TEACHER ATTITUDE, CLASSROOM CLIMATE, AND THE

LEVEL OF IMPLEMENTATION OF RECOMMENDED

MIDDLE SCHOOL PRACTICES IN OKLAHOMA

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PREFACE

The purpose of this investigation was to determine the current status of middle school education in Oklahoma. This study also examined factors regarding teacher attitudes and classroom climate in Oklahoma middle schools.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

In 1970, two schools were accredited as the first middle schools in the state of Oklahoma by the Oklahoma State Department of Education. By the end of the 1981-82 school year, over 90 schools had received middle school accreditation in Oklahoma. In terms of recognition and numbers, the middle school movement has arrived in Oklahoma. However, at the present itme, there is a lack of information about the middle school development and the current status of Oklahoma middle schools. Extensive study has not been focused on middle school teachers. Even though the middle school movement in Oklahoma has only a little over a decade behind it, its rapid growth in the past several years demands an investigation of this innovative educational concept.

This chapter will describe the research problem. Specifically, the historical background for the problem, statement of the problem, purpose of the study, definition of terms, and limitations of the study are described in this chapter.

Historical Background for the Problem

The first junior high schools, originally called "intermediate schools," were established in Berkeley, California, and Columbus, Ohio, in 1909, and in Los Angeles in 1910. The popularity of the new junior

high school is clearly demonstrated by the fact that there were approximately 4,000 junior high schools by 1930 (Tanner and Tanner, 1975). The Committee on Economy of Time, in its 1913 report, was actually first to recommend the 6-3-3 type of grade organization. The report stated that the six year secondary school should be equally divided into "(1) a junior high school of three years, extending from the twelfth to fifteenth year; and (2) a senior high school, also of three years, covering the period from the fifteenth to the eighteenth year" (Kindred, 1968, p. 20). This report fixed the junior high school as an essential unit of the American school system.

Many factors were responsible for the widespread establishment of junior high schools. Studies in the early 1900's by Edward L. Thorndike, Leonard P. Ayers, and George D. Strayer had indicated that a high percentage of school students dropped out after the fifth grade, with approximately one-third surviving until the ninth grade. Many educators believed the dropout problem was a direct result of the existing school program which was predominantly formal and traditional. They wanted a school program to provide electives in accord with students' interests and aptitudes, a program which would not cause such a high percentage of students to repeat grades or dropout of school (Van Til, Vars, and Lounsbury, 1967).

Proponents of the junior high were supported by the findings of G. Stanley Hall and others that early adolescence was a "period of changing and developing interest" (Tanner and Tanner, 1975, p. 223). A varied curriculum was needed that was exploratory in purpose.

During the first 50 years of its existence, the junior high school took on several unique characteristics. Commitment to middle

school age young people, students who are in the last stages of child-
hood or the early years of adolescence, was an important characteris-
tic of the junior high school. This commitment carries with it a
responsibility to build a program with the fundamental needs of these
students as its foundation.

During the last 20 years there has been a mounting series of
criticisms directed at the junior high school by those who advocate a
different form of grade organization and a different approach for the
intermediate school years. Kindred (1968) lists a few of the criti-
cisms:

> 1. The junior high school has tended, by and large, to
> pattern itself after the senior high school despite the
> the excellent theory behind it. This is evident in the
> extension of departmentalization downward to include
> grade seven, in the extracurricular fanfare associated
> with interscholastic athletics and marching bands, in
> elaborate graduate exercises, in social events, and in
> class scheduling. In fact, it has become a high school
> for junior pupils.
>
> 2. Recent pressures on the junior high school to place
> more emphasis upon academic subjects, such as mathemat-
> ics, science, and foreign languages, have meant less
> time and energy for fine arts, industrial arts, dramat-
> ics, and homemaking—subjects which are equally impor-
> tant in a general education program.
>
> 3. Study assignments and homework loads have increased
> considerably due to the thrust downward of senior high
> school subjects; the amounts given are detrimental to
> the physical and mental health of junior high school
> pupils.
>
> 4. The traditional contention that the junior high
> school should get pupils ready for the senior high
> school has meant mastery of content in limited areas at
> the expense of a broad, exploratory type of program.
>
> 5. The complexity of the junior high school with its
> departmentalization, interscholastic contests, multiple
> rules and regulations, large student bodies, detailed
> schedules, stress on command of subject matter, and
> outmoded psychology of learning have made it difficult

for pupils to adjust and find the necessary satisfac-
tions wanted in a school situation. In consequence,
this condition has multiplied and intensified problems
connected with normal growth and development.

