

AN ANALYSIS OF PERCEIVED CURRICULUM CHANGES IN
OKLAHOMA PUBLIC HIGH SCHOOLS FOLLOWING THE
IMPLEMENTATION OF THE OKLAHOMA
EDUCATIONAL ACCOUNTABILITY
RESOLUTION

By

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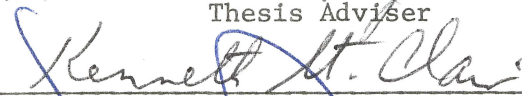



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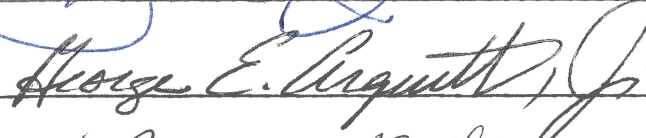
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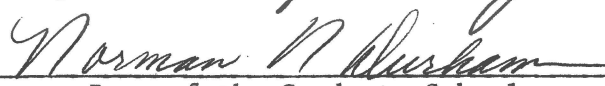


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CHAPTER I

INTRODUCTION

Although educational accountability came into vogue in the late 1960's, it was not peculiar to education. All the other social, political, and economic institutions were also demanded to be accountable. Educational accountability emerged as a viable educational issue because the American citizens were disenchanted with the graduates of public education because they lacked the necessary reading, writing, and computational skills which were prerequisites for gainful employment. The taxpayers were also restive because of the student unrest, vandalism in public schools, deviant sex habits, illegal drug trafficking in public schools, the spiralling cost of education and the militancy of teachers' trade unions.

These were the problems confronting public education that caused many state legislatures, including the Oklahoma legislature to herald the clarion call for educational accountability. Thus on March 15, 1973, the Oklahoma State Legislature passed the Accountability Resolution 1027. The resolution was:

A concurrent resolution requesting that the State Department of Education provide regulations within its accreditation process for the implementation of an educational accountability program, providing for a needs assessment; providing for a systematic plan for meeting student needs; providing for annual evaluation; providing for training; and directing distribution.¹

An effort was made to rescind this resolution in 1975 but the effort was rebuffed and the legislators reaffirmed their commitment to this accountability resolution.²

Following the passage of this resolution, the Oklahoma State Department of Education initiated a three year plan to implement this resolution. The systems approach to problem solution was adopted which permitted each local school district to assess its needs and plan appropriate programs. A systems analysis process of needs assessment, determination of priorities, goal setting, determination of objectives, selection of an alternative program, carrying on the activities, program implementation and evaluation were utilized.

In the first year of the three-year plan, the student, teachers, parents, and residents of each school district identified the needs of their school districts. They wrote goals during the second year to meet the identified needs. It was during this year that teachers and the other school professionals wrote objectives to show what the students would do to achieve the goals. The third year was the implementation phase. The Oklahoma State Department of Education also furnished school districts with the sources for obtaining and writing behavioral objectives.

Purpose of this Study

The purpose of this research was to find out what effect this resolution has had on the public high schools in Oklahoma. Since the passage of this resolution and its subsequent implementation, the writer has not found any studies concerning its impact on the public high school curricula in the state. The Oklahoma State Department of

Education stated that "A majority of schools in Oklahoma completed their needs assessment",³ that "accountability will tend to increase the variety of offerings of a curriculum".⁴ It was the aim of this research to determine the accuracy of these statements. The State Department of Education also designated the 1977/78 school year to begin an on-site team evaluation of local education agency programs because the local education agencies were expected to recycle the accountability process during this school year.

One critic of educational accountability argued that "teacher accountability is pernicious because it places the whole weight of responsibility on only one of the several agents that cause pupils to succeed or to fail".⁵ One of the most important aspects of this study was to find out which of the school personnel bore the brunt of this resolution. An advocate of educational accountability suggested that American educators now have an opportunity so far reaching that with a push from the public, the American schools could be transformed in this decade.⁶ It is obvious that the "push" which this author envisioned has occurred with the passage of this resolution. Therefore the writer was interested in determining whether curriculum changes have taken place in Oklahoma public high schools.

Scope of Study

This study included:

1. Five schools selected from the list provided by the officials of the Oklahoma State Department of Education which were considered to have made good progress in implementing the Oklahoma Educational Accountability Resolution.

2. Five schools selected from the remaining public high schools which were not rated by the Oklahoma State Department of Education.

The 10 schools in this study were used because their superintendents were willing to cooperate in this study. Ten schools were used because the thesis advisory committee recommended that five rated and five non-rated schools be used. These schools also provided an appropriate geographic distribution.

Questionnaires were mailed to a random sample of 33 1/3 percent of the high school teachers drawn from the lists provided by the superintendents of these schools.

Definition of Terms

For the purposes of this study, the researcher has defined the following terms as indicated below:

Public high schools are four-year (grades 9-12) and three-year (grades 10-12) schools which are non-denominational and which receive financial support from the Oklahoma State Legislature.

Oklahoma State Department of Education officials were those individuals who were responsible for assessing the progress made in implementing the Oklahoma Educational Accountability Resolution.

Curriculum means all the learning opportunities which the schools provide to their students whether they occur inside or outside the school.

Educational accountability is a policy declaration adopted by a state legislature requiring school officials to show the results of time, money, and effort spent on schools.

Limitations of this Study

Several things could happen to limit the findings of this investigation. There could be the possibility that some of the respondents did not answer the questions as sincerely as they should. It could be that some of them decided to psyche out.⁷ The relationships which existed between the respondents and their school administrators could have influenced the responses to these questionnaires. It could be that some of the teachers who were friendly and on good terms with the administrators of their schools gave positive ratings to the questions asked because of such relationships, while those who were at loggerheads with their school administration gave negative ratings. It could be that the officials in the Oklahoma State Department of Education through an oversight, failed to include the names of all the schools which did a good job in implementing the Oklahoma Educational Accountability Resolution while at the same time they included the names of some schools which did not do a good job in implementing this resolution. The researcher is handicapped partly because this is a new field of study and partly because of the paucity of studies in educational accountability.

Research Questions

The survey instrument was made up of 27 questions which were divided into five parts.

Part I contained questions concerning the size of the high school with which the respondents were affiliated. It also dealt with the number of years of teaching experience in Oklahoma public schools, and the academic qualifications of the teachers and their sex.

Part II was concerned with the needs assessment which the Oklahoma State Legislature mandated all school districts when it passed in 1973 the Oklahoma Educational Accountability Resolution. The questions in this section were intended to measure the familiarity of the teachers with the results of the needs assessment. Some of the questions required "yes" or "no" answers, some required forced choices, and others used a Likert Scale.

Part III was concerned with behaviorial objectives which the Oklahoma State Department of Education required of all teachers to write for teaching. Questions were asked to determine the usefulness of behaviorial objectives in developing test items since the advocates and proponents of educational accountability claimed they would be useful.

Part IV questions were concerned with learning and teaching styles. Questions in this section were used to determine the changes that have taken place in the forms of tests given to students and whether schools have initiated any programs to help the "slow learners".

Part V questions were used to measure the teachers' attitude toward this resolution.

Testing of Hypotheses

The following hypotheses were tested in order to determine the impact of this resolution on the teachers and other school personnel.

Hypothesis No. I. There was no significant difference between the female and male teachers who had negative attitude toward the Oklahoma accountability resolution.

Hypothesis No. II. There was no significant difference in

satisfaction expressed by the teachers in the rated and the non-rated schools on the support and guidance they received in the implementation of this resolution. The hypothesis tested here was drawn from question number 24 of the instrument.

Assumptions of this Study

Assumption No. 1. It was assumed that the rating presented by the Oklahoma State Department of Education was accurate.

Assumption No. 2. It was assumed that the teachers were responding to their true feelings.

Predictions

It was predicted that the accountability resolution would bring about curriculum changes in Oklahoma public high schools. The problem with the tenacity of this prediction was its denial of other factors which could have caused these curriculum changes. Among these factors were the creativity, ingenuity, innovativeness, and dynamism of school teachers and administrators. However, the reader should not equate these curricular changes with quality education because the American Institute for Research in Behavioral Sciences, for the U.S. Office of Education concluded that such innovations as open classrooms, team teaching, new mathematics, and the use of paraprofessionals make little difference in student learning. The conclusion of this report was that "educational quality is not synonymous with innovation and individualization."⁸

FOOTNOTES

¹Oklahoma House Concurrent Resolution 1027 (1973).

²Evaluation Book 1, Oklahoma State Department of Education (1975), p. 3.

³Ibid.

⁴Oklahoma - The Accountability Plan, Oklahoma State Department of Education (1974-1975).

⁵Allan C. Ornestein, Accountability for Teachers and School Administrators (California, 1973), p. 18.

⁶Leon M. Lessinger, Every Kid a Winner: Accountability in Education (New York, 1970), p. 3.

⁷Joseph Masling, "Role Related Behavior of the Subject and Psychologists and Its Effects Upon Psychological Data," Nebraska Symposium on Motivation (University of Nebraska Press, 1966), p. 66.

⁸Brad Knickerbocker, "Going Back to the Three R's," The Christian Science Monitor (February 3, 1977), p. 2.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The writer divided the literature review section into the following major areas which have been covered by writers of educational accountability. These areas are: (1) the reasons for the clamor for educational accountability; (2) its historical development; (3) types of educational accountability; (4) problems of educational accountability; (5) arguments in favor and against; and (6) the myths and misconceptions associated with educational accountability.

Reasons for the Demand of Educational Accountability

The American taxpayers demanded educational accountability because they felt the results which they obtained from the graduates of public education were not commensurate with the expenditures. The Federal Government Study on education entitled "The Condition of Education 1977" found the following trends:

The American confidence in education has declined, total expenditure for education has surpassed that of defense, and the spending on education had risen to 7.9 percent of the gross national product in 1976 from the 5.1 percent it was in 1968.¹

The U.S. Census Bureau figures showed that 25 percent of blacks aged 18 and 19 dropped out of high schools compared to 15 percent of whites

in 1975². Both Lessinger³ and Sabine⁴ showed a 70 percent drop-out rate in the inner city schools. It has been estimated that about one-out-of-four Spanish speaking persons aged 14 to 24 has dropped out of school.

