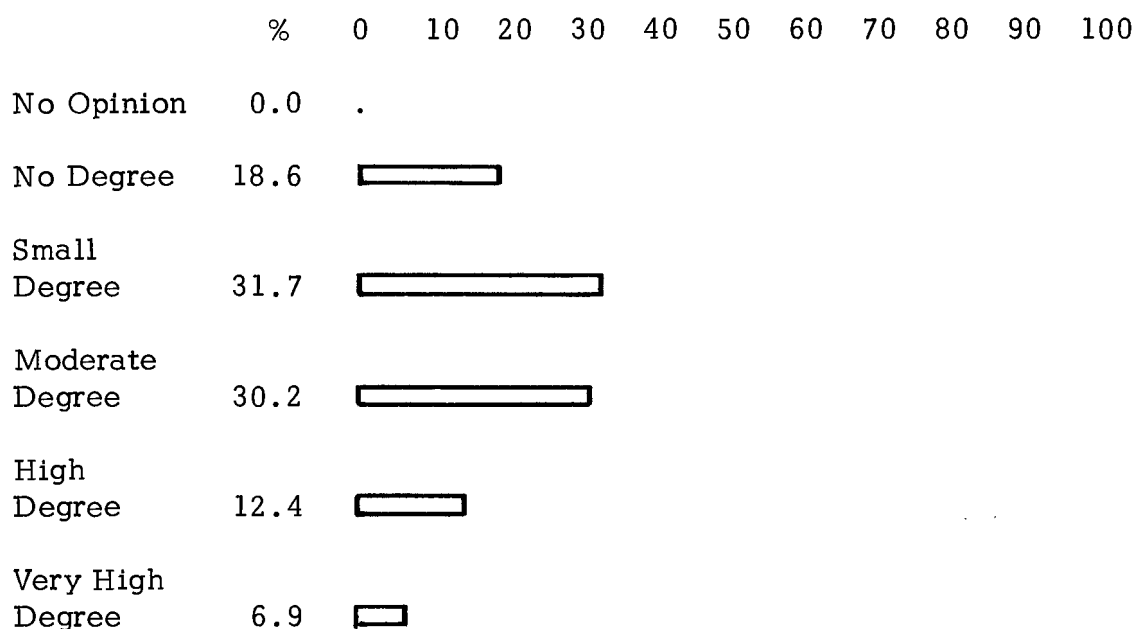


Mean Score: 3.7

Item 28

When teachers were asked the degree to which their principals involved himself with activities within the classroom, 41 or 31.7 per cent of the respondents said to a small degree, and 39 or 30.2 per cent indicated to a moderate degree. Twenty-four or 18.6 per cent said to no degree did their principal involve himself in activities within the classroom. The mean score for Item 28 was 3.0 or a rating of a moderate degree. The item and results are shown below.

28. To what degree does your principal involve himself with activities taking place within your classroom, such as by visitation or conferencing?

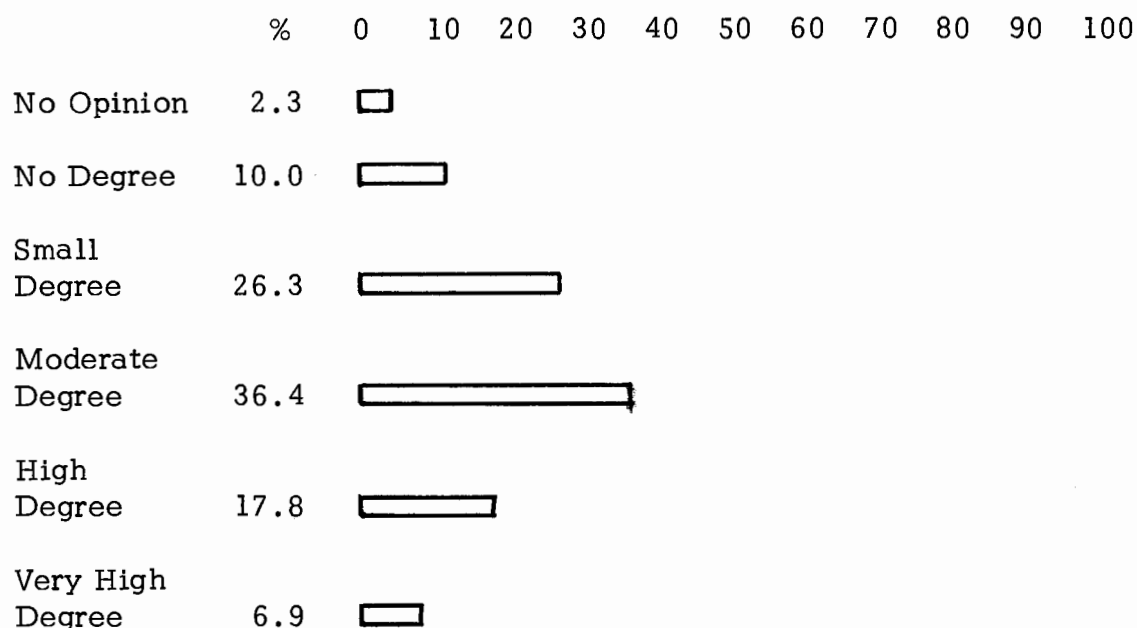


Mean Score: 3.0

Item 29

As shown in the item below, 47 respondents or 36.4 per cent were satisfied to a moderate degree with the caliber of teacher evaluation procedures implemented by their principals. Thirty-four or 26.3 per cent claimed only a small degree of satisfaction with the present evaluation procedure. Twenty-three or 17.8 per cent, however, were satisfied to a high degree. Item 29 is presented below with all results included.

29. The degree of your satisfaction with the caliber of teacher evaluation procedures implemented by your principal.

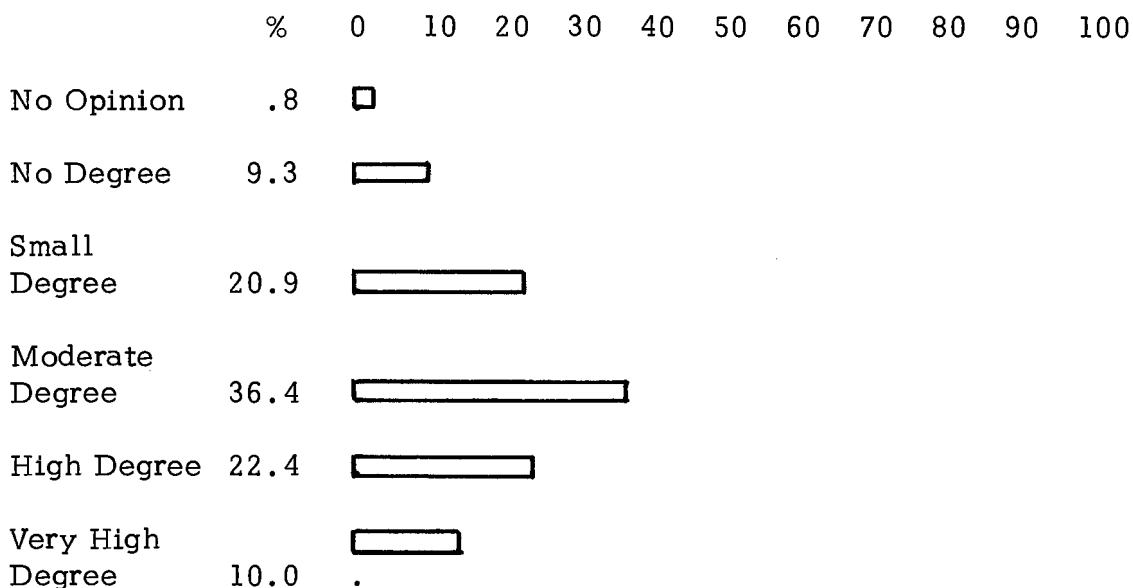


Mean Score: 2.8

Item 30

Item 30 pertained to the degree to which the principals encouraged professional growth of teachers by recommending professional books, classes, workshops, etc. Forty-seven or 36.4 per cent said to a moderate degree, 29 or 22.4 per cent indicated their principal encouraged professional growth only to a small degree. Item 30 is presented below with the final results.