6. Junior high school programs today are badly out of
line in many instances with the needs of the preadoles-
cent and early adolescent youngster.

7. Quite often junior high school teachers are dissatis-
fied with their assignments, preferring instead to be on
the senior high school staff. They express this sense
of dissatisfaction in their relations with pupils and
fail to exercise the patience and tact required for
working successfully with them (pp. 29-30).

The junior high school program has carried departmentalization
and subject matter specialization to an extreme. The junior high age
child who needs teachers to know him as an individual finds himself as
another unit in the factory. He has no home base and is shuttled from
room to room with indifference (Hansen and Hearn, 1971). Many experts
have come to believe that the junior high school deserted its original
purpose and assumed responsibility for preparing students for high
school.

Beginning in 1950, Bay City, Michigan, developed a fifth to
eighth grade organization plan for what is considered by many to be
the first middle school in the country. As the 8-4 plan had been
popular in the early 1900's, the 6-3-3 plan became the most popular
grade organization prior to 1960. The emergent middle school typi-
cally combines grades 5-8 or 6-8 into one facility. Its proponents
argue that students in grades five and six, as a group, have more in
common with middle school age children than with elementary school
pupils. They state that there is less difference between the maturity
of boys and girls in grades 6 through 8 than between boys and girls in
grades 7 through 9 (Gatewood and Dilg, 1975).

Surveys on the number of middle schools in existence have been taken periodically and remarkable increases have been reported. Cuff (1983) defined a middle school as a school having grades six and seven and not extending below grade four or above grade eight. He identified 499 middle schools in 466 school districts in 29 states. By the end of 1970, there were approximately 2,000 middle schools in operation (Compton, 1976). The number of middle schools had doubled by 1977, when Brooks (1983) identified 4,060 middle schools across the nation. George (1979) estimated there would be 5,000 middle schools in the United States by 1980, and projected that this figure would reach 10,000 by 1985.

The 1980-81 Oklahoma State Department of Education's Annual Bulletin states that a middle school shall include at least two consecutive grades in the sixth through eighth grade sequence. Along with other middle school guidelines, this annual bulletin also provides a statement of philosophy and purpose for middle schools in Oklahoma:

> The philosophy should be in harmony with the educational needs of its students. The basic function of the middle school is to help preserve and improve our free democratic way of life by educating individuals for effective participation. It should provide an intellectually responsible, needs-centered, guidance-oriented, exploration-conscious program of learning. There must be a deep concern for democratic, moral and intellectual values and special attention to the needs of society, the needs of the individual and the nature of the learning process. The philosophy of the school shall establish a priority of concerns which permeate the operation of the school and provide the basis for educational decision making. Schools must show evidence that there is consistency between the philosophy, the application of learning theory and the procedures and strategies of instruction employed in the classroom. It should be designed for the pre and early adolescent. General education with exploratory opportunity, evolving from a program which is largely required to one with a large number of electives, is basic (Annual Bulletin, 1981, p. 100).

The middle school program requires a tremendous change in the traditional junior high school as it attempts to meet the needs of all its pupils. However, continuous progress, multi-material approaches, flexible schedules, and other middle school characteristics will simply be facades if they are introduced without an accompanying change of attitude on the part of middle school teachers. The lack of properly prepared teachers has been a major cause of the failure of the middle school to miss some of its original goals, such as providing youth with personal individualized instruction and an exploratory curriculum (Walter and Fanslow, 1980).