Senator Birch Bayh⁵ in a speech delivered before the National Education Association on Violence, indicated that \$600 million is spent each year as a result of vandalism in schools. He declared that for a growing number of students and teachers the primary task was no longer education but preservation. The National Education Association in its own study found that the number of assaults increased 58 percent during 1970/74, sex offenses 62 percent, drug related crimes by 18 percent, and robbery 117 percent. Joseph Califano, the Secretary of Health, Education, and Welfare released figures compiled by the National Institute of Education which concluded:

About 5,200 teachers are physically attacked in a month, 1,000 of them seriously enough to require medical attention. About 1.3 percent of students - 282,000 - are attacked in a month although few require medical help. About 11 percent of secondary school children - 2.4 million out of 21 million - have something stolen from them in a given month, usually something valued at less than \$10.00. About 12 percent of teachers - 12,000 have something stolen in a given month. About 6,000 teachers have something taken by force, weapons or threats.⁶

The Office of Education estimated that 24 million persons over 18 years of age are functionally illiterate.⁷ It was reported that one-out-of-four 18-year-old males failed the mental test for induction into the armed forces. Some educational critics have alleged that school systems have become bureaucracies in which the needs of the students, interests and problems are secondary to the primary emphasis of order, discipline, obedience and conformity.⁸ An economic develop-

ment report issued in 1978 summarized the indictment of American schools thus:

Many schools and school districts handicapped by outmoded organization and a lack of research and development money are not providing the kind of education that produces rational, responsible, and effective citizens.⁹

Beverly Crandall¹⁰ opined that Tomorrow's Renaissance men are feeding on science fiction not Chaucer, on Seventh Avenue not Dickens, and that brevity is the soul of their "Lit". She also decried the decline in the reading of European and American classics in public schools. Rafferty listed the following reasons for the shrinkage of the school day. These are:

Fewer days of students attendance required, class time used for parent conferences, staff in-service meetings, staff orientation meetings, increase in the number of legal holidays, and a 50 percent increase in the time devoted to physical education.¹¹

The Tulsa World reported a 20-year dip in test scores in the Tulsa high schools.¹² Enrollment figures were also reported to be dropping in the Tulsa Public Schools by about 2,000 students each year.¹³ The enrollment figures have declined from a high of 80,000 recorded in 1968 to 59,000 in the fall of 1977. The Tulsa Classroom Teachers Association had threatened to shut down the public schools in Tulsa if discipline problems continued.

The above problems of public education were factors which helped make educational accountability a viable educational issue. Other factors which enhanced the demand for educational accountability were the Coleman Report¹⁴ and the U.S. Riot Commission¹⁵ which testified that education was a backward industry. Also mentioned were: the growth in consumerism, the politicalization of schools, the rise in

educational expectations among the minority groups without a corresponding rise in their educational achievement, and the emergence of new management techniques which have emphasized cost effectiveness.

Historical Development of Educational Accountability

Educational accountability is not new in the U. S; it was just rediscovered in the late 1960's. For example, it was reported that accountability existed in Georgia in 1817.¹⁶ In 1817, a Georgia law applying to poor schools forbade the commissioners to pay a teacher any salary if an examination showed that his students had not made good progress in that quarter. Even earlier, other countries used forms of educational accountability. The principle of payment by results was tried by the English in 1858 during the reign of Queen Victoria.¹⁷ Although this was successful in reducing government educational expenditures, it was a disaster in promoting sound education because it was appraised as impoverishing the curriculum, encouraging monotonous drill and cramming for successful results on tests. This experiment was discarded because it failed to produce quality education.

Performance contracting was tried in Ontario, Canada, from 1876 to 1882.¹⁸ This system of payment by results made financial aid from the province to high schools largely dependent on the number of students who passed an intermediate examination after a year or two of attendance. The effect was to narrow all school effort to cramming for content most likely to be tested in the subjects prescribed for examination. This system caused teachers to concentrate on the average and

slightly below average pupils with whom their efforts would pay dividends through a greater percentage of passes and to neglect the dull students because they were hopeless and poor risks in terms of expenditure of time. Teachers' professional journals were filled with sample examination questions and model answers. The Canada Educational Monthly editorialized in 1881:

As matters now stand, the high school headmaster who does not deliberately coach his pupils for their examination, study the peculiarities of the examiners, get old examination questions and train for the examinations and the examinations alone may be an honest man, but he is a quixotic fool as far as his temporal interests are concerned.¹⁹

In 1883, payment by results was abandoned because it introduced questionable educational practices. The Soviet authorities had their own bad experiences on payment by results. This is called "percentomania"²⁰ which means cheating by teachers.

Educational accountability cropped up again in 1969 in the U.S. after it was abandoned in Georgia in 1883. In late 1969, the U.S. Office of Education began to require program audits for Title VII (bilingual) and Title VIII (dropout) prevention programs through previously established student performance goals. On May 3, 1970, the U.S. Office of Education granted \$250,000 for the first phase of performance contracting in Texarkana, Arkansas, with the following conditions:

The firm was willing to be reimbursed on the basis of student achievement per maximum periods of instructional time, with heavy penalties for failure to meet standards; its instructional process was relatively non labor intensive and also individualized and self-pacing to the greatest extent possible. The program once demonstrated could be implemented into the counterpart, grade levels within the local system without creating unnecessary political and social problems within the community.²¹

The Texarkana project was unique in several ways. It was the first time a: (1) public school had contracted with a private firm to provide academic instruction to its students; (2) performance contract was utilized with a public school system; (3) school system had utilized the services of a management support group; and (4) school system had used a separately managed and operated center to determine the cost effectiveness of new educational technology. The contractor and guarantor of the Texarkana performance contract promised to bring the students up to the normal grades for their age, at a given cost and in a given period of time or else a penalty would be paid. In spite of the prominence which it gained at the time the contract was signed, this experiment was declared a failure.²²

In December, 1969, the superintendent of schools in San Francisco announced that in order to achieve a "zero reject" program, he was seeking accountability contracts from publishers who would bid on learning package materials and consultant services which provided that the publisher would be paid on the basis of successful student achievement of negotiated standards of performance.

In January, 1970, Jesse Unruh introduced a bill for the adoption of educational engineering in California.²³ Unruh noted that his bill had the great advantage of fixing responsibility for results for the achievement by children in the basic skills. In January of the same year, the Superintendent of Schools in San Diego issued a forceful policy statement declaring that his school district must be accountable for educational results of the students. The figures compiled by the Cooperative Accountability Project showed that 33 states have passed legislation on accountability and that all states were engaged in pro-

moting some aspects of it.²⁴ The states which have legislation and resolution on educational accountability are presented in Table I and II.

Approaches to Educational Accountability

Among the various forms which educational accountability has taken are "turnkey" provisions, statewide testing programs, needs assessments, and/or evaluations, planning, programming budgeting systems; management information systems, uniform accounting systems; professional personnel evaluations, school accreditations and management by objectives.²⁵

TABLE I

STATES WITH EDUCATIONAL ACCOUNTABILITY RESOLUTION*

States	Approaches to accountability covered by resolution
New Mexico S.M. 40 1971	Assessment and/or evaluation
Nevada Joint Resolution 15 1973	Professional Personnel Evaluation
Oklahoma Joint Resolution 1027 1973	Assessment and/or evaluation, and school accreditation.
Virginia Joint Resolution 161	Management by objectives.

*These Joint Resolutions were implemented as laws in these states although a resolution is not a true law in a statutory sense.²⁶

TABLE II

STATES WITH EDUCATIONAL ACCOUNTABILITY LEGISLATION*

States	Legislation Enacted	States	Legislation Enacted
Alaska	X	Michigan	X
Arizona	X	Nebraska	X
Arkansas	X	New Jersey	X
California	X	New York	X
Colorado	X	Ohio	X
Connecticut	X	Oregon	X
Florida	X	Pennsylvania	X
Hawaii	X	Rhode Island	X
Illinois	X	South Dakota	X
Indiana	X	Texas	X
Kansas	X	Washington	X
Maryland	X	Wisconsin	X
Massachusetts	X		

*States with educational accountability legislation according to Richard DeNovellis and Arthur J. Lewis.²⁷

Some writers have suggested that the teacher is accountable to three groups of people who wield various influences over him. These groups of people are the student, their parents, and fellow teachers. The principal also has a claim affecting the teachers' services. It has been theorized that the teacher is accountable to his fellow teachers because they can help in his work, neglect or ostracize him. Parents can also be supportive, indifferent or hostile to the point of pressing charges.

TABLE III
TYPES OF ACCOUNTABILITY*

Kind of Accountability	Who is Accountable	Accountability To Whom	Accountability For What
General Accountability	School Board	Public	Goal and objective selection
Program Accountability	School District Management	School Board	Development and or selection of instructional programs appropriate for stated objectives
Outcome Accountability	Instructional Manager Teacher	School District Management	Producing program outcomes consistent with preselected performance appropriate for the instructional program

*Types of educational accountability according to John E. Rouche and Barton R. Herrscher.²⁸ The student should be included in the scheme above because accountability is owed to him because he is the one who is receiving the education and at the same time he is accountable because he is responsible for the use of his potential for learning.

The Carnegie Commission on Higher Education reported that 29 states in the U.S. enacted legislation in 1969-1970 in regard to campus unrest, the control of firearms, antidisturbance regulations and penalties for campus unrest.²⁹ Some of these laws provided for the curtailment of student financial aid because of infractions on any of these matters. In this case, it becomes obvious that accountability is owed to the legislatures as well as the taxpayers. Accountability

is also owed to the courts because they have provided the impetus for busing students from one school to another.

Problems with Educational Accountability

Educational accountability has unique problems. Some of the problems associated with it are due in part to the inexactness of the term. In educational accountability, confusion often arises because of multiple uses of the term. To some people, educational accountability connotes managerial accountability, to some it means evaluation and to others responsibility.