30. The degree to which your principal encourages professional growth of teachers by recommending professional books and journals, extension classes, innovations, and in-service workshops, etc.

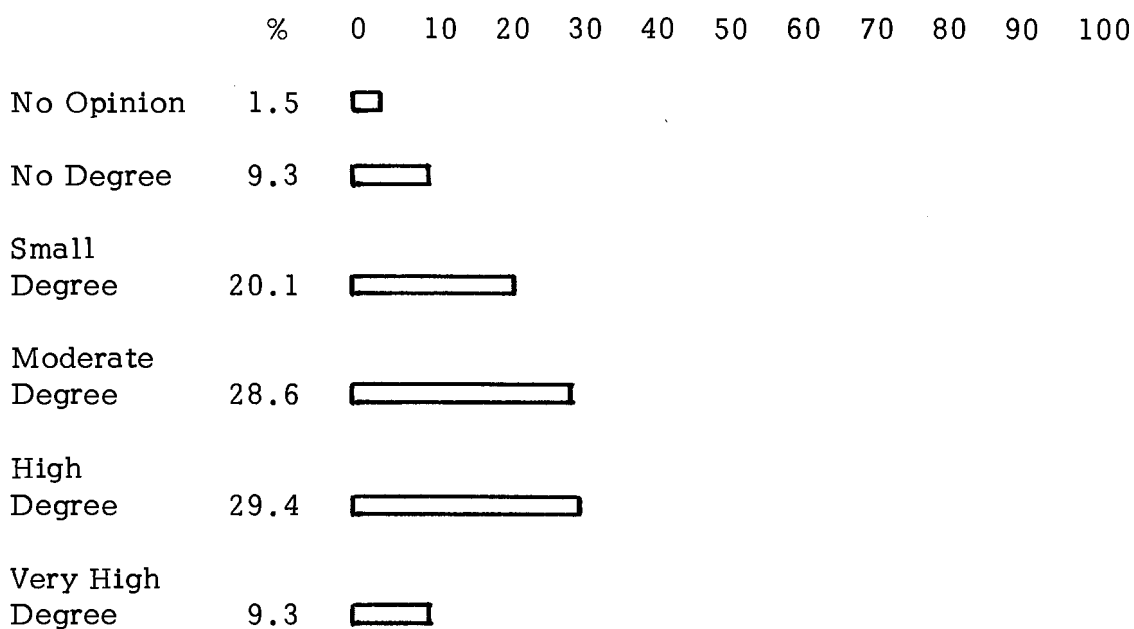


Mean Score: 3.0

Item 31

When asked the degree to which their principals were responsible for acquiring and retaining competent staff members, 38 or 29.4 per cent said to a high degree, 37 or 28.6 per cent claimed a moderate degree, while 26 or 20.1 per cent felt their principals were responsible to a small degree. Item 31 is presented below in graphic form.

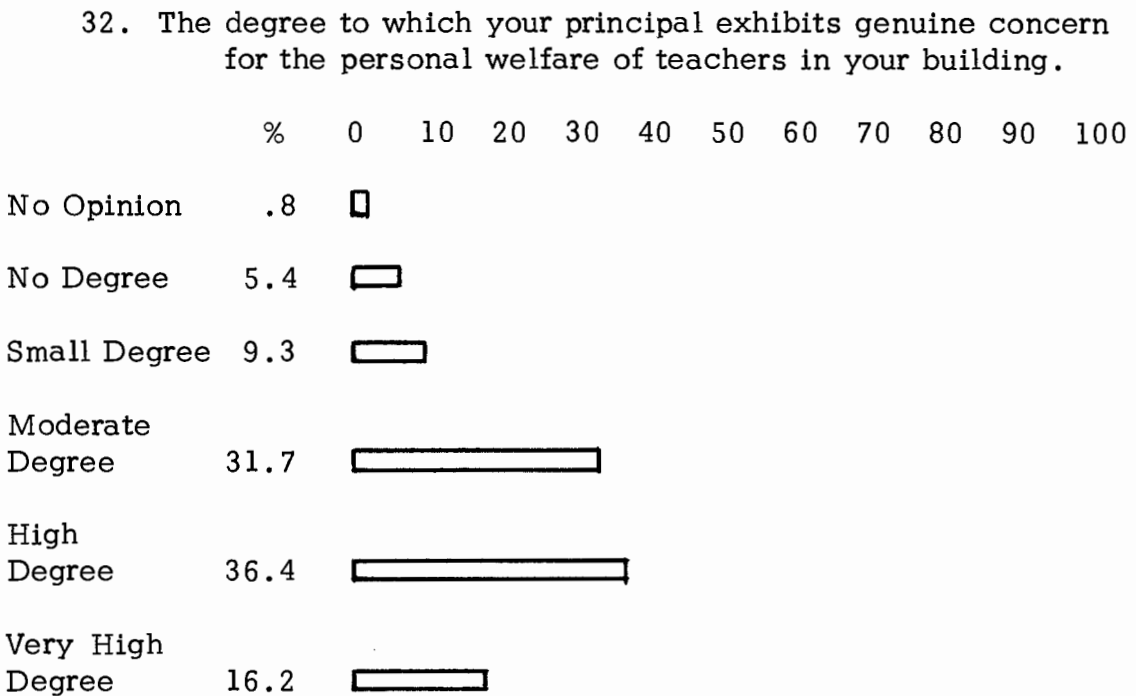
31. The degree to which your principal is responsible for acquiring and retaining competent staff members.



Mean Score: 3.0

Item 32

Item 32 was constructed to elicit teachers' assessment of the degree to which their principal exhibited genuine concern for the personal welfare of teachers in his building. Forty-seven or 36.4 per cent of the respondents said their principals exhibited a high degree of concern, and 41 or 31.7 per cent said he was concerned to a moderate degree. In addition, 21 or 16.2 per cent claimed their principals were concerned to a very high degree. Shown below is Item 32 and the percentage of responses.

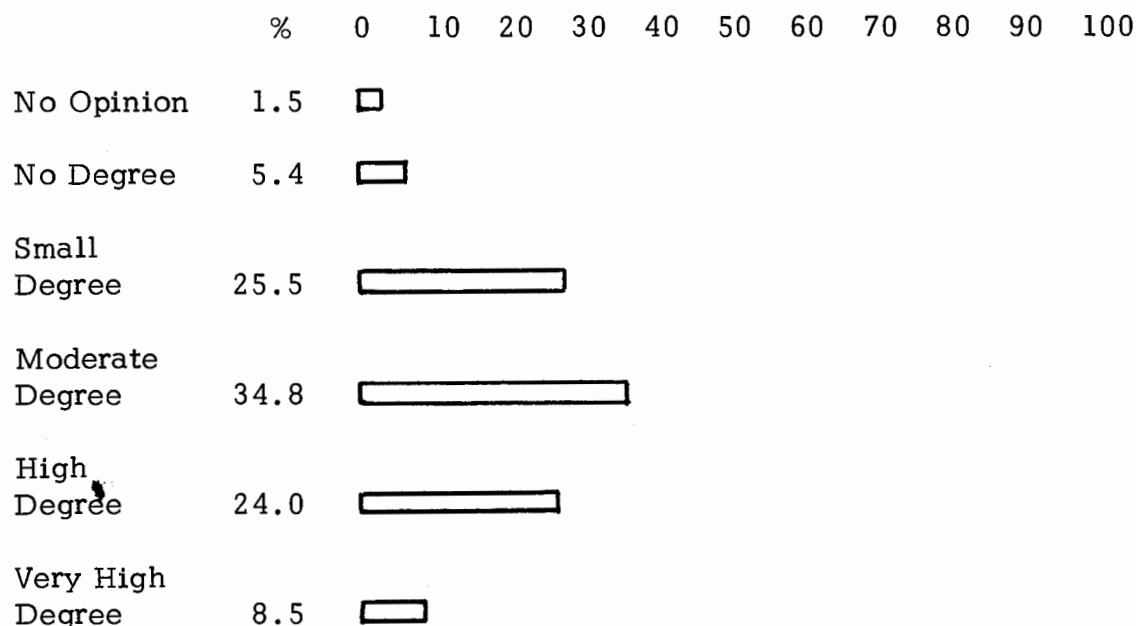


Mean Score: 3.5

Item 33

Of prime importance to this study was Item 33. When asked the degree of their satisfaction with the decision-making procedures implemented by their building principal, 45 or 34.8 per cent said they were satisfied to a moderate degree, 33 or 25.5 per cent claimed satisfaction to a small degree, and 31 or 24.0 per cent indicated a high degree of satisfaction with the decision-making procedure. The mean score for Item 33 was 3.0 or exactly a Moderate Degree. Following is the original question with a compilation of the statistics.