The middle school is based on the idea of providing for the needs of each individual student. A middle school program cannot be developed and maintained unless teaching and learning methods are modified. A relevant middle school curricular structure cannot be discussed apart from teachers because the structure itself is going to determine, in various ways, the manner in which teachers will function. The traditional junior high school academic structure is going to encourage the traditional emphasis on subject matter taught only to groups of students. The result is the evolvement of teacher attitudes that may preclude, or at least severely limit, concern for individual students.

The middle school philosophy implies the development on the part of teachers of a positive attitude toward all students regardless of their achievement and potential. It requires teachers to make significant changes in their teaching styles and classroom management. Middle school teachers should de-emphasize student competition for learning and focus on personal, individualized student growth in the

classroom. The labeling of students such as "gifted" or "slow" should
be avoided and the middle school teacher should show a strong concern
for the social-emotional development of each student. The middle
school teacher should emphasize cooperation and exploration in the
classroom. Middle school teachers should experience a high degree of
personal satisfaction as they observe students during a period of
rapid physical, emotional, and mental growth, become more independent
and responsible for their own decisions and actions. This requires
middle school teachers to cooperate with each other, perhaps in team
teaching situations, to better meet the individual needs of each
student.

A system of schooling which has not changed fundamentally for
decades will never really be altered unless teachers are prepared to
accept new roles for themselves and the schools in which they work. A
change to a successful middle school program should reflect a change
in professional attitudes and classroom climate.

Statement of the Problem

There is wide discrepancy in the organization and practices of
middle schools across the country. Every school that is called a
middle school has not necessarily implemented middle school concepts
as defined by literature. In a national survey of 110 middle schools,
Alexander (1968) concluded that there was a low level of middle school
concept implementation. One of the latest national surveys by Brooks
(1983) did not differ significantly from Alexander's report. One of
the earliest studies in Michigan determined that the middle school
movement was not based on a thorough understanding of the middle

school concept (Riegle, 1983). A number of studies have been conducted in various states in the past decade which all indicated a low level of middle school concept implementation for their particular area (Flynn, 1971; Billings, 1973; Kopko, 1976). However, a study of South Carolina middle schools determined that a majority of the schools were implementing many of the identified middle school practices, although it was concluded that South Carolina middle schools have not reached full implementation (Brown, 1976).

In Oklahoma there have been 93 middle schools accredited since 1970. However, at the present time, there is a lack of information about the development and current status of Oklahoma's middle schools.

Differences in middle school concept implementation are likely to affect teachers' attitudes in areas such as traditional authority, personal satisfaction, teacher cooperation, and social-emotional development. Glissmeyer (1983) determined that middle school teachers were more positive about academic programs than elementary teachers. Beauchamp (1972) found that teachers' attitudes were changed in a positive way as a result of the transition from junior high school to a middle school. McGee and Krajewski (1979) found that attitude toward teaching and education were more positive under the middle school concept. They attributed this change in middle school teachers' attitudes to teach teaching, since it increased communication among teachers.

The organization of the middle school with its concern for student development might be influential in improving classroom climate factors such as cooperation-exploration, unhappiness-turmoil, rigid control, individualization, slow students, and competition. McBride

(1972) found middle schools to be less custodial than junior high schools. Too, the results of a recent study suggest that the middle school with its team organization and affective orientation may have potential for improving teacher job satisfaction (Ashton et al., 1981). On the contrary, Draud (1983) reported mixed results, with middle school teachers having more favorable attitudes toward their status and community support, and junior high school teachers having more positive attitudes on issues of curriculum and rapport with teachers. The inconclusive findings and lack of research indicate a need for further study. Extensive study has not been focused on Oklahoma middle school teachers' attitudes or their perceptions about classroom climate.

Purpose of the Study

The purpose of this investigation is to determine the current status of middle school education in Oklahoma and to examine within middle schools teacher attitudes and classroom climate and their relationship between middle schools with high levels, medium levels, and low levels of middle school concept implementation. More specifically, answers to the following questions are sought:

1. What middle school characteristics are exhibited by schools accredited as middle schools in Oklahoma?

2. Are there differences in teacher attitudes in schools that are low, medium, or high in the level of middle school concept implementation?

3. Are there differences in classroom climate in schools that are low, medium, or high in the level of middle school concept implementation?