The concept of accountability is impaired because there is no one best modality of teaching, and because schools are not the only sources of human learning. Ornestein³⁰ has asked:

What happens if intelligence is 80.0 percent inherited as Jensen, Stockley, and Herrnstein claim, or 45 percent inherited and 35 percent environmental and 20 percent due to covariance factors?

Harry Broudy³¹ has argued that accountability was impaired because the school is expected to serve in loco parentis and in loco communitatis because as these institutions sloughed off some of their responsibilities the schools assumed them. The concept is further eroded because of the role of in loco humanitatis. Such diverse goals as developing comfortable self-concepts, finding one's self identity, and doing one's own thing have deprived the school of a unity of purpose and function. It is not clear what each of the education constituencies want from the school since the desires and needs of these constituent bodies are mutually incompatible. What is the school to say in loco parentis about divorce, marriage, abortion, birth control, and

sexual infidelity. There is no doubt that the school has no clear mandate to extol, revile, or to abhor any of these.

The bureaucratic structures of the school systems prevent and discourage parents from attempting to evaluate the learning of their children. Edward Wynne³² has asked:

If a child is not doing well in mathematics, whom do you complain to? Do you complain to the principal, the guidance counselor, your child's mathematics teacher for the last semester, the mathematics department, or its chairman, the school district mathematics curriculum committee that decided to buy the textbook, the textbook publisher, the writer of the textbook, or a school board member? If your complaint is justified, how much blame can you apportion to these various groups?

The concept of educational accountability is rendered ineffective because Blacks are claiming that Whites could not teach them because they cannot relate to them. Affirmative actions also seem to favor the lowering of standards for minorities. The problem is further compounded because the U.S. Supreme Court has ruled in *Griggs V Duke Power* that tests can no longer be considered reasonable job requirements.³³

If assessing the results of instruction is difficult, the products of research, scholarship, artistic creativity and public service defy measurement because there are no units to quantify them. Education is a human enterprise therefore it is quite wrong to equate it with the assembly line.³⁴

Research Finds of Impact of Accountability

Legislation on School Systems

The writer found few studies in his review of literature which have investigated the impact of accountability on school systems.

John Porter³⁵ in a study of Michigan accountability systems found that 38 percent of the residents in Michigan and 12 percent of the teachers could not verbalize any meanings for it. The residents meant to hold teachers accountable for student learning and progress, what is taught in the school, discipline and behavior problems, money, finances, everything the school does, community needs, buildings, and facilities. In the same study, he found the following groups of people are responsible for leading schools to be accountable: the local board of education, citizens, the state government, the students, and the department of public instruction.

The Michigan educational accountability legislation was labelled the "worst" in the nation by the three nationally recognized evaluation specialists who studied the Michigan accountability plan. The panel focused its sharpest criticism on the statewide testing component reporting that the assessment program had little apparent value to any major group. The evaluators scorned the haste with which the Michigan Department of Education staff plunged ahead with the program without adequate planning. The other defects of the program were:

A horrendous waste of time and money to implement the statewide, every pupil testing program, and penalizing districts for insufficient gain in achievement scores by withholding part of state funds which the panel called whimsical at best since it is not obvious whether the monetary threats produced any results.³⁶

The publishing of district test scores with bottom-to-top rankings was criticized because it ignited controversies. The panel evaluators also concluded:

Evaluation of teachers according to the student test scores was possibly one of the most unfortunate potentialities of the program since in the long run such assaults

upon the teachers and schools are likely to force educators into a very defensive posture and cause them to concentrate on public relations rather than in the substantive innovation.³⁷

California³⁸ and Colorado³⁹ were criticized because their accountability systems were heavily dependent on behavioral objectives. Florida⁴⁰ prepared its objectives through extensive local district involvement. One of the lessons it learned was the over production of behavioral objectives. Florida also found it difficult to communicate to the public the essence of teacher prepared objectives. Colorado tried the comprehensive approach in implementing its accountability program. Each district was responsible for establishing a local accountability committee. Among the problems which it encountered were: large school districts had difficulty incorporating the approach into their routine operations, and also the accountability program had zeroed in on only a few of the more measurable disciplines such as mathematics and reading. Teachers of home economics, art and physical education were not involved hence the staff became split as some teachers spent their entire time on accountability implementation. Also, students felt the impact mainly through an increased number of tests.

Mary Hall⁴¹ in her evaluation of accountability efforts at the state level has concluded:

They have not resulted in higher levels of student performance. They have not resulted in reduced costs, they have not resulted in an ability to show cost benefit relationship, they have not resulted in a better technology of education, they have not improved the relationships between state officials, state legislators, between state officials and local school boards, between teachers and administrators, and between teachers, students, and parents.

Arguments in Favor and Against
Educational Accountability

The opponents of educational accountability have argued that the output of the educational process is never a finished product whose characteristics can be vigorously specified in advance. The ultimate outcomes of education are indeterminable and unpredictable. It has been eloquently argued that:

Education nourished belief in human rights, civil law, experimental science, and freedom of thought not by teaching these things. It also sowed the seeds of Renaissance, Reformation, and Revolution unintentionally. With its spread came criticism, dissent, protest, rebellion, and cynicism inadvertently. Maybe these phenomena constituted social progress and reform, but they were not exactly in the curricular game plan.⁴²

To charge teachers with accountability is to expect them to motivate students to learn whereas more and more of the students are denying responsibility for their own futures. Students are rarely called upon to be accountable yet they handle most of the resources for learning because they use the buildings, books, teachers, and their own potential for learning. Every American is regarded as a free and responsible citizen. Each person is held accountable for his own behavior and very rarely for the behavior of others. Educators share these same common responsibilities. In criticizing performance contracts, Donald Collins⁴³ has asked "How do you perform contract for relevance, love and independent thinking?" The uses of behavioral objectives have been criticized because their use would overwhelm the teacher with paper work, stifle the initiative and flexibility of the teacher and presage behavioral modification. The number of objectives which are necessary for the implementation of a complete curriculum

would make the system unmanageable. It is the process of learning and applying basic skills that are important and valuable. Learning how to learn may be more important than learning a set of facts. What use is it to a student if he knows mathematics but hates it, or if he knows history dates but is unable to relate its significance?

The advocates of educational accountability have argued that for educators to oppose accountability implies that schools and their personnel are responsible to no one. They have also claimed that behavioral objectives help teachers to identify a common core of essential skills for all students, and they help the schools in communicating to the public about achievements of their students.

Misconceptions and Myths About Educational Accountability

There are several myths and misconceptions associated with educational accountability. Gerald Pine,⁴⁴ Rabbi Gerald Teller⁴⁵ and John P. Sikula⁴⁶ have identified the following as misconceptions and myths of educational accountability. These are:

Myth I. Since business and management are paragons of efficiency and effectiveness, their introduction into the school systems should make the schools effective and efficient.⁴⁷ Gerald Pine thinks that this kind of reasoning is an arrant nonsense. He pointed out that the Pentagon has used management techniques for many decades yet its cost projections have been dismal failures. He also pointed out the Edsel, the F-111 projects, and the Lockheed Aircraft have had their own failures hence the federal government intervened to bail them out.

Myth II. Accountability will help to produce educated men and women and it will solve educational and economic problems.⁴⁸ Educational accountability will not help produce educated men because the schools alone cannot make any disinterested student to learn. Also many students would rather be on the road, watch television, or be on jobs to make money instead of doing their homework.

Myth III. Teachers should be accountable because all professionals are accountable.⁴⁹ This is false because salesmen, accountants, realtors, engineers, lawyers, insurers, doctors and pharmacists are not accountable.

Myth IV. Accountability is measuring teacher effectiveness.⁵⁰ It is difficult to measure the effectiveness of a teacher because there is no one modality of learning or teaching.

Myth V. It is a move toward having outsiders come into the schools to tell school officials what to do.⁵¹ Outsiders could not come into the schools to tell teachers what to do because they are not educators and consequently are not equipped to dictate what should be done in the schools.

Myth VI. There are not existing procedures and practices of accountability in the schools.⁵² Gerald Pine has argued that there are several procedures available. Among these are the evaluation of the teacher by classroom visitation and observation, teacher logs, interaction analysis, in-service training and probationary periods.

Myth VII. Technology will solve all the educational problems in the country.⁵³ It is a myth because technology per se cannot do it unless the citizens are ready to use it to solve their problems.

Myth VIII. The accountability movement will help to solve all the U. S. economic problems.⁵⁴ It is a myth because schools are not endowed with the resources to solve these problems. The economic problems can be solved by the U.S. government by utilizing, among other things, sound fiscal and monetary policies.

Myth IX. It arose because of the American people's concern for efficiency.⁵⁵ It is false because not all the industries, public and private agencies are efficient. Efficiency is also relative.

Summary

Educational accountability is not new; it was rediscovered in the late 1960's because of the social, political and economic problems which were in existence. Many of the state legislatures embraced accountability because they thought it would be a panacea to the problems which existed in public education.

Since the emergence of this concept, its opponents have argued that it is merely an educational slogan, that several of the variables which affect learning are not under the control of the school, and that the educational process is far too complex to permit precise and total assessment. Some of the opponents have argued that accountability is impaired because there are no instruments to measure devotion to freedom, cooperativeness, creativity, sensitivity, or even good habits. Those who advocate educational accountability think that for schools to deny being held accountable means that they are responsible to no one. They think it will help the schools to reassess their programs.

The few studies which have been done on the impact of educational accountability on school systems suggest that they have created rather

than solved problems. The behavioral objectives which schools were required to write have been criticized because: (1) they added paper work, (2) were either too many or too few, and (3) made teachers inflexible in their teaching practices. Accountability programs have been criticized because they have not affected all the school personnel equally.