33. The degree of your satisfaction with the decision-making procedures implemented by your building principal.



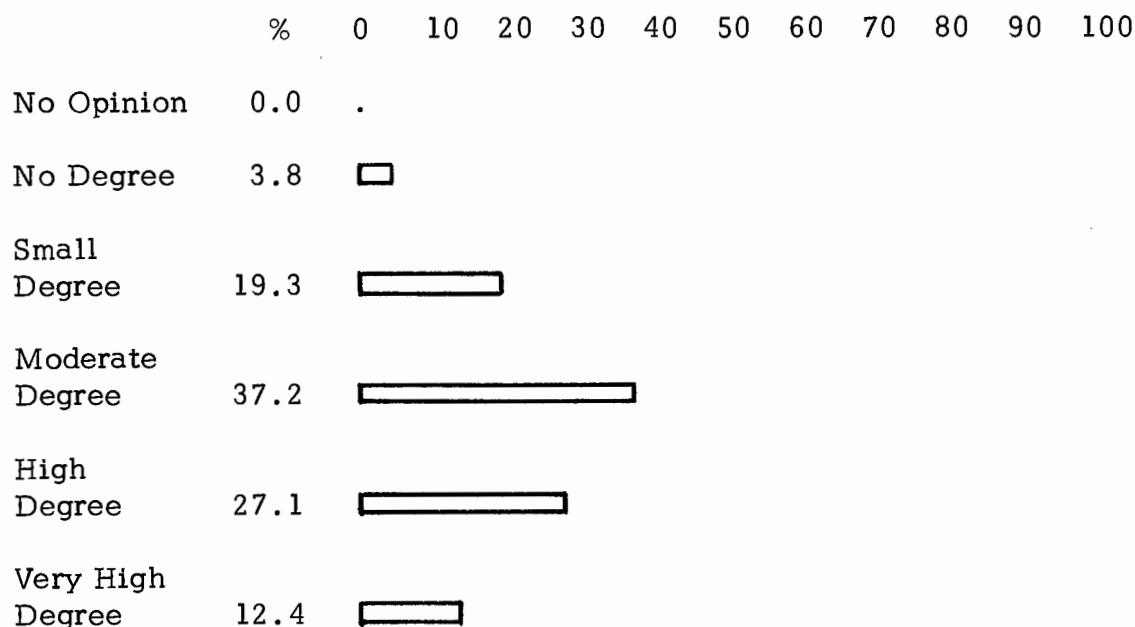
Mean Score: 3.0

III. MATERIALS AND EQUIPMENT

Item 34

Item 34 was designed to determine the degree of teacher satisfaction with past decisions concerning the quantity of equipment made available for the teacher's use. Forty-eight or 37.2 per cent were moderately satisfied with the amount of equipment, 35 or 27.1 per cent were satisfied to a high degree, and 25 or 19.3 per cent were satisfied only to a small degree. Item 34 is presented below with the results computed.

34. The degree of your satisfaction with decisions made in the past concerning the quantity of equipment made available for your use.

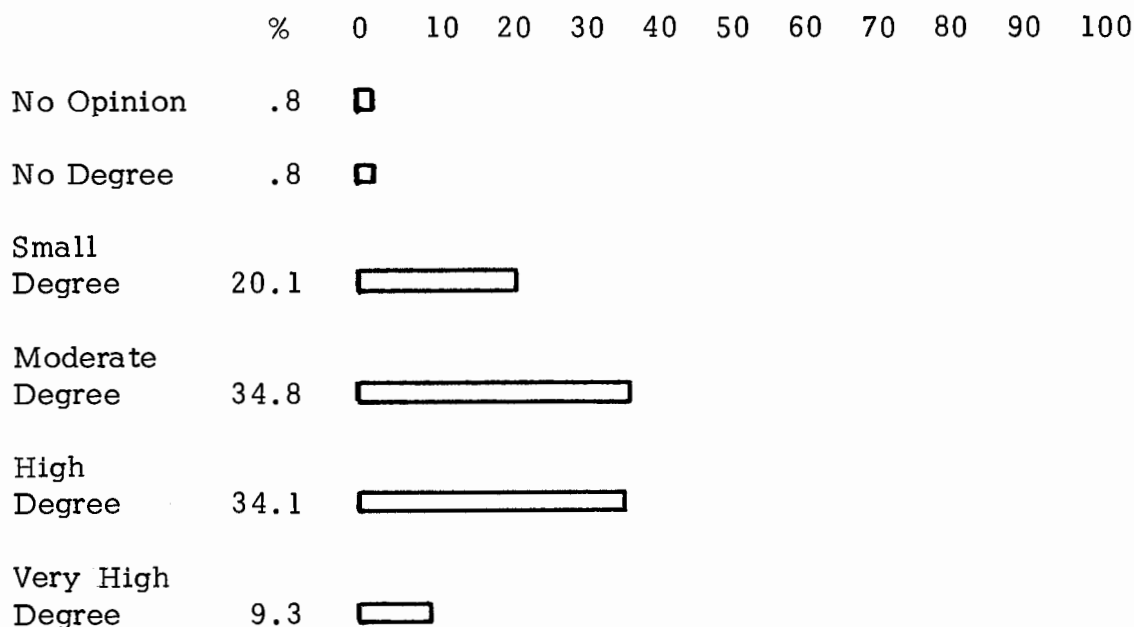


Mean Score: 3.2

Item 35

When asked to express the degree of their satisfaction with past decisions made concerning the quality of equipment made available for their use, 45 or 34.8 per cent responded to the rating of moderate degree, and 44 or 34.1 per cent said they were highly satisfied. Twenty-six or 20.1 per cent showed only a small degree of satisfaction. The complete item and results are presented below.

35. The degree of your satisfaction with decisions made in the past concerning the quality of equipment selected for your use.

