

1981

A comparative study of parents', students', and teachers' attitudes towards high school education in the CAL Community School District

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A comparative study of parents', students', and teachers' attitudes towards high school education in the CAL Community School District

Abstract

The purpose of this study was to seek, determine, and answer the following questions: 1. What are the current-prevailing attitudes and opinions of the parents, teachers, and students of CAL Community School toward their school? 2. How satisfied are the parents, teachers, and students with their school? Have their levels of satisfaction significantly changed since 1975 when they were last polled? 3. How do the attitudes of the parents, teachers, and students compare to the rest of the country as a whole in relation to selected relevant items on the 1980 Gallup Poll? 4. How do parents and students rate the performance of the school in relation to curriculum, discipline, homework, guidance, administration, facilities, and extra-curricular activities?

A COMPARATIVE STUDY OF PARENTS', STUDENTS', AND TEACHERS'
ATTITUDES TOWARDS HIGH SCHOOL EDUCATION
IN THE CAL COMMUNITY SCHOOL DISTRICT

A Research Paper
Presented to
the Department of School Administration
and Personnel Services
University of Northern Iowa

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

by
John Paul Robbins

June 1981

This Research Paper by: John Paul Robbins

Entitled: A Comparative Study of Parents', Students', and Teachers',
Attitudes Toward High School Education in the CAL
Community School District

has been approved as meeting the research requirement for the Degree
of Master of Arts in Education.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
1. THE PROBLEM	1
INTRODUCTION	1
STATEMENT OF THE PROBLEM	1
THE IMPORTANCE OF THE STUDY	2
LIMITATIONS OF THE STUDY	2
DEFINITION OF TERMS	2
2. REVIEW OF RELATED LITERATURE	4
BACKGROUND	4
RELATED SURVEYS	7
3. DESIGN OF THE STUDY	14
PROCEDURE	14
SOURCE OF DATA	15
METHOD OF GATHERING DATA	15
DESCRIPTION OF DATA	15
4. ANALYSIS OF DATA	17
SATISFACTION	17
STUDENT RESULTS	17
PARENT RESULTS	19

Chapter	Page
TEACHER RESULTS	20
SUMMARY	21
THE GALLUP POLL	22
SUMMARY	30
NEEDS FULFILLMENT	31
5. CONCLUSION	35
SUMMARY	35
HIGHLIGHTS OF THE PARENTS' SURVEY ANALYSIS	36
PARENTAL CONCLUSIONS	37
HIGHLIGHTS OF THE STUDENTS' SURVEY ANALYSIS	37
STUDENT CONCLUSIONS	38
HIGHLIGHTS OF THE TEACHERS' SURVEY ANALYSIS	39
TEACHER CONCLUSIONS	40
FINAL CONCLUSION	40
FOOTNOTES	41
BIBLIOGRAPHY	44
APPENDICES	47
A. STUDENT QUESTIONNAIRES	48
B. PARENT QUESTIONNAIRES	52
C. TEACHER QUESTIONNAIRES	57

LIST OF TABLES

Table	Page
1. Gallup, PDK, and Superintendent Responses Concerning the School's Biggest Problem	8
2. Gallup and PDK Responses Concerning Improvement of the School	8
3. Gallup and PDK Responses Concerning Future Success	9
4. Gallup and PDK Responses Concerning Attention Given to the Basics	9
5. Student Satisfaction Responses	18
6. Parent Satisfaction Responses	19
7. Teacher Satisfaction Responses	21
8. Responses to Gallup Poll Question #1	23
9. Responses to Gallup Poll Question #2	25
10. Responses to Gallup Poll Question #3	25
11. Responses to Gallup Poll Question #4	26
12. Responses to Gallup Poll Question #5	27
13. Responses to Gallup Poll Question #6	29
14. Responses to Gallup Poll Question #7	29
15. Summary - Needs Fulfillment	32

Chapter 1

THE PROBLEM

Introduction

Schools in America are public institutions specifically designed to serve the people. The service rendered is called "education." The quality of the service is determined by the quality of education received by the populace.

In the process of education students, parents, and teachers are all very important components. For the educational process to be operationally effective, all three components must work together in harmony. To insure a harmonious relationship, individual school systems must determine and be responsive to the attitudes, opinions, and needs of its parents, teachers, and students.

Statement of the Problem

The purpose of this study was to seek, determine, and answer the following questions:

1. What are the current-prevailing attitudes and opinions of the parents, teachers, and students of CAL Community School toward their school?

2. How satisfied are the parents, teachers, and students with their school? Have their levels of satisfaction significantly changed since 1975 when they were last polled?

3. How do the attitudes of the parents, teachers, and students compare to the rest of the country as a whole in relation to selected relevant items on the 1980 Gallup Poll?

4. How do parents and students rate the performance of the school in relation to curriculum, discipline, homework, guidance, administration, facilities, and extra-curricular activities?

The Importance of the Study

Opinion polling represents a scientific means for learning what is really on the minds of the school's parents, teachers, and students. The results of which will permit decision making not influenced by pressure groups, telephone feedback, or random discussions - all of which frequently provide faulty conclusions. Consequently, decisions can be made from a solid information base which will lead to a more responsive and effective school system.

Limitations of the Study

This study was limited to the attitudes and opinions of the high school students, parents, and teachers of the CAL Community School District.

Definition of Terms

Teacher: Refers to all teachers in the CAL Community School System who teach one or more high school classes.

Parents: Refers to those who have children in grades 9, 10, 11, or 12 in the CAL Community School System.

Students: Refers to those who are in grades 9, 10, 11, or 12 in the CAL Community School.

Attitudes: May be explained as feelings, values, a way of thinking, causing a person to act positively or negatively.

Opinions: May be explained as beliefs, conclusions, or judgments not substantiated by positive knowledge or proof.

Satisfied: Needs and desires are fulfilled.

Need: Something which is necessary, desired, or wanted.

Chapter 2

REVIEW OF RELATED LITERATURE

Background

Nearly everyone has opinions about schools. One writer puts it this way: The superintendent facing the first few months of the school year can expect that someone will surely demand an investigation of the price of the cafeteria meatballs, the football coach will come under severe criticism after the ill-starred game with Murder Hill, the unfortunate absence of the three R's will be linked to the communistic tendencies of the janitor, clamor will arise that books in the school library are subversive, the guidance director will be accused of making ill-tempered remarks about the community, and one or two unbloodied teachers, deciding that teaching is not their forte will depart forthwith.¹

In today's schools, keeping on top of things means more than holding an annual open house, walking down the halls with a half open ear, or eavesdropping around the teachers lounge.²

"Citizens - parents or not - expect to have a say in the how the schools are run and how tax dollars are spent."³ The role of the citizen/parent in influencing the operation of the school is historically justified for the professional personnel of the public school are responsible to their citizenry. In addition, Boards of Education were established to further reflect their desires.