FOOTNOTES

- ¹ Jim Killackey, "Federal Study Measures the Condition of U.S. Education," The Sunday Oklahoman (July 31, 1977), p. A23.
- ² The Daily Oklahoman (August 19, 1977), p. 16.
- ³ Leon M. Lessinger, Every Kid A Winner: Accountability in Education (New York, 1970), p. 4.
- ⁴ Creta Savine (ed.) Accountability: Systems Planning in Education (Illinois, 1973), p. 4.
- ⁵ Tulsa Daily World (February 26, 1977), p. 9.
- ⁶ Tulsa World (January 7, 1978), p. C14.
- ⁷ Henry Winthrop, "Accountability in Education Via a Policy-Making and Planning Orientation," Journal of Education, Vol. 52. (January, 1975), p. 127.
- ⁸ Samuel Brodbelt, "The Impact of Educational Accountability Upon Teachers and Supervisors," High School Journal, Vol. 56 (November, 1972), p. 59.
- ⁹ Ralph W. Tyler, "Accountability in Perspective," in Leon M. Lessinger and Ralph W. Wyler (eds.), Accountability in Education, (Ohio, 1971), p. 1.
- ¹⁰ Beverly Crandall, "Decline in Reading of the Classics in Public Schools Cause Concern," New York Times (May 29, 1977), p. 1.
- ¹¹ Max Rafferty, "The Shrinking School Day," The Tulsa Tribune (August 26, 1977), p. 17g.
- ¹² Tulsa World (August 24, 1977), p. A4.
- ¹³ Yvonne Rehg. "Enrollment Drop Hurting City Schools," The Tulsa Tribune, (June 17, 1977), Section D.
- ¹⁴ Equality of Educational Opportunity, U. S. Department of H.E.W., U.S. Government Printing Office, Washington, DC, 1966.
- ¹⁵ Report of the National Advisory Commission on Civil Disorders, U.S. Government Printing Office, Washington, DC, 1968.

- ¹⁶ Leon Lessinger (op. cit.), p. 14.
- ¹⁷ Gerald J. Pine, "Teacher Accountability: Myths and Realities," The Educational Forum, Vol. XLI, No. 1. (November, 1976), p. 53.
- ¹⁸ I. David Welch, Fred Richards, and Ann Cohen Richards, Educational Accountability: A Humanistic Perspective, (Fort Collins, Colorado), p. 52.
- ¹⁹ Ibid., p. 53.
- ²⁰ Ibid., p. 54.
- ²¹ Leon M. Lessinger (op. cit.), p. 94.
- ²² Gerald J. Pine, "Teacher Accountability: Myths and Realities," The Educational Forum, Vol. XLI, No. L., (Nov., 1976), p. 52.
- ²³ Leon M. Lessinger (op. cit.), p. 108.
- ²⁴ Donald W. Robinson (op. cit.), p. 42.
- ²⁵ I. David Welch, Fred Richards, and Ann Cohen Richards, Educational Accountability, A Humanistic Perspective (op. cit.), p. 16.
- ²⁶ Ibid., p. 91.
- ²⁷ Richard L. DeNovellis and Arthur J. Lewis, Schools Become Accountable: A Pack Approach Association for Supervision and Curriculum Development, (Washington, D.C., 1974), p. 8.
- ²⁸ John E. Roueche and Barton R. Herrscher, Toward Instructional Accountability: A Practical Guide to Educational Change, (New York, 1973), p. 199.
- ²⁹ Kenneth P. Mortimer, Accountability in Education (Washington, D.C., 1972), p. 17.
- ³⁰ Allan C. Ornestein, The Clearing House, Vol. 49 No. 1 (September, 1975), p. 5.
- ³¹ Harry S. Broudy, "The Demand for Accountability: Can Society Exercise Control over Education?" Education and Urban Society, Vol. 9, No. 2 (February, 1977), p. 236.
- ³² Edward Wynne, The Politics of School Accountability, (Berkeley, California, 1972), p. 30.
- ³³ Allan C. Ornestein, (op. cit.), p. 8.
- ³⁴ Howard R. Bowen (ed.), Evaluating Institutions for Accountability (San Francisco, California, 1974), p. 17.

³⁵ John W. Porter, Accountability: The Report of the Superintendent of Michigan State Department of Education, (Michigan, 1974), p. 18.

³⁶ Ernest House, Wendell Rivers, and Daniel Stufflebeam, An Assessment of the Michigan Accountability System, (Michigan, 1974).

³⁷ Ibid.

³⁸ Robert J. Hanson, "The Use and Abuse of Objectives in Certain State Accountability Programs," ED 125 117 (October 25, 1976), p. 6.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Mary Hall, "Accountability and Change in Education: An Evaluation of Implementation at the State Level," ED 120 931 (February, 1976), p. 4.

⁴² I. David Welch et. al. (op. cit.), p. 82.

⁴³ Donald Collins, "Accountability of Relevance," American Teacher Vol. 55 (1970), p. 12.

⁴⁴ Gerald J. Pine, "Teacher Accountability: Myths and Realities," The Educational Forum, Vol. XLI, No. 1 (November, 1976), p. 49.

⁴⁵ Rabbi Gerald Teller, "What are the Myths of Accountability?" Educational Leader (February, 1974), p. 455.

⁴⁶ John P. Sikula, "Accountability: Some Teacher Misconceptions," High School Journal, Vol. (December, 1972), p. 154.

⁴⁷ Rabbi Gerald Teller (op. cit.), p. 455.

⁴⁸ Ibid.

⁴⁹ Gerald J. Pine (op. cit.), p. 51.

⁵⁰ John P. Sikula (op. cit.), p. 154.

⁵¹ Ibid.

⁵² Gerald J. Pine (op. cit.), p. 52.

⁵³ Rabbi Gerald Teller (op. cit.)

⁵⁴ Ibid.

⁵⁵ Ibid.

CHAPTER III

PROCEDURE

The purpose of this investigation was to identify whether curricular changes have occurred in the public high schools covered in this study. Specifically, this study attempted to find out whether these schools conducted the needs assessment mandated by the resolution, whether the teachers use behavioral objectives in teaching as they were directed by the Oklahoma State Department of Education and to assess the attitude of teachers toward this resolution.

The first step in this study was a review of the literature related to educational accountability. The questionnaires used in this study emerged from this literature review. The initial copies of the questionnaires were given to the students in the Educational Research Methodology class. Their comments and opinions were helpful in reducing the fifty-two questions to twenty-six. In the middle of October, 1977, twenty-eight copies of the revised questionnaire were tested in one of the public high schools in Tulsa. Seventeen copies, 60.7 percent, of the questionnaires were returned. After minor revisions were made, the final copy contained twenty-seven questions.

Certain staff members of the Oklahoma State Department of Education who were involved in the implementation and evaluation of the Oklahoma Educational Accountability Resolution were requested to supply the names of schools which they thought made good progress in im-

plementing this resolution. These schools became the "Rated" schools. The other schools (Non-rated) were selected from the remaining public high schools in the State of Oklahoma. It should not be implied that the rated schools were the only ones having acceptable accountability. It is therefore probable that some of the other schools in the state made satisfactory progress in implementing the Oklahoma Educational Accountability Resolution.

Of the ten schools used in this study, five were selected from the "rated" and the other five from the "non-rated" schools. In order to encourage response from the respondents, all code numbers were removed from the reminder questionnaires sent to the respondents who did not return the first questionnaire. The removal of these code numbers, coupled with the fact that some respondents cut off their code numbers produced a third category of schools which became the "unknown". The analysis of data was concentrated on the "rated" and the "non-rated" schools. The ten schools used in this study were selected in order to balance the geographical location of schools in Oklahoma.

In order to get the cooperation of the superintendents of schools to use their schools in this study, letters were written to them which explained the purpose of this study. The letter also sought their permission to use their schools in this study. The names and addresses of these superintendents were obtained from the Oklahoma Educational Directory 1976-1977 which was published by the Oklahoma State Department of Education. A random sample of 33 1/3 percent of the teachers was drawn from the lists provided by the superintendents of schools. The questionnaires were given code numbers in order to distinguish those who returned their questionnaires from those who did not.

On January 5, 1978, questionnaires and addressed stamped envelopes for returning the questionnaires were mailed to the respondents. Out of the 190 respondents who were mailed the questionnaires only 67 of them were returned. This was a 35.2 percent response. On February 15, a reminder letter and questionnaire were mailed to those teachers who did not return their questionnaires. The code numbers which appeared on the first questionnaires were removed in order to induce the respondents to return their questionnaires.

The mail-out produced the following results:

115 scoreable returns which could be treated statistically.

1 written response which could not be treated statistically.

3 returns which identified the respondents as unfamiliar with the Oklahoma Educational Accountability Resolution.

119 Total

The total response represented 62.26 percent of the sample population. Since only 115 could be treated statistically, that represented 60.00 percent. The Oklahoma State University computer, IBM Model 370 was used to analyze the data.

Chi Square was used in the analysis of this data because of its appropriateness, since it can be used with data in the forms of frequencies or data that can be reduced to frequencies.

The level of confidence was set at the traditional 0.05 level.

The hypothesis which stated that a significantly greater number of teachers had negative attitude toward this resolution than positive attitude was drawn from question 25 of the questionnaire.

The letters pertaining to this study are found in Appendix B. The analysis and tabulation of data are presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the findings revealed by the evaluation of the responses to the questions in the survey instrument. The questionnaire consisted of five parts (Appendix A). Part I was made up of four questions. They dealt with the size of the school where the respondents were affiliated and the personal description of these teachers. The ten questions on Part II dealt with the Needs Assessment which the Oklahoma Educational Accountability Resolution asked school districts to conduct. Part III questions dealt with behavioral objectives which teachers were supposed to write and use in teaching. Part IV questions dealt with learning and teaching styles which teachers have adopted in their schools. Part V questions were concerned with the attitude of the teachers toward this resolution. The letters R and U respectively stand for Rated and Unrated schools. R.Q. stands for Research Questions. Seventeen responses were not statistically treated because the researcher could not determine whether they were returned from the rated or unrated schools. Data related to R.Q. 1-4 are presented in Tables IV-VIII.

Observation of data presented in Table IV indicates that approximately 55 percent of the teachers in the un-rated schools taught in

schools of less than 600 students while almost 47 percent of the teachers in the rated schools taught in the schools with over 1,200 students.