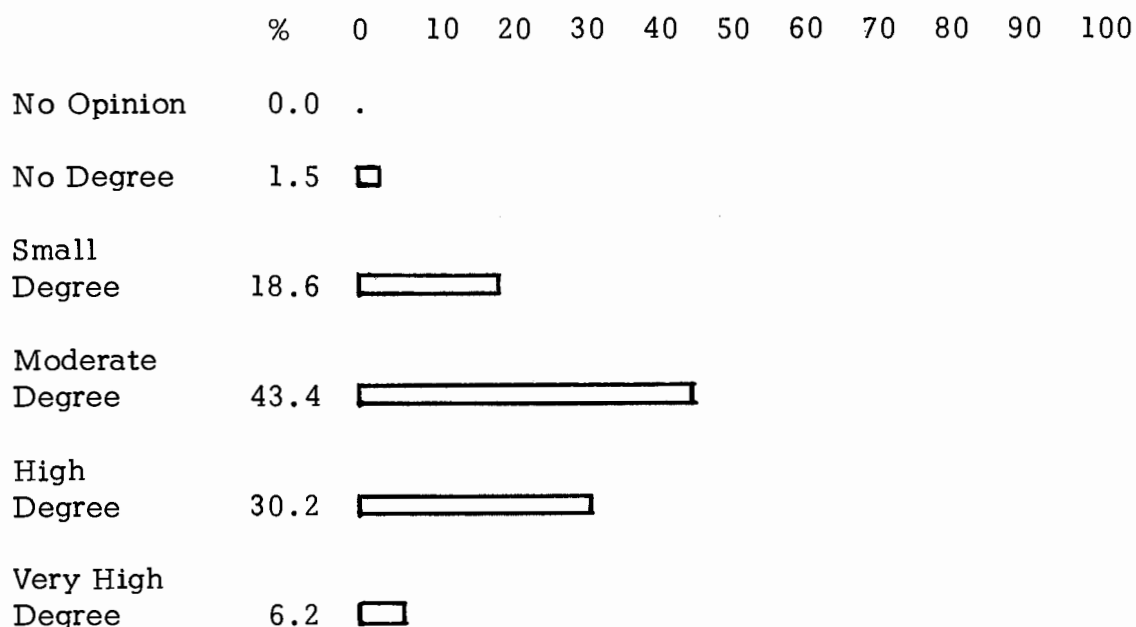


Mean Score: 3.3

Item 36

Fifty-six respondents or 43.4 per cent of those responding were moderately satisfied with past decisions made concerning the variety of materials selected for use in their buildings. Thirty-nine or 30.2 per cent said they were satisfied to a high degree while 24 or 18.6 per cent expressed a small degree of satisfaction. Item 36 appears below with a report of the results.

36. The degree of your satisfaction with decisions made in the past concerning the variety of equipment selected for use in your building.

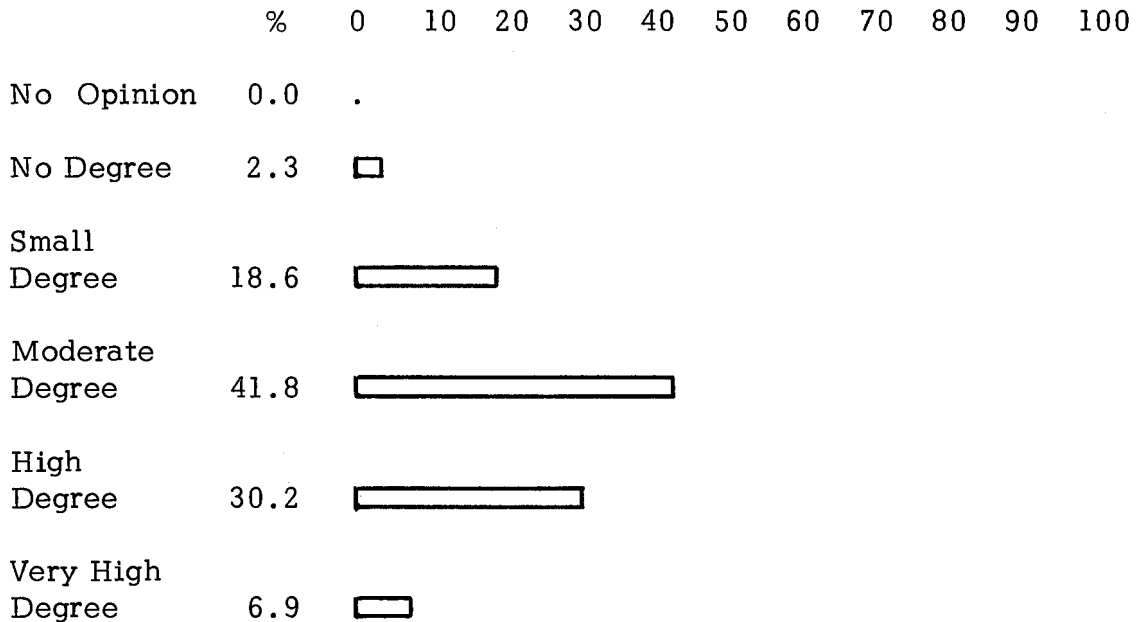


Mean Score: 3.2

Item 37

When asked to express the degree of their satisfaction with provisions made for the individual teacher to obtain necessary equipment that was available in the building, 54 or 41.8 per cent of the 129 possible respondents indicated they were moderately satisfied while 39 or 30.2 per cent were satisfied to a high degree. Of the remaining persons, 24 or 18.6 per cent claimed they were satisfied with the present procedure only to a small degree. The complete results for Item 37 are shown below.

37. The degree of your satisfaction with provisions made for individual teachers to obtain necessary equipment that is available in the building.

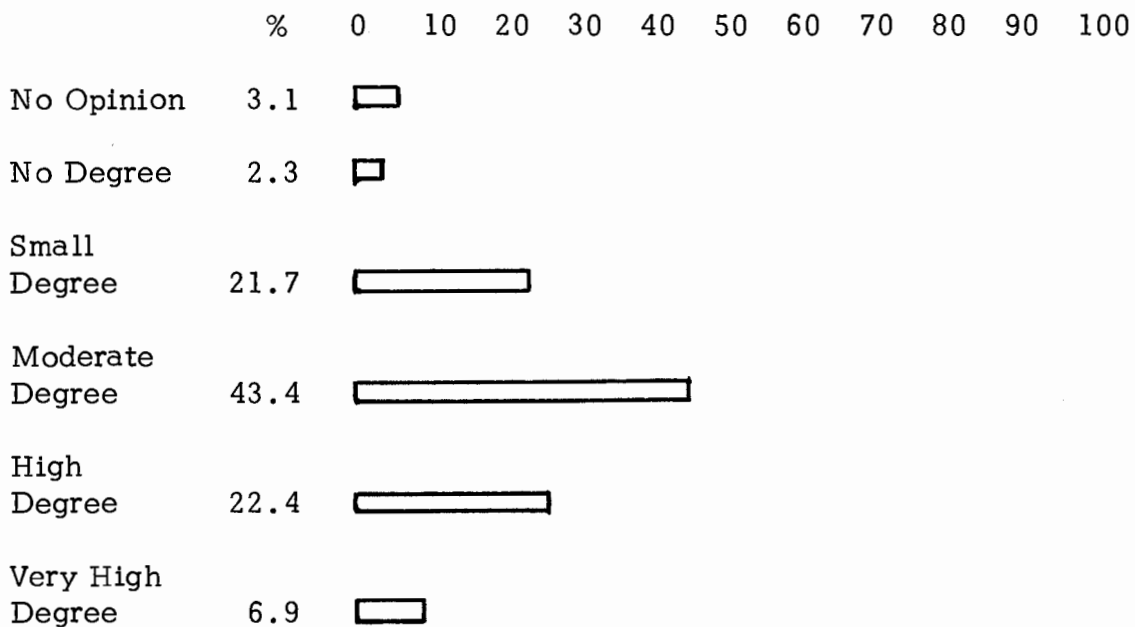


Mean Score: 3.2

Item 38

Fifty-six persons, or 43.4 per cent of those responding, indicated a moderate degree of satisfaction with the manner in which new equipment items were selected for use in their buildings. Twenty-nine or 22.4 per cent were highly satisfied, and 28 or 21.7 per cent expressed a small degree of satisfaction with the existing manner of selecting new equipment items for their buildings. Item 38 is presented below with results of the survey.

38. The degree of your satisfaction with the manner in which new equipment items are selected for use in your building.



Mean Score: 3.1

Items 39 through 43 were designed to determine the two persons most frequently responsible for procuring instructional materials.

Item 39

Item 39 asked the respondent to indicate the two persons most frequently responsible for procuring textbooks. According to the frequency of mention, the persons most often responsible for selecting textbooks were the principal (71) and the teacher (62). In descending order of frequency of mention, other persons listed are: district committee (39), curriculum director (36), and the administration (32). The librarian was mentioned 8 times and there were 7 checks indicating the respondents did not know who was responsible for procuring textbooks. The complete results are presented below.