Beyond the historical justification for parent participation in the schools, Harold C. Hand notes that "No school can progress very far unless at least a substantial majority of the fathers and mothers are involved in the participatory process."⁴ To exclude or ignore citizens/parents in connection with what the school is doing and how

it is doing it, leads to educational stagnation and community discontentment.⁵

Schools that keep the parents informed and involved and stay abreast of new discoveries and innovations - ground their programs on the solid foundation of public understanding.⁶ George Gallup has often remarked that the closer the public gets to its schools and the more it knows about them from first hand experience, the more favorable are its attitudes.⁷ Along the same line of reasoning Duea and Bishop state: "The chances are nil that basic problems can be solved without public confidence and support."⁸ Russell P. Burbank states: "A widespread lack of basic information about the school system in this country must be counted as an element in the success of Proposition 13 in California."⁹

Responses during the past ten years of the Gallup Poll indicate that the public holds definite opinions about their local schools and about education. Alles and Eddy state,

Unless school personnel are willing to become involved in public relations efforts, the public will continue to receive its information from the mass media and by word of mouth. Public support for education will more likely come from an informed community, and one that has a sense of identity with the school system.¹⁰

Banach and Caudill point out that students also want to be heard. Their future is at stake, consequently, they do not want teachers and administrators to decide "everything" for them.¹¹ Hand notes that in the learning process, the attitudes of the learner are second in importance to no other consideration, for the pupil effectively learns and retains only that which he/she accepts.¹² A positive

attitude on behalf of the learner can result in personal growth, satisfaction, and stimulation. However, negative attitudes can result in a breakdown of the learning process, apathy, and a loss of school support.

In addition, parents' attitudes toward the school are frequently determined by the sentiments which pupils express around the dinner tables of the community. Dissatisfied pupils produce dissatisfied patrons of the school.¹³

According to Banach and Caudill, teachers, due in large part to stronger unions, expect to be consulted about changes in the curriculum, staffing, facilities, and any other aspect of the school that affects them.¹⁴ In order for teachers to be as effective as they can possibly be, they must be surrounded with working conditions which make for good morale.¹⁵

Hand states that if any sizable minority of teachers are dissatisfied in reference to the preceding determinants, the efficiency of the school is certain to suffer.¹⁶ For one thing, their teaching effectiveness will decline. Secondly, their dissatisfaction can be infectious and negatively affect the attitudes of students, parents, and other townspeople toward the school. Thirdly, the disgruntled teacher is likely to look elsewhere for employment and may be tempted to "fill in time" for the remainder of the school year.¹⁷

In summary, the school has to listen to its many publics. Parents, teachers, and students possess opinions and attitudes concerning their school, and rightly so. The school has got to know what's

going on while it's going on - not afterward. It has to be tuned in to avoid being turned off.¹⁸

Related Surveys

For twelve years the Gallup Poll of the Public's Attitude Toward the Public Schools has been an established source of accurate information concerning trends in opinion about vital educational questions. Not only does it alert decision makers to overall public reaction to a variety of school programs and policies, but it also serves as a national standard by which other comparisons can be made.¹⁹

Two such comparisons were made by Elam and Gough (1980) and by Duea and Bishop (1980). Elam and Gough used a random sample of Phi Delta Kappa members to complete the Gallup Poll. Duea and Bishop used a stratified random sample of superintendents across the United States. Both comparison polls found some striking differences between lay and professional opinions on questions utilized in this researchers survey.

All three polls published results in relation to the question, "What do you think are the biggest problems with which the public schools in this community must deal?" The top five answers of the Gallup Poll (1980) and the corresponding comparisons are listed in the following table.

Table 1

<u>Response</u>	<u>Gallup #-%</u>	<u>PDK #-%</u>	<u>Superintendents #-%</u>
Lack of discipline	1-26	2-33	13-13
Use of dope/drugs	2-14	6-15	14-13
Poor curriculum/standards	3-11	----	15- 9
Lack of proper financial support	4-10	1-62	1-82
Integration/busing	5-10	9- 9	18- 3

The PDK top five included: 1. Finance 62%. 2. Discipline 26%. 3. Parental cooperation/support 22%. 4. Student motivation 20%. 5. Declining enrollment/school closings 16%.

The superintendent's top five included: 1. Inflation and financial support. 2. Declining enrollment 58%. 3. Governmental restrictions 48%. 4. Handicapped education requirements 43%. 5. Parents and lack of interest 43%.

The assigned letter grades to the public schools also differed between lay people and superintendents. Gradepoint averages on a four point scale were: superintendents 3.00; and Gallup 2.20.

PDK members also differed on the question of how the local schools can be improved. A comparison of the top five responses are found in the table number two.

Table 2

<u>Response</u>	<u>PDK #-%</u>	<u>Gallup #-%</u>
Teachers, principals personally interested in progress of students	1-61	3-44
Well educated teachers/principals	2-55	1-50
Good parent/teacher relations	3-48	4-40
Emphasis on basics	4-45	2-49
Orderly but not rigid atmosphere	5-43	6-27

PDK members surprisingly demonstrated less faith that the schools are important to one's future success than do the Gallup lay respondents. The next table illustrates the comparisons referring to the question: "How important are the schools to one's future success?"

Table 3

	<u>PDK%</u>	<u>Gallup%</u>
Extremely important	74.8	82
Fairly important	23.3	15
Not too important	1.9	2

The biggest discrepancy in opinion between lay people and PDK members centered around the question of attention given to the basics in school.²⁰ Below are comparisons pertaining to the question: "Is it your impression that the local public school system gives enough attention, or not enough attention to reading, writing, and arithmetic?"

Table 4

	<u>Gallup%</u>	<u>PDK%</u>
Enough attention	32	57
Not enough attention	63	41
Don't know	5	3

Most of the public, even parents with children in school, are ill-informed about the local schools and about education in general.²¹ When asked to give an appraisal of their knowledge about schools, 18% replied "quite a lot," while 42% indicated "very little" knowledge about the public schools.²² This could be a part of an explanation for the wide discrepancies found in the three surveys previously mentioned.

On a broader scope, Alles and Eddy (1980) analyzed trends in education and the public sentiment over a period of time. Their information was obtained by taking a modified probability sample of the results of the Gallup Poll for the last ten years. The results were categorized into five sections including: Public Awareness, Major Concerns, Curriculum, Teachers, and Public Satisfaction.

In the section entitled, "Public Awareness," Alles and Eddy determined that most of the public is ill-informed about local schools and education in general. On-the-other-hand, when the public was asked, "Would you like to know more about the school in your community?", nearly two-thirds said yes. Specifically, the public desires more information on meaningful issues such as course content, educational process, and new innovations being tested. In conclusion, Alles and Eddy stated, "public support for education will more likely come from an informed community."²³

Under the category of "Major Concerns," the lack of discipline ranked above the other important issues every year except in 1971 when school finance was sited as the biggest problem. A major dilemma in this overwhelming expression of concern is the question, "Who is responsible for the behavior of young people?" Parents blame the schools while educators believe that the parents are ultimately responsible. Also, teachers believe that administrators do not set strict enough rules. Administrators claim that teachers fail to enforce existing policies.²⁴

In the "Curriculum" section Alles and Eddy found the public to be generally satisfied with the curriculum. During the course of

the decade there has been an increasing trend toward going "back to the basics." Back to the basics means more than shifting emphasis to the 3R's. To many it is associated with respect for teachers, good manners, structured classrooms, more homework, and higher standards.²⁵

In the "Teacher" section, Alles and Eddy state; "The public's perception of a good school is often synonymous with the quality of teachers employed by the local district. Many people feel the good schools have teachers who are interested in their students and who make their classes interesting."²⁶

John Ryor, the 1978 NEA President, agrees with the association of good schools with good teachers in his article entitled, "The Public Respects Teachers."²⁷ He goes on to state that three-quarters of the American public express a great deal or fair amount of confidence in this country's educational system and in teachers specifically.²⁸

The final section entitled, "Public Satisfaction," points out a steadily declining proportion of high grades given the school by the public from 1974-78. By 1978 one in five respondents gave the public schools an unsatisfactory grade of "D" or "F".²⁹

In a final survey-related article David and Mary Hill (1978) analyzed the top nine responses to the Gallup question, "In your opinion, in what ways are your local public schools particularly good?" The responses and highlights of the analysis of why they are listed are explained below.