TABLE IV
SIZE OF HIGH SCHOOLS WHERE RESPONDENTS
WERE AFFILIATED

	R	%	U	%
Less than 600 students	20	30.30	17	54.84
600-1,200 students	15	22.73	5	16.13
Over 1,200 students	31	46.97	9	29.03
Total	66	100.00	31	100.00

TABLE V
TEACHING EXPERIENCE OF RESPONDENTS

	R	%	U	%
Less than 1 year	1	1.52	3	9.68
1-5 years	21	31.82	8	25.81
6-10 years	19	28.78	12	38.71
Over 10 years	25	37.88	8	25.80
Total	66	100.00	31	100.00

The table above indicates that teachers in the rated schools had more teaching experience than teachers in the un-rated schools. More specifically, almost 10 percent of the teachers in the un-rated schools had less than a full year of teaching.

TABLE VI
QUALIFICATIONS OF RESPONDENTS

	R	%	U	%
Bachelors	28	42.42	13	41.94
Masters	38	57.58	18	58.06
Total	66	100.00	31	100.00

It is interesting to know from the data presented above that the training of teachers in the rated and un-rated schools was almost similar.

TABLE VII
SEX OF RESPONDENTS

	R	%	U	%
Male	30	45.45	18	58.06
Female	36	54.55	13	41.94
Total	66	100.00	31	100.00

Observation of data presented in Table VII indicates that the rated schools had more female teachers than the un-rated schools. The respondents in the rated schools were almost 55 percent female and almost 42 percent in the un-rated schools.

R. Q. 5. Are you familiar with the results of the needs assessment for the school with which you are presently affiliated? The data related to this question are presented below.

TABLE VIII
RESPONDENTS WHO WERE FAMILIAR WITH
THE RESULTS OF THE NEEDS ASSESSMENT

	R	%	U	%
Yes	45	68.18	18	58.06
No	21	31.82	13	41.94
Total	66	100.00	31	100.00
$\chi^2 = 0.948^*$		df = 1	P < 0.05	

* $\chi^2_{.05; 1} = 3.84$

There is no significant difference between the respondents in the rated and the un-rated schools who were familiar with the results of the needs assessment. Eventhough there is no significant difference between these schools, yet 68.18 percent in the rated, and 58.06 percent in the un-rated were familiar with the results of the needs assessment. It is interesting to note that over 10 percent more of

the teachers in the rated schools professed to be familiar with the results.

R. Q. 6. To what extent did the needs assessment result in the modification of your school curriculum? The data are given below.

TABLE IX
RESPONDENTS WHO FELT THE NEEDS ASSESSMENT RESULTED
IN THE MODIFICATION OF THEIR SCHOOL CURRICULUM

	R	%	U	%
A great deal	-	-	1	5.55
To some extent	30	65.22	14	77.78
Not at all	16	34.78	3	16.67
Total	46	100.00	18	100.00
	$\chi^2 = 4.28^*$	df = 1	P < 0.05	

* $\chi^2_{.05; 1} = 5.99$

There is no significant difference between the respondents in the rated and un-rated schools who felt the needs assessment resulted in the modification of their school curriculum. However, it is interesting to note that 77.78 percent of the respondents in the un-rated and 65.22 percent in the rated thought that the results of the needs assessment resulted in the modification of their school curriculum.

R. Q. 7. Did the results of the needs assessment lead to the development of new courses? The relevant data are presented below.

TABLE X
 RESPONDENTS WHO FELT THE NEEDS ASSESSMENT
 LED TO THE DEVELOPMENT
 OF NEW COURSES

	R	%	U	%
Yes	19	41.30	10	55.56
No				
Total	46	100.00	18	100.00
	$\chi^2 = 1.060$	df = 1	P < 0.05	

$$\chi^2_{.05; 1} = 3.84$$

There is no significant difference between the respondents in the rated and un-rated schools who felt the needs assessment led to the development of new courses. Eventhough one might expect greater changes in the rated schools, actually a higher percentage (over 14 percent more) of the respondents from the un-rated schools perceived changed due to the accountability resolution.

R. Q. 8. To what extent were your old instructional materials adequate to solve the identified needs? The data are presented below.

There is no significant difference between the respondents in the rated and un-rated schools who thought their old instructional materials were adequate to solve the identified needs. Almost an equal percent (62.22 of the rated and 61.11 of the un-rated respondents) thought that their old instructional materials were adequate to solve the identified needs.

TABLE XI
 RESPONDENTS WHO FELT THEIR OLD INSTRUCTIONAL
 MATERIALS WERE ADEQUATE TO SOLVE
 THE IDENTIFIED NEEDS

	R	%	U	%
Very adequate	14	31.11	2	11.11
Adequate	28	62.22	11	61.11
Not adequate	3	6.67	5	27.78
Total	45	100.00	18	100.00
	* χ^2 .05; 3 = 7.815		df = 1	P < 0.05

* χ^2 .05; 3 = 7.815

R. Q. 9. Did the needs assessment lead to revised credit hour requirement for students who will be graduating from your high school? The relevant data are presented in Table XII.

It is interesting to note that 22.22 percent of the teachers in the rated and 5.56 percent in the un-rated schools thought their schools require more credit hours for students who would be graduating from their schools.

R. Q. 10. Did the needs assessment lead to emphasis on any of these subjects? The data are presented in Table XIII.

Table XIII indicates that 46.6 percent of the teachers in the rated and 35.3 percent in the un-rated schools felt the needs assessment led to emphasis on reading. It is interesting to note that their schools were not emphasizing writing or mathematics eventhough the

failure of some high school graduates to possess these skills led to educational accountability.

TABLE XII
 RESPONDENTS WHO THOUGHT THE NEEDS ASSESSMENT
 LED TO REVISED CREDIT HOUR REQUIREMENT
 FOR STUDENTS WHO WOULD BE GRADUATING
 FROM HIGH SCHOOL

	R	%	U	%
More credit required	10	22.22	1	5.56
Less credit required	-	-	-	-
Remains unchanged	35	77.78	17	94.44
Total	45	100.00	18	100.00

R. Q. 11. Please match the following subjects with the appropriate actions taken, if any, to enhance the students' learning.

Table XIV A shows that nearly an equal percent (13.34 of the teachers in the rated and 14.28 in the un-rated schools) thought their schools increased the class hour in order to enhance the writing ability of their students.

Table XIV B indicated that 25.00 percent of the teachers in the rated schools felt the class hour was increased in order to enhance the computational ability of their students. Also, the respondents in the rated schools indicated that their schools require additional mathematics from their future graduates.

TABLE XIII
 RESPONDENTS WHO FELT THE NEEDS ASSESSMENT
 LED TO EMPHASIS ON THESE SUBJECTS

	R	%	U	%
Reading	21	46.6	6	35.3
Writing	1	2.2	-	-
Mathematics	-	-	-	-
All	10	13.3	5	30.0
None	10	13.3	4	29.0
The Three R's	2	4.4	-	-
Science	1	2.2	-	-
Vocational Training	-	-	1	2.85
Career Information	-	-	1	2.85
Total	45	100.00	17	100.00

TABLE XIV A
 ACTIONS TAKEN BY SCHOOLS TO ENHANCE THE WRITING
 ABILITY OF THEIR STUDENTS

	R	%	U	%
Increased the class hour	4	13.34	2	14.28
Remained unchanged	22	73.33	11	78.58
Developed new curriculum	2	6.67	1	7.14
Emphasis on writing	1	3.33	-	-
Increased class choice offering	1	3.33	-	-
Total	30	100.00	14	100.00

TABLE XIV B

ACTIONS TAKEN BY SCHOOLS TO ENHANCE THE COMPUTATIONAL
ABILITY OF THEIR STUDENTS

	R	%	U	%
Increased the class hour	8	25.00	1	7.69
Remains unchanged	22	68.75	12	92.31
Additional mathematics required	2	6.25	-	-
Total	32	100.00	13	100.00

TABLE XIV C

ACTIONS TAKEN BY SCHOOLS TO ENHANCE THE READING
ABILITY OF THEIR STUDENTS

	R	%	U	%
Increased the class hour	9	27.27	3	21.42
Remained unchanged	20	60.61	9	64.29
Developed new curriculum	4	12.12	2	14.29
Total	33	100.00	14	100.00

The data above indicate that 27.27 percent of the teachers in the rated and 21.42 percent in the un-rated schools thought their schools increased the class hour to enhance the reading ability of their students.

TABLE XIV D
ACTIONS TAKEN BY SCHOOLS TO ENHANCE THE SPEAKING
ABILITY OF THEIR STUDENTS

	R	%	U	%
Increased the class hour	2	7.14	2	14.28
Remained unchanged	25	89.29	11	78.58
Developed new curriculum	1	3.57	1	7.14
Total	28	100.00	14	100.00

The above data indicated that 14.28 percent of the teachers in the un-rated and 7.14 percent in the rated schools thought their schools increased the class hour to enhance the speaking ability of their students.

R. Q. 12. Did it reveal anything that the school was not able to implement? The data are presented in Table XV.

TABLE XV
RESPONDENTS WHO FELT THE NEEDS ASSESSMENT
REVEALED THINGS THE SCHOOLS WERE NOT
ABLE TO IMPLEMENT

	R	%	U	%
Yes	11	25.58	6	31.58
No	32	74.42	13	68.42
Total	43	100.00	19	100.00

The above table indicated that 31.58 percent of the teachers in the un-rated and 25.58 percent in the rated schools thought the needs assessment revealed things which the schools were not able to implement.

R. Q. 13. Which of the following most hindered the implementation of things revealed in the needs assessment? The data are presented below.

TABLE XVI

RESPONDENTS WHO FELT ONE OF THESE HINDERED IMPLEMENTATION
OF THE THINGS REVEALED IN THE NEEDS ASSESSMENT

	R	U
Finance	9	4
Personnel	1	-
Student Disinterest	1	-
Adequate Facilities	1	-
Attitude	1	
Adherence to traditional offerings	-	1
Concentration on interschool athletics	13	6
Total	13	6

Eventhough the respondents were unwilling to mention the things which hindered the implementation of things revealed in the needs assessment, some of them did mention finance, personnel, and student disinterest.

R. Q. 14. Has the curriculum changed in any form because of the needs assessment to satisfy the needs of the "culturally different"?