39. The two persons most frequently responsible for procuring textbooks are to be checked.

62	- Teacher
71	- Principal
32	- Administration
39	- District committee
36	- Curriculum committee
8	- Librarian
<u>7</u>	- Unknown

Total - 257

Note: One respondent checked only one person.

Item 40

In Item 40 the respondents were to indicate the two persons most frequently responsible for procuring non-text printed materials in the classroom. Again the teacher and the principal were most frequently mentioned, with the teacher being mentioned 96 times and the principal 79 times. The remainder of those receiving notation are listed below.

40. The two persons most frequently responsible for procuring non-text printed materials in the classroom are to be checked.

96 - Yourself
 79 - Principal
 11 - Administration
 6 - District committee
 13 - Curriculum director
 33 - Librarian
11 - Unknown

Total 249

Note: Nine respondents checked only one person

Item 41

Item 41 was designed to determine the two persons most frequently responsible for procuring Audio-Visual materials in the classroom. The teacher with 96 mentions, followed by the principal with 67 mentions, were the ones mentioned most often. The librarian was checked 41 times. Five persons wrote in the title and indicated that the Audio-Visual Director or Coordinator was responsible for this instructional

material item. Seven persons were not able to determine who selected the items as the blank representing "Unknown" received seven checks. Following is a complete breakdown of the responses.

41. The two persons most frequently responsible for procuring Audio-Visual materials in the classroom are to be checked.

96	- Teacher
67	- Principal
19	- Administrator
6	- District committee
17	- Curriculum
41	- Librarian
7	- Unknown
<u>5</u>	- Audio-Visual Director

Total	258
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Item 42

When asked to check the two persons most frequently responsible for procuring Audio-Visual materials in the library, the librarian was most often checked (102), followed by the principal with 63 mentions, and the teacher with 39 mentions. Five respondents wrote in the title and indicated that the Audio-Visual Director shared in that area of responsibility. One person indicated there was no library in her building; six persons checked only one item. Following are the complete results of item 42.

42. The two persons most frequently responsible for procuring Audio-Visual materials in the library are to be checked.

39 - Teacher
 63 - Principal
 16 - Administration
 2 - District committee
 12 - Curriculum director
 102 - Librarian
 11 - Unknown
5 - Audio-Visual director

Total 250

Note: Six persons gave only one response
 One person did not have a library

Item 43

Item 43 was designed to determine the two persons most frequently responsible for procuring printed materials in the library. To this query, the librarian was mentioned most often (118), followed by the principal (48) and the teacher (41). One respondent indicated there was no library in her building. The complete results are as follows.

43. The two persons most frequently responsible for procuring printed materials in the library are to be checked.

41 - Teacher
 48 - Principal
 16 - Administration
 2 - District committee
 12 - Curriculum director
 118 - Librarian
15 - Unknown

Total 253

Note: One respondent did not have a library
 Three respondents gave only one answer

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Curriculum

In analyzing the data gathered on curriculum, it can be noted that the item receiving one of the greatest percentages of response pertained to the moderate degree of satisfaction teachers had with the manner in which their curriculum was determined. Seventy persons or 54 per cent of those responding expressed that attitude.

The degree to which individuals were afforded an opportunity for personal involvement in curriculum development ranged from 31 per cent being involved to a small degree, to 28 per cent expressing a moderate degree, to the 26 per cent that claimed a high degree.

When asked the degree to which they desired to become involved in curriculum development, there was a shift to a higher degree. Fifty-three per cent said they desired a high degree of involvement and 18 per cent desired a very high degree, while 24 per cent indicated they would be satisfied if they were involved to a moderate degree.

A wide range of opinion was expressed when teachers assessed the degree of awareness of curriculum content by their principals. The

mean score for that item was 3.2 or slightly above the rating of a moderate degree. All respondents indicated that principals should be aware of curriculum content to a moderate degree or higher. The majority of persons responding (58%) or the greatest percentage rating in the study, said he should be aware to a very high degree. The majority said that a very high degree of principal awareness of curriculum content would result in more than a moderate degree of improvement in their teaching effectiveness.

The respondents indicated they were satisfied to a moderate degree with their academic programs such as reading, language arts, science, social studies, and arithmetic. The most favorable supporting reaction was expressed with the science programs, high-lighted by 11 per cent expressing a very high degree of satisfaction. Eight respondents indicated they were dissatisfied with their reading and language programs.

Personnel

While teachers were satisfied to slightly less than a moderate degree with their opportunities for involvement in district planning, indicated by a mean score of 2.9, 12 persons or 9.3 per cent were dissatisfied. All respondents expressed a desire for involvement in district planning to no less than a moderate degree. This reaction is marked by a 51 per cent response to a desire for a high degree of involvement.

Seventy-two per cent of the respondents were allowed no planning time or only a small degree of planning time.

Teachers were asked the degree to which their school boards were aware of problems existing in their buildings, the degree of their active response to those problems with which they were aware, and the degree of leadership being furnished. The school boards were rated as being aware of problems to slightly more than a small degree. These same boards were responsive to an even lesser degree to problems they were aware of, and offered limited leadership in terms of objectives, direction, and long-term goals. Fourteen per cent of the respondents said their boards were unaware of building problems, 17 per cent claimed the school board was unresponsive to existing problems with which they were familiar, and 14.7 per cent said the school board furnished no leadership or direction.

Teachers rated personnel in the central administration office considerably higher than their school boards when considering the degree of their awareness of problems, the degree of their response to obvious problems, and the extent to which they exerted leadership in terms of objectives, direction, and long-term goals. The mean scores for those items above were 2.9, 2.7, and 2.8 respectively for central administrators, and 2.4, 2.3, and 2.4 respectively for their school boards.

Principals were shown to be more aware of problems in their buildings (20.9 per cent of the respondents said to a very high degree), more responsive to existing problems (14.7 per cent claimed to a very high degree), and offered a greater degree of leadership (9 per cent indicated to a very high degree), than either central administrative personnel or school boards.

There were several other items in which the results indicated some significance. Principals involved themselves to considerably less than a moderate degree with activities taking place in the individual classrooms in their buildings. Twenty-four persons indicated their principals did not involve himself at all.

Teachers indicated in Item 32 that their principals did exhibit genuine concern for the personal welfare of his staff members, 21 respondents claiming he did so to a very high degree.

Of significance was the fact that a mean score of 3.04 was noted when teachers expressed the degree of their satisfaction with current decision-making procedures implemented by their building principals.

Materials and Equipment

Teachers indicated slightly more than moderate satisfaction with past decisions concerning quantity, quality, and variety of equipment made available for their use. Mean scores for those items were 3.2, 3.3,

and 3.3 respectively. Likewise, provisions for obtaining available equipment and the degree of satisfaction with the manner in which new equipment items were selected achieved mean scores of 3.2 and 3.1 respectively.

On the basis of 258 possible responses, it was noted that teachers and principals were most frequently noted as being responsible for procuring textbooks, non-text printed materials in the classroom, and Audio-Visual materials in the classroom. It should be noted that 7, 11, and 7 persons, respectively, indicated that they did not know who was responsible for selecting the above-mentioned items.

Five persons indicated the responsibility for Audio-Visual materials, both in the classroom and the library, was shared by the Audio-Visual Director.

The librarian and the principal were most often mentioned as being procurors for Audio-Visual materials and printed materials in the library. One respondent claimed there was no library in her building.

Five respondents wrote in the title of Audio-Visual Director as it was inadvertently omitted as a possible choice.

II. CONCLUSIONS

Based on the results of this survey, it can be concluded that teachers basically are satisfied to a moderate degree with the decision-

making procedures being implemented by their building principals. The respondents clearly indicated that they have not been afforded an opportunity to become involved to a sufficient degree in such activities as curriculum development and that they desired to do so to a much higher degree in the future.

It can be concluded that while principals are moderately aware of what the curriculum involves, the respondents indicated that they should be more aware and that for them to do so would result in a higher degree of teaching effectiveness.