1. The Curriculum - has been modified over the years to meet the changing needs of students. More and more the curriculum is built upon research and objective evaluation of innovative techniques rather than subjective opinion.³⁰ (Martin & Pavin 1976 in Hill and Hill)
2. The Teachers - are continually involved in professional development, both through in-service training and incentives for additional college work.³¹
3. Extra-Curricular Activities - Variety of programs and commitment to these activities has greatly increased over the past few years.³²
4. School Facilities - Efforts are being made to build excitement into the school, provide for a variety of learning environments, and make them functionally operative for total community use.³³
5. Equal Opportunities for All Students - Mainstreaming, gifted and talented programs, and desegregation of minority children have been stressed.³⁴
6. Good Administration - Administrators are increasingly taking a collegial view of their job and work more harmoniously with teachers as well as parents.³⁵
7. Parental Interest and Participation - School officials are deliberately trying to develop more parent interest in school matters. Also, parents are increasingly doing voluntary work at the school.³⁶
8. Good Student/Teacher Relations - Teachers are finding and utilizing a variety of methods to motivate their students. Such as being enthusiastic, leading by example, and allowing students to assume a lot of responsibility.³⁷
9. Good Discipline - Teachers and psychologists have developed many new humanistic approaches to discipline over the last few years.³⁸

In summary, the Gallup Poll has set national standards by which many comparison studies and analyzations can be made. It is important to note that the same set of questions given to different population samples can yield strikingly different results as evidence in Elam & Gough and in Duea & Bishop. Also, trends concerning important

educational issues can be charted when polls are periodically repeated as in the Alles & Eddy study. And finally, analysis and interpretation of the results can prove to be very valuable whether it is on a national level as in the Hill & Hill article, or on an individual school district level.

Each school district is unique in the composition and characteristics of its people, heritage, values, and beliefs. History has laid the foundation for the responsive role of the school to the desires and needs of its clientele. It is up to each individual school district to analyze its status quo and strive to improve its societal role of effectively educating the young people of this country.

Chapter 3

DESIGN OF THE STUDY

Procedure

The population for this research paper contained three distinct groups. These groups included: CAL High School students, the parents of CAL High School students, and CAL High School teachers.

All high school teachers and students received a questionnaire. One-half of the parents received questionnaires on a random basis. All subjects were assured of the confidentiality of their responses.

The items on the first page of all the questionnaires (Appendix A, B, C) listed as possible answers: "very satisfied," "somewhat satisfied," "somewhat dissatisfied," and "very dissatisfied." However, the students, teachers, and parents all received a different set of questions.

The items on the second page were identical on all three forms of the questionnaire (Appendix A, B, C). The second page contained miscellaneous questions that required a variety of answers.

Only the students and the parents had a third page to their questionnaire (Appendix A & B). The third pages were identical and required the respondent to reply: "Excellent," "good," "fair," or "poor." The tabulations for all pages were converted to percent values for meaningful comparisons.

Source of Data

The data for this study was gathered from all CAL High School students and teachers. One-half of the parents were selected on a random basis. This was accomplished by giving each set of parents a number according to the alphabetical order of their last names. A random number table was then used to select the required number of parents needed for the survey.

The survey questions used in this study came from three different sources. Part I questions were taken from a survey utilized by Dr. James Jess in his doctoral dissertation. Part II questions were taken from the Twelfth Annual Gallup Poll of Public Attitudes Toward Education. Part III questions were adapted from the Mason City School Survey.

Method of Gathering Data

Questionnaires were completed by all high school students during a portion of one class period during school hours. Teacher questionnaires were hand delivered and returned by the teachers to the researcher's school mailbox. Parent questionnaires were delivered to the selected parents by their children and returned to the researcher in the same manner.

Description of Data

The questionnaires were composed of questions designed to cover three specific areas:

- Area One: Questions on Part I measured the levels of satisfaction, in relation to CAL High School, possessed by the students, teachers, and parents.
- Area Two: Questions on Part II measured opinions of the three groups concerning current critical issues in education.
- Area Three: Questions on Part III were designed to measure how well the school is meeting the needs of the students and parents.

Chapter 4

ANALYSIS OF DATA

Satisfaction

In order to be consistent with the 1975 method of analysis, the responses were given the following weightings for the purpose of tabulating an average score: very satisfied (+2), somewhat satisfied (+1), somewhat dissatisfied (-1), and very dissatisfied (-2).

The tabulations for each question were averaged on all three of the instruments. In addition, a total average score was computed for each of the three surveys. A comparison was then made between the 1975 and the 1981 survey results. This was accomplished by converting the data into "Z" scores. The Z scores were then used to find any significant differences in the levels of satisfaction between the 1975 and 1981 results among the parents, students, and teachers.

Student Results

There were four questions that yielded significant differences in the levels of satisfaction, $p = .001$. These include:

Question #3 - Students are significantly more satisfied that the teachers are interested in them as individual persons.

Question #6 - Students are significantly less satisfied with the recognition they receive for their accomplishments they make at school.

Question #7 - Students are significantly less satisfied that they are getting as good of an education at CAL as compared to any other school in Iowa.

Question #9 - Students are significantly less proud of their school.

Overall, there was a significant difference ($p=.001$) between the total average scores between the two surveys. The 1981 students are significantly less satisfied than their 1975 counterparts in general.

Table 5

Student Satisfaction

<u>Question #</u>	<u>1975 Score</u>	<u>1981 Score</u>	<u>Z Score</u>
1	1.14	.87	-3.03
2	.89	.95	+.87
3	.43	.84	+3.66
4	1.50	1.24	-2.6
5	1.50	1.35	-1.85
6	1.25	.44	-7.04
7	1.39	1.06	-3.14
8	.11	.08	-.138
9	1.82	.82	-9.35
Total	1.11	.82	-7.24

A Z score of 3.08 (+ or -) is needed for a significance factor of $p = .001$.

The 1981 students are obviously less satisfied than the 1975 students. However, when their total average score of .82 is compared to the rating scale a different perspective can be gained. On the rating scale +2 represents a very satisfied level of satisfaction and -2 represents a very dissatisfied level of satisfaction. "0" would represent a neutral score. Consequently, a score of .82 does indicate that the students are satisfied in general. Specifically, they are close to being somewhat satisfied.

The students are the most satisfied with the extra-curricular program, (question #5). On-the-other-hand, the students showed the least amount of satisfaction with the degree of their involvement in making decisions that affects what happens at school.

Parent Results

There were two questions that yielded significant differences among the parents, $p = .001$. These include:

Question #4 - Parents are significantly more satisfied with the recognition their students receive as a result of participating in the extra-curricular program.