TABLE XVII

RESPONDENTS WHO FELT THERE WERE CHANGES IN THE CURRICULUM TO SATISFY THE NEEDS OF THE CULTURALLY DIFFERENT

	R	%	U	%
Yes	2	5.55	-	-
No	34	94.45	13	100.00
Total	36	100.00	13	100.00

Only 5.55 percent of the respondents in the rated schools thought that there were changes in the curriculum to satisfy the needs of the "culturally different". These respondents indicated that some courses were developed for the migrant workers and that an Indian educator was employed as a counselor to work with the American Indian students.

R. Q. 15. To what extent has the accountability resolution influenced you in using behavioral objectives in teaching? The data are presented in Table XVIII.

There is no significant difference between the respondents in the rated and un-rated schools who were influenced in using behavioral objectives in teaching because of this resolution. Eventhough there is no significant difference between the rated and un-rated schools, yet

nearly 10 percent of the respondents in the rated schools use behavioral objectives because of this resolution.

TABLE XVIII

RESPONDENTS WHO THOUGHT THE ACCOUNTABILITY
RESOLUTION INFLUENCED THEM IN USING
BEHAVIORIAL OBJECTIVES IN TEACHING

	R	%	U	%
A lot	2	3.4	3	9.74
Somewhat	34	56.6	18	58.00
Not at all	24	40.00	10	32.26
Total	60	100.00	31	100.00
	$*\chi^2 = 1.832$		df = 2	P < 0.05

$*\chi^2_{.05; 2} = 5.99$

R. Q. 16. To what extent are behavioral objectives helpful in developing test items? The data appear below.

There is no significant difference between the teachers in the rated and un-rated schools who were influenced in using behavioral objectives in teaching. It is interesting to know that an equal percent of teachers (54.10 percent in the rated and 54.84 in the un-rated) thought that behavioral objectives are helpful in developing test items.

TABLE XIV
 RESPONDENTS WHO FELT BEHAVIORIAL OBJECTIVES
 ARE HELPFUL IN DEVELOPING TEST ITEMS

	R	%	U	%
Very helpful	14	22.95	4	12.90
Helpful	33	54.10	17	54.84
Not helpful	14	22.95	10	32.26
Total	61	100.00	31	100.00
	$*\chi^2 = 1.75$	df = 2	P < 0.05	

$$*\chi^2_{.05; 2} = 3.84$$

R. Q. 17. In which of the following ways has the accountability resolution affected the amount of homework you give to your students? The data are presented in Table XX.

The data in Table XX indicate that 5.26 percent of the teachers in the rated schools give more homework to their students. It is interesting to note that whereas 10 percent of the teachers in the un-rated schools give less homework to their students only 5.26 percent do in the rated schools.

R. Q. 18. Was the accountability resolution responsible for the use of any of these in your teaching? The relevant data are given in Table XXI.

The data in Table XXI indicate that 22.73 percent of the teachers in the un-rated and 9.68 percent in the rated schools use team teaching. However while 51.61 percent of the teachers in the rated schools

indicated they had established individualized instruction only 9.09 percent of the un-rated schools did.

TABLE XX
CHANGES IN THE AMOUNT OF HOMEWORK RESPONDENTS
GIVE TO THEIR STUDENTS

	R	%	U	%
Give the students more homework	3	5.26	-	-
Give the students less homework	3	5.26	3	10.00
Remained the same	51	89.47	27	90.00
Total	57	100.00	30	100.00

TABLE XXI
RESPONDENTS ANSWER TO THE ABOVE QUESTION

	R	%	U	%
Team teaching	3	9.68	5	22.73
Independent study	3	9.68	4	18.18
Individualized	16	51.61	2	9.09
None	8	25.81	10	45.45
Mini Courses	1	3.23	-	-
Contracting	-		1	4.55
Total	31	100.00	22	100.00

R. Q. 19. Which of these forms of tests has your school adopted because of this resolution? The data are presented below.

TABLE XXII
FORMS OF TESTS WHICH SCHOOLS HAVE ADOPTED
BECAUSE OF ACCOUNTABILITY

	R	%	U	%
Objective referenced	10	18.52	7	24.14
Norm referenced	2	3.70	2	6.96
None	40	74.08	20	68.97
Standardized	2	3.70	-	-
Total	54	100.00	29	100.00

The table above indicates that 74.08 percent of the teachers in the rated schools and 68.97 percent in the un-rated did not adopt either objective or norm referenced tests because of the accountability resolution.

R. Q. 20. Do you have any of the following programs in your school for the "slow learners" because of the accountability resolution?

The data in Table XXIII indicate that the rated and the un-rated schools have made some effort to help the slow learners. It is interesting to know that eventhough the un-rated schools established homebound and extended week programs the rated schools did not establish them.

TABLE XXIII
PROGRAMS SCHOOLS HAVE ESTABLISHED IN THEIR SCHOOLS
FOR THE "SLOW LEARNERS" BECAUSE OF
ACCOUNTABILITY

	R	%	U	%
Extended day programs	6	11.32	4	14.81
Extended week programs	-	-	1	3.70
Neither	39	73.58	17	62.96
Cooperative programs	3	5.66	1	3.70
Developmental reading	4	7.55	2	7.51
Language arts	1	1.89	1	3.70
Homebound	-	-	1	3.70
Total	53	100.00	27	100.00

R. Q. 21. Do you think that the resolution has affected all the school curriculum areas equally? The data are presented below.

TABLE XXIV
RESPONDENTS WHO FELT IT HAS AFFECTED ALL
CURRICULUM AREAS EQUALLY

	R	%	U	%
Yes	26	48.15	15	50.00
No	28	51.85	15	50.00
Total	54	100.00	30	100.00

It is interesting to find that the teachers in the rated and the un-rated schools were equally divided on their opinion as to whether the resolution has affected all the curriculum areas equally.

TABLE XXIV B
CURRICULUM AREAS RESPONDENTS FELT THE EDUCATIONAL
ACCOUNTABILITY RESOLUTION HAS NOT AFFECTED

	R	U
No effect on vocational and basic education	4	1
Only those areas which needed tremendous improvement	4	1
Fast, and talented children were being neglected	2	-
Some teachers "fake" it	1	2
Some teachers do not use behaviorial objectives	1	-
No effect on music, art, and library classes	4	3
Teachers who were organized before the resolution were not affected	1	-
Total	17	7

R. Q. 22. Which of these school personnel has it affected the most? The data are presented in Table XXV.

The table above indicated that the coaching personnel were not affected by this resolution. It is interesting to know that 51.61

percent of the teachers in the un-rated schools and 48.28 percent in the rated thought that teachers were affected the most in this resolution.

TABLE XXV
THE PERSONNEL THIS RESOLUTION HAS
AFFECTED THE MOST

	R	%	U	%
Teachers	28	48.28	16	51.61
Counselors	2	3.45	1	3.22
Administrators	13	22.41	2	6.45
Coaching personnel	-	-	-	-
All equally	7	12.07	5	16.13
None	8	13.79	7	22.58
Total	58	100.00	31	100.00

R. Q. 23. Which of the following helped you the most in understanding the accountability resolution? The data are presented in Table XXVI.

It is interesting to know that 15 percent of the teachers in the rated schools and 16.13 percent in the un-rated thought that none of the sources mentioned above helped them in understanding the Oklahoma Educational Accountability resolution.

TABLE XXVI

RESPONDENTS WHO FELT ONE OF THE FOLLOWING
HELPED THEM THE MOST IN UNDERSTANDING
THIS RESOLUTION

	R	%	U	%
Workshops conducted by the Oklahoma State Department of Education	11	18.33	6	19.35
Your Superintendent	7	11.67	7	22.58
Your own reading and college courses	13	21.67	7	22.58
Colleagues	20	33.33	6	19.35
None	9	15.00	5	16.13

R. Q. 24. How satisfied were you with the support and guidance you received on the implementation of the accountability program? The data are given below.

TABLE XXVII

RESPONDENTS' SATISFACTION WITH THE SUPPORT AND
GUIDANCE THEY RECEIVED ON THE IMPLEMENTATION
OF THIS PROGRAM

	R	%	U	%
Very Satisfied	9	15.25	1	3.33
Satisfied	36	61.02	16	53.33
Dissatisfied	14	23.73	13	43.34
Total	59	100.00	30	100.00
	$*X^2 = 5.23$	df = 2	P < 0.05	

$*X^2_{.05; 2} = 5.99$

There is no significant difference between the respondents in the rated and un-rated schools in their satisfaction with the support and guidance they received on the implementation of this resolution. Therefore the hypothesis which was established in Chapter 1 is accepted. Even though there was no significant difference in satisfaction expressed by the respondents in the rated and the un-rated schools, yet 76.27 percent of the teachers in the rated schools and 56.66 percent in the un-rated felt satisfied with the support they received on the implementation of the resolution.

R. Q. 25. What is your attitude toward the Oklahoma Educational Accountability resolution? The data is presented below.

TABLE XXVIII
RESPONDENTS' ATTITUDE TOWARD THIS RESOLUTION

	R	%	U	%
Positive	19	31.67	5	16.13
Negative	22	36.67	18	58.06
Neutral	19	31.67	8	25.81
Total	60	100.00	31	100.00
	$*X^2 = 4.23$		2df P < 0.05	

$$X^2_{.05}; 2df = 5.99$$

There is no significant difference in attitude by the teachers in the rated and un-rated schools toward this resolution. It is interesting to know that 58.06 percent of the respondents in the un-rated

schools and 36.67 percent in the rated had negative attitude toward this resolution.

As the data indicates in Table XXVIII A, there is no significant difference in attitude between the male and female teachers toward this resolution. It is interesting to note that 26.09 percent of the men and 26.67 percent of the women had positive attitude toward this resolution.

TABLE XXVIII A
RESPONDENTS' ATTITUDE TOWARD THIS RESOLUTION
ACCORDING TO SEX

	M	%	F	%
Positive	12	26.09	12	26.67
Negative	20	43.48	20	44.44
Neutral	14	30.43	13	28.89
Total	46	100.00	45	100.00
	$*X^2 = 0.026$		2df	P < 0.05

$*X^2 .05$; 2df - 5.99

R. Q. 26. Generally speaking, what do you think is good about the Oklahoma Educational Accountability Resolution? The data are presented in Table XXIX.