From the results gathered, it can be surmized that teachers are only moderately satisfied with the basic educational programs being implemented in their buildings. This observation is not difficult to establish inasmuch as these same teachers expressed only a moderate degree of satisfaction with the manner in which their curriculum was determined and the moderate degree to which they were afforded the opportunity to become involved in curriculum development. This conclusion is supported by Caswell (5:76-68) who contends that to develop a good curriculum, planning must be in terms of the actual child, by teachers who have to carry the plans into operation. March (28:35-36) said the principal could do much to alleviate the problem of low morale by leaving the avenues open for staff participation in planning, adoption of policy, or curriculum change.

Results of the survey indicated that teachers are satisfied to a moderate degree with their involvement in district planning. Sixty-seven teachers or 51.9 per cent said they should be consulted to a high degree and 28.0 per cent desired a very high degree of consultation.

Within the limitations of this study it can be concluded that teachers see their school boards as being generally unaware of problems that exist in the individual buildings, unresponsive to those problems with which they are familiar, and exerting limited leadership in terms of direction, objectives, and long-term goals.

Likewise, the personnel in the central administrative office are seen as being basically unaware of problems existing in the individual buildings and responsive only to a small degree to those problems with which they are familiar. Furthermore, the central administrative personnel are offering only token leadership in terms of objectives, direction, and long-term goals.

It is further concluded that according to teachers, principals are aware, to a high degree, of problems existing in their buildings and are also very responsive to those problems. These same principals, however, are exerting slightly more than a moderate degree of leadership in terms of objectives, direction, and long-term goals.

It can be concluded that principals do not involve themselves to more than a small degree with activities that take place within the

individual classrooms in his building, although principals tend to show considerable concern for the personal welfare of teachers in their buildings.

Of significance was the fact that teachers were only moderately satisfied with the decision-making procedures implemented by their building principals.

Based on the tabulated results of the survey, it can be concluded that teachers are slightly more than moderately satisfied with decisions made in the past concerning the quantity of equipment made available for their use. Teachers are satisfied, to a point midway between a moderate and a high degree, with decisions made concerning the quality of equipment made available, and are slightly more than moderately satisfied with decisions made concerning the variety of equipment selected for their use.

It can be concluded that principals and teachers are most frequently responsible for procuring instructional materials for the classroom while the principal and librarian share the duties of selecting instructional materials for the library.

III. RECOMMENDATIONS

Based on the experiences of the writer, the following recommendations are made:

1. It is recommended that any future study of this nature be narrowed in scope and be more specific in purpose. An example might be a study of teachers' opinions or attitudes toward decision making procedures in regards to curriculum only.
2. It is recommended that a comparable study of principals' attitudes be conducted and a comparison be made of how they see themselves and how they are perceived by their teachers.
3. It is recommended that all elementary principals be apprised of the results of this study. Hopefully it would result in some degree of internal evaluation and positive change.
4. It is recommended that certain selected aspects of this study be given consideration for publication.

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APPENDIX A

APPENDIX A

June 20, 1968

TO: CWSC Summer Faculty,
Education Department

FROM: Ken Berry, Education

RE: Data for thesis

Jim Gibson is gathering data on decision making procedures in elementary schools and needs your assistance. In an attempt to make this a rather significant study he must contact 300 elementary school teachers.

If you are willing to give Jim five minutes of your class time soon, please indicate below.

_____ Yes

_____ No

Please indicate the time the class meets and the room number.

I would appreciate a return of this request at your earliest possible convenience.

APPENDIX B

APPENDIX B

June 26, 1968

TO: CWSC Summer Faculty
Education Department

FROM: Ken Berry, Education

RE: Thesis Questionnaire

Thank you for your kind assistance and cooperation in presenting Jim Gisbon's thesis questionnaire to your classes.

As a follow-up, would you please ask persons in your classes who received a questionnaire and have not returned it to do so. (To the receptionist at Black Hall, by Friday, June 28th at 4:30.)

APPENDIX C

APPENDIX C

QUESTIONNAIRE

INSTRUCTIONS

Indicate your response to the following items by darkening the appropriate blank on the answer card. NOTICE THE EXCEPTION FOR ITEMS 39-43. Use a lead pencil. If you do not desire to express an opinion, leave that space on the card blank.

To facilitate answering the questionnaire, please note that items 1-38 offer the same possible choice of answers. Use the legend indicated in item number 1 and at the top of each page to select your answer.

CURRICULUM

1. The degree of your satisfaction with the manner in which the curriculum you teach is determined.

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

2. The degree to which you have been afforded the opportunity to become actively involved in curriculum development related to your teaching area.

A	B	C	D	E
---	---	---	---	---

3. The degree to which you would desire to become actively involved in curriculum development related to your teaching area.

A	B	C	D	E
---	---	---	---	---

4. Your assessment of the degree to which your principal exhibits awareness of what your curriculum involves by his recommendations, comments, and evaluations.

A	B	C	D	E
---	---	---	---	---

5. Your opinion of the degree to which your principal should be aware of what your curriculum involves.

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

6. The degree of improvement a very high degree of principal awareness and involvement of curriculum content would have on your teaching effectiveness.

A	B	C	D	E
---	---	---	---	---

7. The degree of receptiveness your principal exhibits toward educational innovations in your building.

A	B	C	D	E
---	---	---	---	---

8. The degree of your satisfaction with the reading program prescribed for you by your district.

A	B	C	D	E
---	---	---	---	---

9. The degree of your satisfaction with the language arts program prescribed for you by your district.

A	B	C	D	E
---	---	---	---	---

10. The degree of your satisfaction with the science program prescribed for you by your district.

A	B	C	D	E
---	---	---	---	---

11. The degree of your satisfaction with the social studies program prescribed for you by your district.

A	B	C	D	E
---	---	---	---	---

12. The degree of your satisfaction with the arithmetic program prescribed for you by your district.

A	B	C	D	E
---	---	---	---	---

13. The degree of teaching effectiveness you feel you are presently achieving.

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

14. The degree of satisfaction you feel concerning your present teaching assignment.

A	B	C	D	E
---	---	---	---	---

PERSONNEL

15. To what degree have you been afforded the opportunity to be involved in district planning? (Regarding items such as curriculum, materials and equipment, personnel, budget, and school calendar.)

A	B	C	D	E
---	---	---	---	---

16. To what degree do you feel teachers should be consulted regarding district planning, to include the items mentioned in 15 above.

A	B	C	D	E
---	---	---	---	---

17. To what degree does your teaching load allow you to give adequate time for planning during the school day?

A	B	C	D	E
---	---	---	---	---

18. To what degree do you feel the school board is aware of problems that exist in your building?

A	B	C	D	E
---	---	---	---	---

19. To what degree is the school board actively responsive to the problems that exist in your building?

A	B	C	D	E
---	---	---	---	---

20. To what degree do you feel the school board is furnishing leadership in terms of direction, objectives, and long-term goals for your building?

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

21. To what degree are personnel in the central administrative office aware of problems that exist in your building?

A	B	C	D	E
---	---	---	---	---

22. To what degree are the personnel in the central administrative office actively responsive to the problems existing in your building?

A	B	C	D	E
---	---	---	---	---

23. To what degree do you feel the personnel in the central administrative office are furnishing leadership in terms of direction, objectives, and long-term goals for your building?

A	B	C	D	E
---	---	---	---	---

24. To what degree do you feel your principal is aware of problems that exist in your building, to include all aspects of school operation?

A	B	C	D	E
---	---	---	---	---

25. To what degree is your principal actively responsive to the problems that exist in your building?

A	B	C	D	E
---	---	---	---	---

26. To what degree is your principal furnishing leadership in terms of direction, objectives, and long-term goals for your building?

A	B	C	D	E
---	---	---	---	---

27. To what degree does your principal provide for effective communication throughout your building?

A	B	C	D	E
---	---	---	---	---

28. To what degree does your principal involve himself with activities taking place within your classroom, such as by visitation or conferencing?

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

29. The degree of your satisfaction with the caliber of teacher evaluation procedures implemented by your principal.

A	B	C	D	E
---	---	---	---	---

30. The degree to which your principal encourages professional growth of teachers by recommending professional books and journals, extension classes, innovations, and in-service workshops, etc.