Question #11 - The parents stressed significantly more importance of the school to the social life of the community.

Overall, there was no statistical difference in the total average level of satisfaction between 1975 and 1981.

Table 6

Parent Satisfaction

<u>Question #</u>	<u>1975 Score</u>	<u>1981 Score</u>	<u>Z Score</u>
1	1.74	1.88	+2.3
2	1.52	1.72	+1.76
3	1.57	1.78	+1.92
4	1.39	1.69	+3.53
5	1.61	1.44	-1.04
6	1.35	1.31	-.278
7	1.78	1.69	-.76
8	1.44	1.53	+2.07
9	1.65	1.31	-2.18
10	1.35	.81	-2.44
11	1.65	1.88	+3.88
Total	1.55	1.55	0.00

A Z score of 3.08 (+ or -) is needed for a significant factor of $p = .001$.

The 1981 parents are satisfied with the school district overall as the total average score of 1.55 would indicate. They are the most satisfied with the school providing their children with a good education, (question #1). The importance of the school to the social life of the community was rated equally as high.

The question that rated the lowest was question #10 which dealt with increasing local taxes to support the present educational program. This can be explained by the present economic status of the country in light of the district voters passing an enrichment levy within the past year.

Teacher Results

The teachers' level of satisfaction significantly changed for the worse on seven of the eight questions. The only question that was not significantly worse was question #4, "How satisfied are you with the inter-personal relationships with the other employees in this school district?" The areas of significantly less satisfaction include the following:

- The adequacy of teacher salaries
- The amount of instructional supplies and equipment.
- The working conditions.
- The status of teachers in the community.
- The opportunities for professional growth and development.
- The involvement in decision making.
- The recognition received for achievements.

Undoubtedly, the overall satisfaction level of the 1981 teachers is significantly lower than the 1975 teachers.

Table 7

Teacher Satisfaction

<u>Question #</u>	<u>1975 Score</u>	<u>1981 Score</u>	<u>Z Score</u>
1	1.43	.07	-5.09
2	1.71	.40	-4.79
3	.86	.13	-3.75
4	1.36	.60	-2.37
5	1.64	-.40	-7.31
6	1.00	-.30	-3.44
7	1.04	-.60	-6.07
8	1.43	-.30	-5.23
Total	1.31	-.05	-11.08

A Z score of 3.08 (+ or -) is needed for a significance level of $p = .001$.

This is obviously an area of major concern for the school. The first four questions, dealing with basic needs, show minimal teacher satisfaction if we use "0" as a neutral point. This is in reference to salaries, supplies and equipment, working conditions, and inter-personal relationships with other employees. The last four questions, which deal with higher levels of satisfaction, show a minimal amount of dissatisfaction. This is in reference to status, professional growth, decision making, and recognition for achievements.

Evidently, the school is just barely fulfilling the basic needs of its teachers. However, the school is not quite satisfying the hierarchical needs of its teachers.

Summary

Through the use of identical instruments a comparative analysis has been made between the levels of satisfaction possessed by the 1975 and 1981 teachers, parents, and students.

The parents show a rather high level of satisfaction on all questions with the exception of paying additional taxes. Since there is no total average difference between the two groups of parents, it can be concluded that the parents are just as satisfied now as they were in 1975. This is definitely an asset for the school district.

The students show a somewhat satisfied level of satisfaction according to their average total. This, however, was a significantly lower level of satisfaction when compared to the 1975 total average. All 1981 average scores were positive numbers. This would indicate some degree of satisfaction has been attained in reference to all of their educational needs, but there is a definite need for some improvements to take place.

The teachers show a degree of dissatisfaction according to their total average score. They are minimally satisfied that their basic needs are met, but feel that their higher order needs are not being met. Obviously, the area of teacher satisfaction needs to be more closely examined by the board of education and the administration. There is a definite need to rectify the dissatisfied nature of the teachers if the process of education is to operate effectively.

The Gallup Poll

Seven relevant questions comprised part two of the survey forms for the parents, students, and teachers. The results are summarized below.

Question #1 - "What do you think are the biggest problems with which the public school in this community must deal?" The top five responses include:

Table 8

Gallup

Lack of discipline	26%
Use of dope/drugs	14%
Poor curriculum/poor standards	11%
Lack of proper financial support	10%
Integration/busing	10%

Parents

Lack of discipline	56%
Lack of proper financial support	28%
Declining enrollment	25%
Drugs/alcohol	19%
Student disrespect	16%

Teachers

Lack of discipline	40%
Student attitudes	33%
Lack of parental responsibility	27%
Lack of proper financial support	20%
Lack of consistent policies	20%

Students

Lack of discipline	48%
Student disrespect	23%
Student attitudes	20%
Lack of proper financial support	15%
Drugs/alcohol	9%

According to the survey results, discipline is overwhelmingly the number one problem on all four surveys. However, significantly more parents, students, and teachers at CAL believe that discipline is a big problem than what the national average exemplifies.

The lack of proper financial support was listed in the top five of all four surveys. Once again, the parents, teachers, and students at CAL think that finance is significantly more of a problem than what the national average exemplifies.

The use of dope/drugs or alcohol made the top five in three of the four surveys. This problem did not make the top five in the teacher survey. More parents thought dope/drugs was more of a problem than the national average. The students thought it was less of a problem.

Poor curriculum/poor standards and integration/busing, Gallup's #3 and #5 rated responses failed to make the top five in the other three surveys. For obvious reasons that are peculiar to the CAL district, integration/busing was not mentioned by a single respondent.

Student disrespect was the #5 problem among the parents. Student attitudes was the #2 problem according to the teachers. Student disrespect and student attitudes comprise the #2 and #3 problems on the students list. Obviously, these two problems are contributing to the number one problem which is discipline.

Question #2 - "Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose CAL Community School was graded the same way. What grade would you give CAL?"

Table 9

<u>Grade</u>	<u>Gallup</u>	<u>Parents</u>	<u>Students</u>	<u>Teachers</u>
A	10%	22%	3%	0%
B	25%	66%	45%	13%
C	29%	9%	32%	47%
D	12%	3%	17%	40%
FAIL	6%	0%	3%	0%
Don't know	18%	0%	0%	0%
GRADE POINT	2.26	3.07	2.28	1.73

When comparing the grade point averages, the CAL students and the Gallup national average were nearly identical. The parents rated the school significantly higher than the national average. On-the-other-hand, the CAL teachers rated the school significantly lower than the national average. There appears to be a direct correlation between the grade point averages and the levels of satisfaction possessed by the parents, teachers, and students. (positive correlation)

Question #3 - "How important are school's to one's future success?"

Table 10

<u>Rating</u>	<u>Gallup</u>	<u>Parents</u>	<u>Teachers</u>	<u>Students</u>
Extremely important	82%	84%	73%	77%
Fairly important	15%	16%	27%	22%
Not too important	2%	0%	0%	1%
No opinion	1%	0%	0%	0%

Once again the parents gave the schools the highest rating, even though it was just slightly higher than the Gallup average. The vast majority of students feel that school is extremely important to

their future success, but they fell below the national average. Surprisingly, the teachers showed the least amount of faith in the schools.

Question #4 - "Is it your impression that CAL Community School gives enough attention, or not enough attention, to reading, writing, and arithmetic?"