R. Q. 27. Generally speaking, what do you think is bad about the

Oklahoma Educational Accountability Resolution. The data are presented in Table XXX.

The other things mentioned by the respondents were: the accountability was too idealistic, the legislators were meddling in the work of professionals, the schools in Oklahoma were accredited by the North Central Association hence they did not need this resolution, too many variables affect the students' learning hence educators are not solely accountable, and that it is very easy to "fake" and "rig" the compliance.

TABLE XXIX

THE THINGS RESPONDENTS MENTIONED WERE GOOD ABOUT THE
OKLAHOMA EDUCATIONAL ACCOUNTABILITY RESOLUTION

	R	%	U	%
Little or no positive value	8	23.53	3	20.00
Use of behavioral objectives	17	50.00	5	33.33
The needs assessment because it allowed public input in the curriculum making process	8	23.53	7	46.67
It could help weed out poor teachers	1	2.94	-	-
Total	34	100.00	15	100.00

TABLE XXX
 THINGS THE RESPONDENTS MENTIONED WERE
 BAD ABOUT THIS RESOLUTION

	R	%	U	%
Too much time required	9	30.00	4	25.00
A lot of paper work	12	40.00	4	25.00
No provision for funding to implement the things re- vealed in the needs assess- ment	2	6.67	2	12.50
It is not explicit	2	6.67	-	-
There was too much pressure on teachers	2	6.66	-	-
Lack of evaluation and en- forcement	3	10.00	6	37.50
Total	30	100.00	16	100.00

Summary

The analysis of data in this study was concentrated on the rated and un-rated schools. Seventeen responses were not statistically treated because the researcher could not determine whether they were returned from the rated or un-rated schools. Almost 55 percent of the teachers in the un-rated schools were teaching in schools of less than six hundred students while 47 percent of the teachers in the rated schools taught in the schools with over 1,200 students. Almost 10 percent of the teachers in the un-rated schools had a teaching experience of less than one year. The training of teachers in the rated

and un-rated schools was almost similar. The rated schools had more female teachers than the un-rated schools.

The following were some of the differences between the rated and the un-rated schools: more of the teachers in the rated schools professed to be familiar with the results of the needs assessment; over 22 percent of the teachers in the rated schools compared to 5.56 percent in the un-rated thought their schools require more credit hours for students who would be graduating from their schools, the rated schools were emphasizing writing and mathematics and the un-rated were not eventhough the failure of some high school graduates to possess these skills led to educational accountability.

The rated schools unlike the un-rated had established some programs for the "culturally different". The beneficiaries of these programs were the migrant workers, the American Indians and those in the lower socio-economic status. More teachers in the rated schools were satisfied with the support and guidance they received on the implementation of this resolution. More teachers in the rated schools had positive attitude toward this resolution than those in the un-rated schools.

It was found that the things revealed in the needs assessment were not implemented because of lack of: (1) funds, (2) personnel, (3) student interest, (4) and adequate facilities. The good aspects of this resolution were: (1) the use of behavioral objectives, (2) the needs assessment because it permitted public input in the curriculum making process, and (3) it could help to weed out poor teachers.

Some of the bad aspects of this resolution were: (1) it required too much time, (2) it involved a lot of paper work, (3) it did not make any provision for funds to implement those things revealed in the needs

assessment, (4) it was not explicit in the results desired, (5) there was too much pressure on the teachers, (6) it lacked evaluation and enforcement, (7) the schools in Oklahoma were not lacking because they were accredited by the North Central Association, (8) it was too provincial because the local schools worked on local needs instead of an the national needs of the country, (9) the compliance procedures could easily be "rigged" and "faked", and (10) too many variables affect the students' learning hence educators should not be solely accountable.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter V attempts to put together the major findings of this research, attach meaning to the presentation of data in the preceding chapters, and suggest issues which warrant further investigation.

Procedure

The first step in this study was a review of the literature related to educational accountability. The questionnaires used in this study emerged from this literature review. The initial copies were given to the students in the Educational Research Methodology class. The questionnaires were validated in one of the public high schools in Tulsa. The schools covered in this study were the rated and un-rated schools. The rated schools were those schools which the officials in the Oklahoma State Department of Education who were responsible for assessing and evaluating the progress made by schools in implementing the Oklahoma Educational Accountability Resolution thought made good progress in implementing this resolution. The un-rated schools were those schools which were not evaluated by these officials. There were ten schools which were used in this study. Five were rated and the other five were not. A random sample of 33 1/3 percent of the teach-

ers was drawn from the lists provided by the superintendents of schools. The total response was 62.26 percent. Seventeen questionnaires were not statistically analyzed because the researcher was unable to determine whether they were returned from the rated or un-rated schools. The data were analyzed by the Oklahoma State University Computer IBM Model 370.

Findings

The significant findings of this investigation were:

1. All the schools covered in this study conducted the needs assessment.
2. More teachers in the rated schools were familiar with the results of the needs assessment than the teachers in the un-rated schools.
3. Unlike the un-rated schools, the rated schools were emphasizing writing and mathematics in their schools.
4. The rated schools had established some programs for the "culturally different".
5. The teachers in the rated schools gave more homework to their students.
6. More teachers in the rated schools were satisfied with the support and guidance they received on the implementation of this resolution than the teachers in the un-rated schools.
7. More teachers in the rated schools had positive attitude toward this resolution than those in the un-rated schools.
8. The respondents from the rated and un-rated schools felt that finance, student disinterest, adequate facilities, and con-

8. centration on interschool activities hindered the implementation of those things revealed in the needs assessment.
9. The respondents indicated that the good aspects of the Oklahoma Educational Accountability resolution were: (a) It allowed public input in the curriculum making process, (b) the use of behavioral objectives in teaching and, (c) it could help to weed out the poor teachers.
10. Some of the bad aspects of this resolution were: (a) It required too much time; (b) it involved a lot of paper work; (c) it did not make any provision for funds to implement those revealed in the needs assessment, and (d) it lacked evaluation and enforcement.

Commentary

Based on the analysis of this data, it was found that some of the teachers in the rated and un-rated schools were not familiar with the results of the needs assessment. The reason could be that the administrators of these schools did not inform their teachers about these results. All the teachers who had taught for less than one year were not familiar with the results of the needs assessment. Some of them were ignorant of "OEAR" and wanted to know what it is. It could be a good practice if school administrators could give orientation to their new teachers as businesses and industries do. Also the mere fact that teachers graduated from colleges did not ensure their familiarity with the local school policies since policies differed from school to school.

Some teachers in the rated and un-rated schools did not think that any of these sources (the workshops conducted by the Oklahoma State Department of Education, their superintendents, their own readings, and colleagues) helped them to understand the Oklahoma Educational Accountability resolution. One of the conclusions that could be drawn was that they did not have interest in this resolution.

The researcher is of the opinion that every student in public high school in the United States has tremendous opportunities to acquire all the skills he needed from high school if he had the discipline. Since community education is fast growing and is gaining public acceptance in many communities, the public schools and community education could be partners in helping the high school student to gain his desired competencies. Students in public high schools could be referred to community education, thereby they could benefit from extended day school programs. This suggestion is impaired because many high school students work after school in order to earn money.

Recommendations

On the basis of the analysis of this study, the following recommendations are proposed by the researcher.

1. The replication of this study in its entirety is very important in order to substantiate the findings of this study. A similar study with improved instrumentation seems warranted.
2. Studies should be done to determine the effect of this resolution on elementary schools. The reason for this recommendation was because some of the respondents thought that probably it

had effect on elementary schools even though it had no effect on high schools.

3. Since parochial schools were also expected to perform the needs assessment, research should be done to find out whether they did it or not.
4. Since 1977-78 academic year was the year schools were expected to recycle the accountability process, research should be done to find out whether schools recycled the accountability process.
5. Research should be done to find out whether schools have actually begun to de-emphasize accountability as some of the respondents indicated.
6. Studies should be done to find out what organizational structural changes took place in the State Department of Education in those states which enacted laws on educational accountability since these states designated some officials as responsible for the implementation and evaluation of the accountability programs.

Personal Observations and Opinions

The researcher is of the opinion that the Oklahoma Educational Accountability resolution was more of a failure than a success. The researcher arrived at this conclusion because of the answers given by respondents. The researcher would have considered this resolution a success if about 80 percent or more of the respondents in the rated and un-rated schools were:

1. Familiar with the results of the needs assessment.
2. Believed it led in the modification of their school curriculum.
3. Led to the development of new courses.
4. Led to emphasis on writing, reading and arithmetic since the failure of some high school graduates to possess these skills led to the demand for educational accountability.
5. Made teachers to give more homework to their students.

The Oklahoma Educational Accountability program has been in existence since 1973. The implementation of this program has not solved the problems confronting public education in Oklahoma. It was announced some weeks ago over one of the radio stations in Oklahoma that the good teachers in the state were leaving teaching for other occupations. This was another indication that the accountability program has not solved the problems of public education.

The researcher is recommending that the Oklahoma State Department of Education should begin to de-emphasize educational accountability. It should rather begin to help all the local schools to establish community education. The State Department of Education should encourage the public schools to work very closely with community education. The advantage of this is that students of public schools who have problems would be referred to community education thereby they would benefit from extended day and extended week programs.

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APPENDIX A

AN ANALYSIS OF PERCEIVED CURRICULUM CHANGE IN
OKLAHOMA PUBLIC HIGH SCHOOLS INVENTORY

AN ANALYSIS OF PERCEIVED CURRICULUM CHANGES IN OKLAHOMA
FOUR-YEAR PUBLIC HIGH SCHOOLS FOLLOWING THE
IMPLEMENTATION OF OKLAHOMA EDUCATIONAL
ACCOUNTABILITY RESOLUTION

Part I

Instructions: Please write the number of the correct answer in the space provided on the left. If none of the possible answers clearly fit, write the one which comes closest to your answer.