A	B	C	D	E
---	---	---	---	---

31. The degree to which your principal is responsible for acquiring and retaining competent staff members.

A	B	C	D	E
---	---	---	---	---

32. The degree to which your principal exhibits genuine concern for the personal welfare of teachers in your building.

A	B	C	D	E
---	---	---	---	---

33. The degree of your satisfaction with the decision-making procedures implemented by your building principal.

A	B	C	D	E
---	---	---	---	---

MATERIALS AND EQUIPMENT

34. The degree of your satisfaction with decisions made in the past concerning the quantity of equipment made available for your use.

A	B	C	D	E
---	---	---	---	---

35. The degree of your satisfaction with decisions made in the past concerning the quality of equipment selected for your use.

A	B	C	D	E
No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

36. The degree of your satisfaction with decisions made in the past concerning the variety of equipment selected for use in your building.

A	B	C	D	E
---	---	---	---	---

37. The degree of your satisfaction with provisions made for individual teachers to obtain necessary equipment that is available in the building.

A	B	C	D	E
---	---	---	---	---

38. The degree of your satisfaction with the manner in which new equipment items are selected for use in your building.

A	B	C	D	E
---	---	---	---	---

NOTE: DO NOT MARK THE CARD FOR ITEMS 39-43. CHECK THE APPROPRIATE NUMBERS ON THE QUESTIONNAIRE.

For items 39-43 please indicate the two (2) persons most frequently responsible for procuring instructional materials by placing a mark in the appropriate blanks.

39. Textbooks - Check Two.

<u> </u>	1. Yourself
<u> </u>	2. Principal
<u> </u>	3. Administration
<u> </u>	4. District Committee
<u> </u>	5. Curriculum Director
<u> </u>	6. Librarian
<u> </u>	7. Unknown

40. Non-text printed materials in the classroom - Check two.

- ☐ 1. Yourself
- ☐ 2. Principal
- ☐ 3. Administration
- ☐ 4. District Committee
- ☐ 5. Curriculum Director
- ☐ 6. Librarian
- ☐ 7. Unknown

41. Audio-Visual materials in the classroom - Check two.

- ☐ 1. Yourself
- ☐ 2. Principal
- ☐ 3. Administration
- ☐ 4. District Committee
- ☐ 5. Curriculum Director
- ☐ 6. Librarian
- ☐ 7. Unknown

42. Audio-Visual materials in the classroom - Check two.

- ☐ 1. Yourself
- ☐ 2. Principal
- ☐ 3. Administration
- ☐ 4. District Committee
- ☐ 5. Curriculum Director
- ☐ 6. Librarian
- ☐ 7. Unknown

43. Printed materials in the library - Check two.

- ☐ 1. Yourself
- ☐ 2. Principal
- ☐ 3. Administration
- ☐ 4. District Committee
- ☐ 5. Curriculum Director
- ☐ 6. Librarian
- ☐ 7. Unknown

NOTICE: You have now completed the questionnaire. Please recheck your answer card to be certain you have marked only one (1) space for each item you wished to respond to. Remember, items 39-43 are to be answered on the questionnaire itself; all other items must be recorded on the answer card, with a lead pencil.

APPENDIX D


NAME _____

COURSE _____

DATE _____

RIGHT WRONG

Make marks dark.
Completely mark out letter.
Fill bracket.

Example 

PRINTED IN U.S.A.

	(True)	(False)			
1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
7	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
11	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
12	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
13	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
14	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
15	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
16	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
17	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
18	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
19	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
20	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
21	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
22	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
23	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
24	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
25	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
26	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
27	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
28	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
29	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
30	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
31	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
32	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
33	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
34	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
35	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
36	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
37	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
38	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
39	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
40	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
41	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
42	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
43	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
44	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
45	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
46	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
47	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
48	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
49	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
50	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

DO NOT WRITE IN THIS SPACE

automata 450 / DATA DOT CARDSM

AUTOMATA CORPORATION, RICHLAND, WASHINGTON

APPENDIX E

APPENDIX E

STATISTICAL RESULTS

	0 No Opinion	1 No Degree	2 Small Degree	3 Moderate Degree	4 High Degree	5 Very High Degree
1. The degree of your satisfaction with the manner in which the curriculum you teach is determined.						
Raw Score	2	2	24	70	27	4
Percentage	1.5	1.5	18.6	54.2	20.9	3.1
Mean Score	3.0 or a Moderate Degree of Satisfaction					
2. The degree to which you have been afforded the opportunity to become actively involved in curriculum development related to your teaching area.						
Raw Score	1	6	40	37	34	12
Percentage	.8	4.6	31.0	28.6	26.3	9.3
Mean Score	3.1 or slightly above a Moderate Degree					
3. The degree to which you would desire to become actively involved in curriculum development related to your teaching area.						
Raw Score	0	0	4	31	69	24
Percentage	0	0	3.1	24.0	53.4	18.6
Mean Score	3.8 or slightly below a High Degree					

	0	1	2	3	4	5
	No Opinion	No Degree	Small Degree	Moderate Degree	High Degree	Very High Degree

4. Your assessment of the degree to which your principal exhibits awareness of what your curriculum involves by his recommendations, comments, and evaluations.

Raw Score	1	4	35	32	41	16
Percentage	.8	3.1	27.1	24.8	31.7	12.4
Mean Score	3.2 or slightly above Moderate Degree					

5. Your opinion of the degree to which your principal should be aware of what your curriculum involves.

Raw Score	1	0	0	4	49	75
Percentage	.8	0	0	3.1	37.9	58.1
Mean Score	4.5 or between the ratings, High Degree and Very High Degree					

6. The degree of improvement a very high degree of principal awareness and involvement of curriculum content would have on your teaching effectiveness.

Raw Score	2	0	8	25	59	35
Percentage	1.5	0	6.2	19.3	45.7	27.1
Mean Score	3.9 or slightly below the rating Moderate Degree					

7. The degree of receptiveness your principal exhibits toward educational innovations in your building.

Raw Score	1	6	13	28	38	41
Percentage	.8	4.6	10.0	21.7	29.4	31.7
Mean Score	3.7 or slightly below a rating of High Degree					

	0 No Opinion	1 No Degree	2 Small Degree	3 Moderate Degree	4 High Degree	5 Very High Degree
8. The degree of your satisfaction with the reading program prescribed for you by your district.						
Raw Score	0	8	22	55	37	7
Percentage	0	6.2	17.0	42.6	28.6	5.4
Mean Score	3.1 or slightly above a Moderate Degree					
9. The degree of your satisfaction with the language arts program prescribed for you by your district.						
Raw Score	1	8	31	60	19	9
Percentage	.8	6.2	24.0	46.5	14.7	6.9
Mean Score	2.9 or slightly below a rating of Moderate Degree					
10. The degree of your satisfaction with the science program prescribed for you by your district.						
Raw Score	1	6	44	48	25	5
Percentage	.8	4.6	34.1	37.2	19.3	3.8
Mean Score	2.8 or slightly below a rating of Moderate Degree					
11. The degree of your satisfaction with the social studies program prescribed for you by your district.						
Raw Score	1	4	31	46	40	7
Percentage	.8	3.1	24.0	35.6	31.0	5.4
Mean Score	3.1 or slightly above the rating of Moderate Degree					

	0	1	2	3	4	5
	No	No	Small	Moderate	High	Very High
	Opinion	Degree	Degree	Degree	Degree	Degree

12. The degree of your satisfaction with the arithmetic program prescribed for you by your district.

Raw Score	0	5	19	55	36	14
Percentage	0	3.8	14.7	42.6	27.9	10.8
Mean Score	3.2 or slightly above a rating of Moderate Degree					

13. The degree of teaching effectiveness you feel you are presently achieving.

Raw Score	0	0	6	69	51	3
Percentage	0	0	4.6	53.4	39.5	2.3
Mean Score	3.3 or considerably above the rating of Moderate Degree					

14. The degree of satisfaction you feel concerning your present teaching assignment.

Raw Score	0	2	8	36	58	25
Percentage	0	1.5	6.2	27.9	44.9	19.3
Mean Score	3.7 or slightly below the rating of High Degree					

15. To what degree have you been afforded the opportunity to be involved in district planning? (Regarding items such as curriculum, materials and equipment, personnel, budget, and school calendar.)