Table 11

<u>Rating</u>	<u>Gallup</u>	<u>Parents</u>	<u>Teachers</u>	<u>Students</u>
Enough attention	34%	63%	27%	85%
Not enough attention	61%	37%	73%	14%
Don't know	5%	0%	0%	1%

As expected, the students overwhelmingly feel that they spend enough time on the basics. The parents also substantially believe that their children learn enough of the basics. However, the teachers align themselves more closely with the Gallup average by stressing the belief that the basics need more attention.

Question #5 - "Here are a number of things which may have a good effect on the education students receive in the public school of this community. Will you choose four from the list which you think are particularly important." A comparison of the top five answers are listed below.

Table 12

Gallup

1. Well-educated teachers and principals	50%
2. Emphasis on basics	49%
3. Teachers and principals personally interested in the progress of students	44%
4. Good parent/teacher relationships	40%
5. Careful check on student progress	32%

Parents

1. Teachers and principals personally interested in the progress of students	56%
2. Emphasis on basics	53%
3. Good parent/teacher relationships	47%
4. Well-educated teachers and principals	47%
5. An orderly but not rigid atmosphere	44%

Teachers

1. An orderly but not rigid atmosphere	73%
2. Emphasis on basics	60%
3. Teachers and principals personally interested in the progress of students	60%
4. Well-educated teachers and principals	55%
5. High goals and expectations on part of students	47%

Students

1. Well-educated teachers and principals	59%
2. Teachers and principals personally interested in student progress	44%
3. An orderly but not rigid atmosphere	43%
4. Wide variety of vocational courses	31%
5. Useful materials and adequate supplies	31%

There was quite a bit of similarity between all of the groups as far as the top responses were concerned. Well-educated teachers and principals was number one in the Gallup Poll and was also number one in the student survey. It also made the top five in the parents' and teachers' polls.

Emphasis on the basics, #2 in the Gallup Poll, was also number two in the parent and teacher surveys, but failed to make the top five in the student survey. These results are very consistent with the results from questions 4 and 5. To no surprise, 60% of the teachers placed importance on this aspect of school.

Teachers and principals personally interested in the progress of students, #3 in the Gallup Poll, also rated in the top five in the other three surveys.

Gallup response #4, good parent/teacher relationships, placed in the top five in only one other survey - that being the parents. It is interesting to note that this particular aspect did not make the top five in the teachers' poll because lack of parental responsibility was the third rated problem by the teachers in question #1.

Gallup response #5, careful check on student progress, failed to make the top five in any of the three surveys.

An orderly but not rigid atmosphere was the overwhelming top response of the teachers, (73%). This response was also the #3 response among the students and the #5 response of the parents with 43% and 44% respectively. This type of response definitely supports the strong viewpoint that discipline is the number one problem at CAL as evidenced in question number one of the Gallup Poll.

Question #6 - "In your opinion, should or should not parents be asked to meet with school personnel before each new school semester to examine grades, test scores, and career goals for each child and to work out a program to be followed at home and in school?"

Table 13

<u>Response</u>	<u>Gallup</u>	<u>Parents</u>	<u>Teachers</u>	<u>Students</u>
Yes, favor this plan	84%	78%	73%	64%
No, do not favor	11%	16%	27%	36%
Don't know	5%	6%		

This plan is highly favored by all four groups. However, the parents, teachers, and students show declining support for this type of program respectively. All three groups are definitely under the national level of people in favor of this plan. This is not too surprising because the "careful check on student progress" response failed to be one of the top responses in Gallup question number five.

Question #7 - "How much confidence do you, yourself, have in these American institutions to serve the public's needs--a great deal of confidence, a fair amount of confidence, or very little confidence?" The results concerning the public schools are listed below.

Table 14

	<u>Great Deal</u>	<u>Fair Amount</u>	<u>Very Little</u>
Gallup	28%	46%	20%
Parents	66%	34%	0%
Teachers	53%	47%	0%
Students	54%	39%	7%

From the results we can conclude that the parents, teachers, and students at CAL have a substantially higher level of confidence in the public schools than the rest of the nation as a whole.

Summary

Parents, students, and teachers overwhelmingly cited discipline as the biggest problem with which the school must deal. Lack of proper financial support and student disrespect or student attitudes were also top responses on all three surveys.

The parents gave the school the highest rating for the quality of their work - grade point = 3.08. The teachers, however, gave the school the lowest grade of all four groups - grade point - 1.73. This researcher believes that a positive correlation could be found between the levels of satisfaction possessed by the teachers and parents and the grades that they would assign the school.

All three groups stressed that school is extremely important to one's future success. The teachers responded with a higher importance level than the national average while the students and teachers responded with a lower than average level of importance.

The teachers and Gallup respondents significantly stated that not enough attention is given to the basics. In contrast, the parents and students convincingly believe that the basics are getting enough attention.

"Teachers and principals personally interested in the progress of students" as well as "well-educated teachers and principals" made the top five in all four surveys concerning important components in education. In addition, "an orderly but not rigid atmosphere" was rated in the top five among all CAL respondents.

CAL teachers, students, and parents favor a plan that carefully checks student progress. However, their level of favoritism is definitely below the Gallup average.

Finally, CAL respondents had a significantly higher level of confidence in the public's school's ability to serve the public's needs than the Gallup respondents had.

Needs Fulfillment

This section contains a summary of the results of the parents' and students' needs fulfillment survey. The parents and students were asked to respond by stating that an item was excellent, good, fair, or poor in relation to fulfilling their needs as students or as parents of students.

Overall there were seven areas of criteria, these areas included:

1. Curriculum and Instruction
2. Homework
3. Guidance and Counseling
4. Discipline
5. Administration
6. Facilities
7. Extra-Curricular Activities

The items reported on in this part of the survey are those which met one of the following criteria:

1. 50% or more Excellent responses
2. 75% or more Excellent plus Good responses
3. 10% or more Poor responses
4. 25% or more Poor plus Fair responses

These criteria were chosen in order to identify opinions at the extremes; either a high percentage of positive opinion or a significant percent of negative opinion.

Table 15

Summary

<u>Area/Item</u>	<u>Rating</u>
Curriculum & Instruction	
Courses available	P = 97% E/G, S = 30% F/P
Teachers	P = 88% E/G, S = 40% F/P
Teaching Method	P = 91% E/G, S = 57% F/P
Homework	
Appropriateness of work assigned	P = 31% F/P, S = 41% F/P
Amount of work assigned	P = 75% E/G, S = 57% F/P
	P = 25% F/P
Guidance and Counseling	
School's effort to help students become well adjusted	P = 97% E/G, S = 39% F/P
Counselor	P = 28% F/P, S = 32% F/P
Information about courses at the high school, colleges, and trade schools, and careers	P = 81% E/G, S = 75% E/G S = 25% F/P
Discipline	
School rules and regulations	P = 34% F/P, S = 69% F/P--20% P
Enforcement of rules & regulations	P = 63% F/P, S = 90% F/P--50% P
Administration	
High school principal	P = 19% P, S = 44% P
Superintendent	P = 84% E/G, S = 46% F/G--19% P
Facilities	
Appearance of building & site	P = 97% E/G
Safety of building & site	P = 97% E/G, S = 83% E/G
Fine Arts facilities	P = 94% E/G, S = 36% F/P
Athletic & P.E. facilities	P = 88% E/G, S = 88% E/G
Extra-Curricular Activities	
Girl's inter-scholastic athletics	P = 91% E/G, S = 85% F/G
Boy's inter-scholastic athletics	P = 91% E/G, S = 87% E/G
Speech, drama, debate	P = 91% E/G, S = 39% F/P
Music	P = 78% E/G, S = 56% F/P--20% P S = 37% F/P

P = Parents

S = Students

E/G = Excellent or Good

F/P = Fair or Poor

p = Poor

Table 15 Symbol Key

The results of this part of the survey, (III), were consistent with the other parts of the survey, (I & II). Once again the parents gave the school consistently higher ratings than the students did. In addition, the area of discipline was the lowest rated area of the survey.