- _____ 1. What is the size of the high school with which you are presently affiliated?
(1) less than 600 students
(2) 600-1200 students
(3) over 1200 students
- _____ 2. How long have you been teaching in Oklahoma public schools?
(1) less than 1 year
(2) 1-5 years
(3) 6-10 years
(4) over 10 years
- _____ 3. What is the highest academic degree you hold?
(1) Bachelors
(2) Masters
(3) Doctorate
- _____ 4. What is your sex?
(1) Male
(2) Female

Part II: Needs Assessment

The questions below are concerned with the needs assessment which the Oklahoma State Legislature required of all school districts when it passed in 1973 the Oklahoma Educational Accountability Resolution.

- _____ 5. Are you familiar with the results of the needs assessment for the school with which you are presently affiliated?
(1) Yes
(2) No

If you answered "yes" to question 5 above please answer all the questions in Part II. If you answered "no" please disregard the questions in Part II and go to Part III.

- _____ 6. To what extent did the needs assessment result in the modification of the school curriculum?
 (1) a great deal
 (2) to some extent
 (3) not at all
- _____ 7. Did the results of the needs assessment lead to the development of new courses?
 (1) Yes
 (2) No
- _____ 8. To what extent were your old instructional materials adequate to solve the identified needs?
 (1) Very adequate
 (2) Adequate
 (3) Not adequate
- _____ 9. Did the needs assessment lead to revised credit hour requirement for students who will be graduating from your high school?
 (1) more credit hours required
 (2) less credit hours required
 (3) remains unchanged
- _____ 10. Did the needs assessment lead to emphasis on any of these subjects?
 (1) reading
 (2) writing
 (3) mathematics
 (4) all
 (5) none
 (6) other (name) _____
- _____ 11. Please match the following subjects with the appropriate actions taken, if any, to enhance the students' learning.
- | | |
|-------------------|--|
| _____ writing | (1) Increased the number of class per week |
| _____ mathematics | (2) Increased the class hour |
| _____ reading | (3) Remains unchanged |
| _____ speaking | (4) Other (name) _____ |
- _____ 12. Did it reveal anything that the school was not able to implement?
 (1) Yes
 (2) No

- _____ 13. If you answered "yes" to question number 12 which of the following most hindered implementation?
- (1) finance
 - (2) personnel
 - (3) student disinterest
 - (4) adequate facilities
 - (5) know-how
 - (6) other (name) _____
- _____ 14. Has the curriculum changed in any form because of the needs assessment to satisfy the needs of the "culturally different"?
- (1) Yes
 - (2) No

If you answered "yes" please explain.

Part III: Behaviorial Objectives

The questions below are concerned with behaviorial objectives which the Oklahoma State Department of Education required of all teachers to write for teaching.

- _____ 15. To what extent has the accountability resolution influenced you in using behaviorial objectives in your teaching?
- (1) a lot
 - (2) somewhat
 - (3) not at all
- _____ 16. To what extent are behaviorial objectives helpful in developing test items?
- (1) very helpful
 - (2) helpful
 - (3) not helpful

Part IV: Learning and Teaching Styles

- _____ 17. In which of the following ways has the accountability resolution affected the amount of homework you give to your students?
- (1) I give them more homework now than before
 - (2) I give them less homework now
 - (3) It has remained the same

- _____ 18. Was the accountability resolution responsible for the use of any of these in your teaching?
- (1) team teaching
 - (2) independent study
 - (3) individualized instruction
 - (4) other (name) _____
- _____ 19. Which of these forms of tests has your school adopted because of accountability?
- (1) objective referenced
 - (2) norm referenced
 - (3) none
 - (4) other (name) _____
- _____ 20. Do you have any of the following programs in your school for the "slow learners" because of the accountability resolution?
- (1) extended day programs
 - (2) extended week programs
 - (3) neither
 - (4) other (name) _____
- _____ 21. Do you think that the resolution has affected all the school curriculum areas equally?
- (1) yes
 - (2) no

Please specify if you answered "no" to this question. _____

- _____ 22. Which of these school personnel has it affected the most?
- (1) teachers
 - (2) counselors
 - (3) administrators
 - (4) coaching personnel
 - (5) all equally
 - (6) none

Part V

- _____ 23. Which of the following helped you the most in understanding the accountability resolution?
- (1) The workshops conducted by the Oklahoma State Department of Education.
 - (2) Your superintendent
 - (3) Your own readings
 - (4) Colleagues
 - (5) None

_____ 24. How satisfied were you with the support and guidance you received on the implementation of this accountability program?
(1) Very satisfied
(2) Satisfied
(3) Dissatisfied.

_____ 25. What is your attitude toward the Oklahoma Educational Accountability Resolution?
(1) Positive
(2) Negative
(3) Neutral

26. Generally speaking, what do you think is good about the Oklahoma Educational Accountability Resolution?

27. Generally speaking, what do you think is bad about the Oklahoma Educational Accountability Resolution?

APPENDIXES

2545 East 6th Street
Tulsa, OK 74104
December 13, 1977

Dear Sir:

I am a graduate student from Nigeria at Oklahoma State University in Stillwater and my major field of studies is Educational Administration.

Since I came to Oklahoma, I have been interested in the Educational Accountability Resolution which the Oklahoma State Legislature passed in 1973. It is because of this interest that I have chosen to investigate its impact on the Four-Year Public High School Curriculum in Oklahoma. I am also interested in introducing this concept into the schools in Nigeria when I go home.

Please help us to make this study a success by granting us the permission to include your school among the schools we will use in this study.

If it is available, we would like to have the names and addresses of the high school teachers in your schools. It is from this list that a random sample of five percent of the teachers will be taken.

Enclosed you will find a sample of the validated questionnaires and a stamped addressed envelope for reply. Please give us your reply before the 20th of December.

Thanks for your cooperation.

Sincerely,

Dr. R. Jungers
(Major Advisor)
Director of Extension
Education
108 Gunderson Hall
Oklahoma State University
Stillwater, Oklahoma

B. C. Duru
Doctoral Candidate
Department of Educational
Administration and Higher
Education
Oklahoma State University
Stillwater, Oklahoma

2545 East 6th Street
Tulsa, OK 74104
December 28, 1977

Dear Sir:

I am a graduate student from Nigeria at Oklahoma State University in Stillwater and my major field of studies is Educational Administration.

Since I came to Oklahoma, I have been interested in the Educational Accountability Resolution which the Oklahoma State Legislature passed in 1973. It is because of this interest that I have chosen to investigate its impact on the Four-Year Public High School Curriculum in Oklahoma. The title of my dissertation is "An Analysis of Perceived Curriculum Changes in Oklahoma Public Four-Year High Schools Following the Implementation of Oklahoma Educational Accountability Resolution." I am also interested in introducing this concept into the schools in Nigeria when I go home.

Please help us to make this study a success by completing and returning the enclosed questionnaires to us before January 15, 1978.

The confidentiality and anonymity of each respondent will be maintained. If you would like us to send you the results of the questionnaire, please complete the enclosed postcard and return it to us along with the questionnaire.

Thanks for your cooperation.

Sincerely,

Dr. R. Jungers
(Major Advisor)
Director of Extension in
Education
108 Gunderson Hall
Oklahoma State University
Stillwater, Oklahoma

B. C. Duru
Doctoral Candidate
Department of Education
Administration and Higher
Education
Oklahoma State University
Stillwater, Oklahoma

2545 East 6th Street
Tulsa, OK 74104
February 26, 1978

Dear

In early January of this year, you received a questionnaire entitled, "An Analysis of Perceived Curriculum Changes in Oklahoma Public High Schools Following the Implementation of the Oklahoma Educational Accountability Resolution". To date, I have received responses from approximately 80 of the teachers in the sample. This is approximately 40% of the sample. If you have not returned your questionnaire I would very much appreciate you doing so at your earliest convenience.

Because you may have misplaced the questionnaire you received earlier, I am enclosing a second copy. An addressed stamped envelope is also enclosed for your reply.

As this subject has been of great concern to school teachers and administrators throughout the state, your contribution is of great importance. In order to assure you that your responses will remain absolutely anonymous, the code number which appeared on the earlier questionnaire has been eliminated on the second copy I am sending you. I hope to hear from you soon.

Thank you for your valued assistance in this study.

Sincerely,

Dr. R. Jungers
(Major Advisor)
Director of Extension
Education
108 Gunderson Hall
Oklahoma State University
Stillwater, Oklahoma

B. C. Duru
Doctoral Candidate
Department of Education
Administration and Higher
Education
Oklahoma State University
Stillwater, Oklahoma

VITA²

Boniface C. Duru

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF PERCEIVED CURRICULUM CHANGES IN OKLAHOMA PUBLIC HIGH SCHOOLS FOLLOWING THE IMPLEMENTATION OF OKLAHOMA EDUCATIONAL ACCOUNTABILITY RESOLUTION

Major Field: Educational Administration

Biographical:

Personal Data: Born in Awo-Omamma, Orlu, Nigeria, November 12, 1940, the son of Chief and Mrs. J. O. Duru. Married Chinyere Ochemba on December 8, 1972. One child: Chinwe Uloma.

Education: Attended St. Paul's School at Isieke, Awo-Omamma, 1946-1947, St. Paul's School Amili, 1948, St. Patrick's School, Isieke, Awo-Omamma, 1949-1953. Received the First School Leaving Certificate in 1953. Attended National School of Commerce, Oguta, 1954; attended Queen of Apostles School, Afaha-Obong, Abak, 1958-1962; received the General Certificate of Education, University of London, 1962; received a Bachelor of Science in Business Administration degree from Bryant College, Providence, Rhode Island, in May 1971, received a Master of Arts from the University of Northern Colorado, Greeley, Colorado, in December 1973; received (11A) Insurance Institute of America in May 1973; completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in July 1978.

Professional Experience: Elementary school teacher at St. Charles School, Igbudu Ikwo, Abakaliki, 1957; mathematics teacher at Awo-Omamma Education Project, 1963-1966; Supervisor of Records at State Farm Insurance Company, Greeley, Colorado, 1971-1974.