Raw Score	0	12	37	36	32	11
Percentage	0	9.3	28.6	27.9	24.8	8.5
Mean Score	2.9 or slightly below the rating of Moderate Degree					

	0	1	2	3	4	5
	No	No	Small	Moderate	High	Very High
	Opinion	Degree	Degree	Degree	Degree	Degree

16. To what degree do you feel teachers should be consulted regarding district planning, to include the items mentioned in 15 above.

Raw Score	0	0	0	24	67	37
Percentage	0	0	0	18.6	51.9	28.6
Mean Score	4.1 or slightly above the rating of High Degree					

17. To what degree does your teaching load allow you to give adequate time for planning during the school day?

Raw Score	0	40	54	24	8	3
Percentage	0	31.0	41.8	18.6	6.2	2.3
Mean Score	2.0 or a Small Degree					

18. To what degree do you feel the school board is aware of problems that exist in your building?

Raw Score	0	18	60	33	17	1
Percentage	0	13.9	46.5	25.5	13.1	.8
Mean Score	2.4 or between a rating of Small and Moderate Degree					

19. To what degree is the school board actively responsive to the problems that exist in your building?

Raw Score	7	22	48	36	15	1
Percentage	5.4	17.0	37.2	27.9	11.6	.8
Mean Score	2.3 or between a rating of Small and Moderate Degree					

	0	1	2	3	4	5
	No	No	Small	Moderate	High	Very High
	Opinion	Degree	Degree	Degree	Degree	Degree
20. To what degree do you feel the school board is furnishing leadership in terms of direction, objectives, and long-term goals for your building?						
Raw Score	7	19	48	35	16	3
Percentage	5.4	14.7	37.2	27.1	12.4	2.3
Mean Score	2.4 or between a rating of Small and Moderate Degree					
21. To what degree are personnel in the central administrative office aware of problems that exist in your building?						
Raw Score	4	5	35	51	27	7
Percentage	3.1	3.8	27.1	39.5	20.9	5.4
Mean Score	2.9 or slightly below a rating of Moderate Degree					
22. To what degree are the personnel in the central administrative office actively responsive to the problems existing in your building?						
Raw Score	5	8	47	46	16	7
Percentage	3.8	6.8	36.4	35.6	12.4	5.4
Mean Score	2.7 or slightly below the rating of Moderate Degree					
23. To what degree do you feel the personnel in the central administrative office are furnishing leadership in terms of direction, objectives, and long-term goals for your building?						
Raw Score	6	10	34	54	18	7
Percentage	4.6	7.7	26.3	41.8	13.9	5.4
Mean Score	2.8 or slightly below the rating of Moderate Degree					

	0	1	2	3	4	5
	No	No	Small	Moderate	High	Very High
	Opinion	Degree	Degree	Degree	Degree	Degree

24. To what degree do you feel your principal is aware of problems that exist in your building, to include all aspects of school operation?

Raw Score	2	3	16	27	54	27
Percentage	1.5	2.5	12.4	20.9	41.8	20.9
Mean Score	3.67 or slightly below a rating of High Degree					

25. To what degree is your principal actively responsive to the problems that exist in your building?

Raw Score	0	5	23	35	47	19
Percentage	0	3.8	17.8	27.1	36.4	14.7
Mean Score	3.4 or between a Moderate and High Degree					

26. To what degree is your principal furnishing leadership in terms of direction, objectives, and long-term goals for your building?

Raw Score	0	7	25	46	37	12
Percentage	0	5.4	19.3	35.6	28.6	9.3
Mean Score	3.1 or slightly above a Moderate Degree					

27. To what degree does your principal provide for effective communication throughout your building?

Raw Score	0	13	25	43	35	13
Percentage	0	10.0	19.3	33.3	27.1	10.0
Mean Score	3.7 or a rating of a Moderate Degree					

	0 No Opinion	1 No Degree	2 Small Degree	3 Moderate Degree	4 High Degree	5 Very High Degree
28. To what degree does your principal involve himself with activities taking place within your classroom, such as by visitation or conferencing?						
Raw Score	0	24	41	39	16	9
Percentage	0	18.6	31.7	30.2	12.4	6.9
Mean Score	3.0 or exactly a rating of a Moderate Degree					
29. The degree of your satisfaction with the caliber of teacher evaluation procedures implemented by your principal.						
Raw Score	3	13	34	47	23	9
Percentage	2.3	10.0	26.3	36.4	17.8	6.9
Mean Score	2.8 or slightly below a rating of Moderate Degree					
30. The degree to which your principal encourages professional growth of teachers by recommending professional books and journals, extension classes, innovations, and in-service workshops, etc.						
Raw Score	1	12	27	47	29	13
Percentage	.8	9.3	20.9	36.4	22.4	10.0
Mean Score	3.0 or exactly a rating of Moderate Degree					
31. The degree to which your principal is responsible for acquiring and retaining competent staff members.						
Raw Score	2	12	26	37	38	12
Percentage	1.5	9.3	20.1	28.6	29.4	9.3
Mean Score	3.0 or exactly a rating of Moderate Degree					

	0 No Opinion	1 No Degree	2 Small Degree	3 Moderate Degree	4 High Degree	5 Very High Degree
32. The degree to which your principal exhibits genuine concern for the personal welfare of teachers in your building.						
Raw Score	1	7	12	41	47	21
Percentage	.8	5.4	9.3	31.7	36.4	16.2
Mean Score	3.5 or between a Moderate and High Degree					
33. The degree of your satisfaction with the decision-making procedures implemented by your building principal.						
Raw Score	2	7	33	45	31	11
Percentage	1.5	5.4	25.5	34.8	24.0	8.5
Mean Score	3.0 or exactly a Moderate Degree					
34. The degree of your satisfaction with decisions made in the past concerning the quantity of equipment made available for your use.						
Raw Score	0	5	25	48	35	16
Percentage	0	3.8	19.3	37.2	27.1	12.4
Mean Score	3.2 or slightly above the rating of Moderage Degree					
35. The degree of your satisfaction with decisions made in the past concerning the quality of equipment selected for your use.						
Raw Score	1	1	26	45	44	12
Percentage	.8	.8	20.1	34.8	34.1	9.3
Mean Score	3.3 or between the ratings Moderate and High Degree					

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40. The two persons most frequently responsible for procuring non-text printed materials in the classroom are to be checked.

	96 - Yourself
	79 - Principal
	11 - Administration
	6 - District Committee
	13 - Curriculum Director
	33 - Librarian
	<u>11</u> - Unknown
Total	249

Note: Nine respondents checked only one person

41. The two persons most frequently responsible for procuring Audio-Visual materials in the classroom are to be checked.

	96 - Teacher
	67 - Principal
	19 - Administration
	6 - District Committee
	17 - Curriculum Director
	41 - Librarian
	7 - Unknown
	<u>5</u> - Audio-Visual Director
Total	258

42. The two persons most frequently responsible for procuring Audio-Visual materials in the library are to be checked.

	39 - Teacher
	63 - Principal
	16 - Administration
	2 - District Committee
	12 - Curriculum Director
	102 - Librarian
	11 - Unknown
	<u>5</u> - Audio-Visual Director
Total	250

Note: Six persons gave only one response
One person did not have a library

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43. The two persons most frequently responsible for procuring printed materials in the library are to be checked.

	41 - Teacher
	48 - Principal
	16 - Administration
	2 - District Committee
	12 - Curriculum Director
	118 - Librarian
	<u>15</u> - Unknown
Total	253

Note: One respondent did not have a library
Three respondents gave only one response