The highest rated area as far as both parents and students were concerned was the "facilities" section. In particular, the safety of the building and site and the athletic and physical education facilities were the highest rated. After the survey was completed and returned by the respondents a fire broke out and destroyed the gymnasium, the locker rooms, the vocal and instrumental areas, and the industrial arts and vocational agriculture areas. The fire makes this part of the survey somewhat obsolete. However, the researcher believes that both groups will be just as pleased with the new facility to be built. The only item which might be significantly affected as a result of the fire is the safety of the building site.

The lowest rated area, as stated before, was the area of discipline. This was the only area in this part of the survey that did not contain any significant excellent/good ratings by either group. Of the two items in the discipline area, the enforcement of rules and regulations was the lowest rated by both groups. This definitely provides a lot of insight into the number one problem of discipline.

It is interesting to note that no area or individual item attained an excellent rating. The highest rated item on the survey concerning both parents and students was "safety of the building site" which was followed closely by "boy's and girl's inter-scholastic athletics."

The lowest rated item on the survey concerning both parents and students was the "high school principal." This item was the only one that received significantly poor ratings by both groups.

The parents' results fell mainly within the excellent/good range on all aspects of the survey. The exceptions included: appropriateness of homework, discipline rules and regulations, enforcement of rules and regulations, the counselor, and the high school principal. All of the preceding rated fair or poor. There was only one item in which the parents gave a poor rating to in terms of meeting their needs or their students needs - this was the high school principal. The highest rated item yielded a four way tie between the following: courses available, the school's effort to make the students well adjusted human beings, appearance of the building and site, and the safety of the building and site.

The students ratings fell mainly within the fair/poor range. The exceptions included: information about courses and careers, safety of the building site, athletic and physical education facilities, and boy's and girl's inter-scholastic athletics. These were rated as being excellent or good. There were five areas which the students rated as being significantly poor in relation to their needs. These included: discipline rules and regulations, enforcement of rules and regulations, the high school principal, the superintendent, and the music program. The students highest rated item was the athletic and physical education facilities. Their lowest rated item was the high school principal.

Chapter 5

CONCLUSION

Summary

Schools are public institutions designed specifically to serve the people of this country. The service they render is called "education." In the process of education, parents, students, and teachers are all very important components.

Parents, who are a part of the citizenry of the district, are historically justified in demanding that the schools be responsive to their needs. Beyond this, schools need to keep the parents informed and involved with the educational processes of the school. If the parents are ignored the school stands a good chance of losing the support and confidence of those people. This can lead to educational stagnation and community discontentment.

The attitudes of the learner are second in importance to no other consideration in the process of learning. Positive attitudes on behalf of the learner can result in personal growth, satisfaction, and stimulation. However, negative attitudes can result in a breakdown of the learning process, apathy, and loss of school support.

In order for teachers to be as effective as they can be, they need to be surrounded by working conditions which make for good morale. If a sizable minority of teachers are dissatisfied, the efficiency of the school is certain to suffer.

Each school district is unique in the composition and characteristics of its people, heritage, values, and beliefs. Therefore, national opinion polls or attitude surveys do not represent a true picture of a given school district. At best they provide a national standard by which other comparisons can be made. Consequently, it is up to each individual school district to analyze and be responsive to the needs, attitudes, and opinions of its parents, teachers and students. In short, the school has to be tuned in to avoid being turned off.

This investigation concerned itself with analyzing the current-prevailing attitudes and opinions of the parents, students, and teachers of the CAL Community School District. The remainder of this chapter will be spent in drawing conclusions based upon the data reported and analyzed in Chapter 4.

Highlights of the Parents' Survey Analysis

The parents possess a rather high level of satisfaction concerning the school. Their overall satisfaction score of 1.55 was identical to the overall satisfaction score of the 1975 parents.

On Part II of the survey, 56% of the parents sighted discipline as the #1 problem at school. This was well above the Gallup average. In keeping consistent with their level of satisfaction, the parents gave the school a grade point average of 3.07 concerning the quality of its work. 84% of the parents stated that the school was extremely important to one's future success. 66% of the parents expressed a great deal of confidence in the public schools.

On Part III of the survey, the parents rated almost every item as being excellent or good. The exceptions were: appropriateness of homework, the guidance counselor, discipline rules and regulations, enforcement of discipline rules and regulations, and the high school principal. All of the previous rated fair or poor.

The area on facilities, curriculum and instruction, and extra-curricular activities all received very good ratings.

Parental Conclusions

The parents are currently a well-satisfied group of people. They realize the importance of school, and they have a lot of confidence in the public school as an institution. This all relates back to question #1 of the satisfaction survey in which 88% of the parents indicated that they were very satisfied that the school is providing their children with a good education.

The biggest area of concern that the school must be responsive to is discipline. From the parents' point of view, the rules and regulations and the enforcement of them has not been too good. Unless this problem is rectified the parental level of satisfaction and favorable attitudes toward the school could steadily decline.

Highlights of the Students' Survey Analysis

The students are somewhat satisfied in general, but they are significantly less satisfied than the 1975 student body. They are most satisfied with the extra-curricular program and they are the least satisfied with their involvement in decision making.

Significant results in Part II of the survey include:

- 48% feel that discipline is a big problem.
- The second and third biggest problems, which were associated with discipline, include student attitudes and student disrespect.
- The students gave the school a 2.28 grade point average which is almost identical to the national average.
- 77% feel that school is extremely important to their future success.
- 54% placed a great deal of confidence in the institution of the public school.

On Part III of the survey the students expressed the need for improvement in the following areas:

- Curriculum and Instruction
- Homework
- Discipline
- Administration
- Guidance and Counseling

They also expressed discontentment with the fine arts facilities, the speech and drama programs, the music programs, and also with the school's clubs and organizations.

Student Conclusions

The students are currently somewhat satisfied with the school. They realize the importance of school, they have a great deal of confidence in the public school, they believe that they have good facilities in which to learn, and they are the most satisfied with their extra-curricular activities - especially boy's and girl's athletics.

However, the school must correct the overwhelming problem of discipline. Also, the school needs to be very alert to the significant lack of confidence that the students have in their administrators and try to rectify the problem.

Secondarily, the school must be responsive to some possible needed changes. These changes can take place by trying to change the students' attitudes, by trying to change the actual program or area, or by trying to change the personnel within a problem area. One or a combination of these changes concern the following:

- Courses available
- Teachers
- Teaching methods
- Homework
- Involvement in decision making
- Guidance and counseling
- Speech and drama programs
- Music programs

Highlights of the Teachers' Survey Analysis

The teachers possess the lowest level of satisfaction among all three groups. They are significantly less satisfied than their 1975 counterparts on seven of the eight possible items on the satisfaction survey. Overall they possess a low level of dissatisfaction.

The significant results concerning Part II of the survey include:

- 40% believe that discipline is the biggest problem. This followed by student attitudes, 33%, parental responsibility, 27%, and the lack of consistent policies, 20%. These problems can be viewed as being inter-related.
- Of the four groups the teachers gave the school the lowest grade point average, 1.73.
- Completely contradicting the parents and students opinions, the teachers believe that not enough time is spent on the basics.
- 73% of the teachers made "an orderly but not rigid atmosphere" the most important effect on education. This can also be seen as a side-effect of the discipline problem.
- 53% of the teachers placed a great deal of confidence in the institution of the public school. This is definitely higher than the national average of 28%, but does not say too much for the profession. Perhaps a feeling of frustration is coming through.

Teacher Conclusions

Once again, the school must find a way to control the problem of discipline if it is to be responsive to the needs of its workers. The teachers, more than the other two groups, have really stressed this point throughout their survey.

A second area of equal importance is teacher morale. The school administrators and board members need to take a long hard look at upgrading this area. There is teacher dissatisfaction concerning their status in the community, their involvement in decision making, and the recognition they receive for their accomplishments. Surely, improvement is possible concerning these four items, (especially the last three), with a minimum amount of time, effort, and money.

Final Conclusion

As stated earlier, the school's primary function is to educate. Parents, students, and teachers are all vital components in the process of education. It is imperative that these three groups be as satisfied as realistically possible and have a positive attitude towards the school if the process of education is to function effectively.

At CAL, the parents are a definite asset to the process of education. The students are still somewhat of a positive force, but there is a definite need for changes if they are to remain positive. The teachers would have to be classified as being somewhat of a liability at this point in time, whether it be their fault or not. Teacher satisfaction and morale are definite targets for improvement along with discipline.

FOOTNOTES

FOOTNOTES

¹Frederick James Moffitt, "Ye Schoolmaster's Calendar," The Nations Schools, p. 35, Jan. 1955.

²William J. Banach and James Caudill, "Now More Than Ever, What You Don't Know Can Hurt You," NASSP Bulletin, 63:29-38, Jan. 1979.

³Ibid., p. 30.

⁴Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 85.

⁵Ibid., p. 84.

⁶Ibid., p. 86.

⁷Stanley M. Elam and Pauline B. Gough, "Comparing Lay and Professional Opinion on Gallup Poll Questions," Phi Delta Kappan, 62:47, Sept. 1980.

⁸Jerry Duea and Walter L. Bishop, "Important Differences in Public and Professional Perceptions of the Schools," Phi Delta Kappan, 62:52, Sept. 1980.

⁹Russell P. Burbank, "Teacher Report Card: How Do They Rate?" The Education Digest, 44:17, Dec. 1978.

¹⁰Wesley F. Alles and James M. Eddy, "Ten-Year Survey of Public Attitudes Toward Education: Implications for Health Education," The Journal of School Health, 50:62, Feb. 1980.

¹¹Banach and Caudill, op. cit., p. 31.

¹²Hand, op. cit., p. 19

¹³Hand, op. cit., p. 16.

¹⁴Banach and Caudill, op. cit., p. 30.

¹⁵Hand, op. cit., p. 14.

¹⁶Ibid.

¹⁷Ibid.

¹⁸Banach and Caudill, op. cit., p. 31.

¹⁹George H. Gallup, "The 12th Annual Gallup Poll of The Public's Attitudes Toward The Public Schools," Phi Delta Kappan, 62:33, Sept. 1980.

²⁰Elam and Gough, op. cit., p. 48.

²¹Alles and Eddy, op. cit., p. 62.

²²Ibid.

²³Ibid.

²⁴Ibid., p. 63

²⁵Ibid.

²⁶Ibid., p. 64

²⁷John Ryor, "The Public Respects Teachers," Today's Education, 67:11, Nov./Dec. 1978.

²⁸Ibid.

²⁹Alles and Eddy, op. cit., p. 64.

³⁰L. Martin and B. Pavin, "Current Research on Open Space, Non-Grading, Vertical Grouping, and Team Teaching," Phi Delta Kappan, 57:310-310-315, Jan. 1976.

³¹David A. Hill and Mary B. Hill, "Whats Right With Our Schools?" Education, 99:64, Fall 1978.

³²Ibid., p. 64.

³³Ibid., p. 65.

³⁴Ibid.

³⁵Ibid.

³⁶Ibid., p. 66.

³⁷Ibid.

³⁸Ibid.

³⁹Ibid.

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APPENDICES

APPENDIX A

STUDENT QUESTIONNAIRES

PARTS I, II, & III

PART I

STUDENT SATISFACTION QUESTIONNAIRE

Very Dissatisfied
Somewhat Dissatisfied
Somewhat Satisfied
Very Satisfied

Check The Appropriate Blank.

- | | | | | |
|--|---|---|---|---|
| 1. How satisfied are you that this school will prepare you for what you plan to do after you graduate from high school? | - | - | - | - |
| 2. How satisfied are you that you can get help from your teachers if you have a problem with your studies? | - | - | - | - |
| 3. How satisfied are you that your teachers are interested in you as an individual person? | - | - | - | - |
| 4. How satisfied are you with your opportunities to make friends at this school? | - | - | - | - |
| 5. How satisfied are you with the extra-curricular activity program in this high school? | - | - | - | - |
| 6. How satisfied are you with the recognition you receive for accomplishments you make at this school? | - | - | - | - |
| 7. How satisfied are you that you are getting as good an education here as you would get by attending any other public school in Iowa? | - | - | - | - |
| 8. How satisfied are you that students are involved in making decisions that affect what happens at this school? | - | - | - | - |
| 9. How proud are you of this school? | | | | |

___ Very proud

___ Not very proud

___ Somewhat proud

___ Not proud at all

How would you rate the following in relation to your needs?

Check the blank that best describes your opinion.

CURRICULUM AND INSTRUCTION

- Courses available
- Teachers
- Teaching methods

HOMEWORK

- Appropriateness of homework assigned to you
- Amount of homework assigned to you

GUIDANCE AND COUNSELING

- Your school's effort to help you become a well adjusted student
- Counselor
- Information about courses at the high school, colleges and trade schools, college entrance testing, and careers

DISCIPLINE

- School rules and regulations
- Enforcement of rules and regulations

ADMINISTRATION

- High School Principal
- Superintendent

FACILITIES

- Appearance of building and site
- Safety of building site
- Fine Arts Facilities
- Athletic and Physical Education Facilities

EXTRA-CURRICULAR ACTIVITIES

- Girl's inter-scholastic athletics
- Boy's inter-scholastic athletics
- Speech, drama, debate
- Music
- Clubs and organizations

	Excellent	Good	Fair	Poor
Courses available	-	-	-	-
Teachers	-	-	-	-
Teaching methods	-	-	-	-
Appropriateness of homework assigned to you	-	-	-	-
Amount of homework assigned to you	-	-	-	-
Your school's effort to help you become a well adjusted student	-	-	-	-
Counselor	-	-	-	-
Information about courses at the high school, colleges and trade schools, college entrance testing, and careers	-	-	-	-
School rules and regulations	-	-	-	-
Enforcement of rules and regulations	-	-	-	-
High School Principal	-	-	-	-
Superintendent	-	-	-	-
Appearance of building and site	-	-	-	-
Safety of building site	-	-	-	-
Fine Arts Facilities	-	-	-	-
Athletic and Physical Education Facilities	-	-	-	-
Girl's inter-scholastic athletics	-	-	-	-
Boy's inter-scholastic athletics	-	-	-	-
Speech, drama, debate	-	-	-	-
Music	-	-	-	-
Clubs and organizations	-	-	-	-

APPENDIX B

PARENT QUESTIONNAIRES

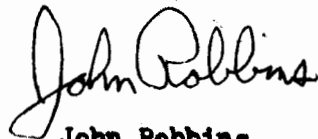
PARTS I, II, & III

Dear Parent,

I am asking you for a little of your time and your cooperation. Enclosed is a three part survey, the results of which will be utilized in my Master's Research Paper. I would like to have you complete the survey and have your son or daughter return it to me at school. For your convenience, the questions are easy to complete - most require a single check mark. If there is one that you are not sure about, please check the answer which you think best expresses your feeling.

You can be assured that your opinions will be kept confidential. There is no need to sign your name.

Thank you for your assistance in participating in this survey. It is greatly appreciated.


John Robbins

PARENT SATISFACTION QUESTIONNAIRE

PART I

Very Dissatisfied
 Somewhat Dissatisfied
 Somewhat Satisfied
 Very Satisfied

Check The Appropriate Blank.

- 1. How satisfied are you that your school district is providing your child or children with a good education? - - - -
- 2. How satisfied are you that your school provides children with opportunities to meet with success? - - - -
- 3. How satisfied are you that your children have the opportunity to participate in your school's extra-curricular activity program? - - - -
- 4. For those students who participate in your school's extra-curricular program, how satisfied are you with the recognition they receive? - - - -
- 5. How satisfied are you that your school emphasizes the overall values that are stressed by your community? - - - -
- 6. How satisfied are you that parents are involved in making decisions that affect your school district? - - - -
- 7. How satisfied are you with the information you receive concerning what your school is doing? - - - -
- 8. How satisfied are you that your tax dollars are being put to good use by your school district? - - - -
- 9. How satisfied are you with the size of your school district in terms of the number of students enrolled? - - - -
- 10. Would you be willing to vote to increase your local taxes if your school district said that it needed more money to support its present educational program? - - - -

Yes, definitely I don't think so
 I think so Definitely not

- 11. How important is the school to the social life of your community?
 Very important Of little importance
 Of some importance Of no importance

What do you think are the biggest problems with which the public school in this community must deal?

Students are often given grades A,B,C,D, and FAIL to denote the quality of their work. Suppose CAL Community School was graded in the same way. What grade would you give CAL? (Check one)

A B C D FAIL

How important are schools to one's future success? (Check one)

Extremely important Fairly important Not too important

Is it your impression that CAL Community School gives enough attention, or not enough attention, to reading writing, and arithmetic? (Check one)

Enough attention Not enough attention

Here are a number of things which may have a good effect on the education of students receive in the public school of this community. Will you choose four from the list which you think are particularly important. (Check four)

Well-educated teachers and principals
 Successful athletic teams
 Emphasis on basics such as reading
 Extracurricular activities
 Teachers & principals personally interested in progress of students
 Advanced classes for the gifted
 Good parent/teacher relationships

Wide variety of vocational courses
 Careful check on student progress
 High goals and expectations on part of students
 An orderly but not rigid atmosphere
 Special classes for handicapped students
 Useful materials and adequate supplies
 Small classes

In your opinion, should or should not parents be asked to meet with school personnel before each new school semester to examine grades, test scores, and career goals for each child and to work out a program to be followed both in school and at home?

Yes, favor this plan No, do not favor

How much confidence do you, yourself, have in these American institutions to serve the public's needs--a great deal of confidence, a fair amount of confidence, or very little confidence? (Check one for each institution)

The church	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
Big business	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
The public schools	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
Labor unions	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
The courts	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
Local government	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
State government	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little
National government	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little

How Would You Rate The Following In Relation To Your Needs
Or Your Student's Needs?

Check the blank that best describes your opinion.

Excellent	Good	Fair	Poor
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CURRICULUM AND INSTRUCTION

Courses available
Teachers
Teaching methods

-	-	-	-
-	-	-	-
-	-	-	-

HOMEWORK

Appropriateness of homework assigned to your student
Amount of homework assigned to your student

-	-	-	-
-	-	-	-

GUIDANCE AND COUNSELING

Your school's effort to help your student become a well adjusted
human being
Counselor
Information about courses at the high school, colleges and trade
schools, and careers

-	-	-	-
-	-	-	-
-	-	-	-

DISCIPLINE

Schools rules and regulations
Enforcement of rules and regulations

-	-	-	-
-	-	-	-

ADMINISTRATION

High School Principal
Superintendent

-	-	-	-
-	-	-	-

FACILITIES

Appearance of building and site
Safety of the building site
Fine Arts Facilities
Athletic and Physical Education Facilities

-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

EXTRA-CURRICULAR ACTIVITIES

Girl's inter-scholastic athletics
Boy's inter-scholastic athletics
Speech, drama, debate
Music
Clubs and organizations

-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

APPENDIX C
TEACHER QUESTIONNAIRES
PARTS I & II

Dear Teacher,

I am asking for a little of your time and your cooperation. Enclosed is a two part survey, the results of which will be used in my Master's Research Paper. I would like to have you complete the survey and return it to my mailbox as soon as possible. For your convenience, the questions are easy to complete -- most require a single check mark. If there is a question that you are not sure about, please check the answer which you think best describes your feelings.

You can be assured that your opinions will be kept confidential. There is no need to sign your name.

Thank you for your assistance in participating in this survey. It is greatly appreciated.

John Robbins

John Robbins

TEACHER SATISFACTION QUESTIONNAIRE

PART I

Very Dissatisfied
Somewhat Dissatisfied
Somewhat Satisfied
Very Satisfied

Check The Appropriate Blanks.

___ Male ___ Female Teaching Level: ___ Ele. ___ Jr.H. ___ H.S.

1. How satisfied are you with the adequacy of teacher salaries in this school district? - - - -
2. How satisfied are you with the amount of instructional supplies and equipment that is provided to the teachers in this school district? - - - -
3. How satisfied are you with the working conditions for teachers in this school (e.g. class size, preparation time, teaching assignments, scheduling, non-teaching duties, etc.)? - - - -
4. How satisfied are you with your inter-personal relationships with other employees in this school district? - - - -
5. How satisfied are you with the status of teachers in this community? - - - -
6. How satisfied are you with your opportunities for professional growth and development in this school district? - - - -
7. How satisfied are you with your involvement in making decisions that affect this school? - - - -
8. How satisfied are you with the recognition you receive for achievements you make in your work? - - - -

What do you think are the biggest problems with which the public school in this community must deal?

Students are often given grades A,B,C,D,and FAIL to denote the quality of their work. Suppose CAL Community School was graded in the same way. What grade would you give CAL? (Check one)

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National government	<input type="checkbox"/> Great deal	<input type="checkbox"/> Fair amount	<input type="checkbox"/> Very little