Definition of Terms

Classroom Climate - This term is defined as the learning environment. It is further defined in terms of the following six climate factors:

1. Cooperation-Exploration - The degree to which students are encouraged to work cooperatively with each other and with the teacher, to participate actively in the instructional process, and to develop independence, the degree to which a variety of instructional materials and experiences is provided.

2. Unhappiness-Turmoil - The degree to which students are uncooperative, do not get along with each other, are inclined to cliquishness, are unsettled, and are treated unequally by the teacher.

3. Rigid Control - The degree to which students are not allowed to participate in any instruction or motor activity not directed by the teacher.

4. Individualization - The degree to which the teacher bases instruction on individual student needs and efficiently provides educational diversity.

5. Slow Students - The degree to which students have difficulty completing their academic work.

6. Competition - The degree to which students compete with each other to get the best grades, finish their work, or gain teacher approval.

Junior High School - A school that enrolls under a separate administration the pupils in grades seven and eight or grades seven through nine.

Middle School - A school that enrolls under a separate administration at least two consecutive grades in the sixth through eighth grade sequence.

Middle School Concept - This term refers to the implementation of philosophy and purpose as measured by the following 18 characteristics (Romano, Georgiady, and Heald, 1973):

1. Continuous Progress - Middle school programs should promote continuous progress, with an emphasis on individual needs, rate of learning, and abilities.

2. Multi-Material - The instructional materials used in the schools should be varied enough to meet the diverse interest of all the students.

3. Flexible Schedule - The diverse nature of the middle school student population requires flexibility in scheduling to allow teachers and students to design programs that meet the needs of the students.

4. Social Experiences - Middle schools should provide programs and guidance to help the students develop social skills.

5. Physical Experiences - The physical education program should serve all students. High emphasis on the developmental aspects and low emphasis on competitive aspects is characteristic of the program.

6. Intramural Activity - An intramural sports program offers an outlet for students to develop physically and helps supplement the physical education program.

7. <u>Team Teaching</u> - Emphasizes the strengths of individual teachers, assists in grouping students, and allows teachers to plan together.

8. <u>Planned Gradualism</u> - A gradual transition from the self-contained classrooms of the elementary school to the departmentalized programs of the high school.

9. <u>Exploratory</u> <u>and</u> <u>Enrichment</u> <u>Programs</u> - Students should be given the opportunity to explore all types of subjects through a strong elective program.

10. <u>Guidance Services</u> - Guidance should be individualized to meet the particular needs of each student. The classroom teacher can assist in this counseling.

11. <u>Independent Study</u> - Independent study allows students to develop their own individual interests.

12. <u>Creative Experiences</u> - Student activities, such as school newspapers, dramatic productions, music, and art--and literary magazines--should be encouraged as an outlet for student expression.

13. <u>Student Security Factor</u> - The role of the teacher as a guidance person is given strong emphasis.

14. <u>Evaluation Practices</u> - Evaluation should be positive and non-threatening and should treat the student's work on an individual and personal basis rather than in competition with other students.

15. <u>Community Relations</u> - Emphasis is placed on involving and informing the community about the middle school program.

16. <u>Student Services</u> - Specialized areas such as guidance counselors, school nurse, school psychologist, speech therapist, diagnostician, and special education programs are provided.

17. <u>Auxiliary</u> <u>Staffing</u> - Auxiliary helpers such as paid parapro-fessionals, volunteer helpers, student teachers, interns, and high school "future teachers" are available.

18. <u>Basic</u> <u>Learning</u> <u>Experiences</u> - These curriculum components vary greatly due to the individualized program teachers operate.

<u>Personal</u> <u>Satisfaction</u> - Feeling successful as a teacher as it relates to the rewards of teaching.

<u>Social-Emotional</u> <u>Development</u> - Primary concern for the students as individuals and helping students get along with each other.

<u>Traditional</u> <u>Authority</u> - A customary autocratic system of implied or expressed control or power of the teacher in the classroom.

Limitations

A consideration of the restraints of data gathering through questionnaires would include the following limitations:

1. The sample consisted of all middle schools in the State of Oklahoma who responded to the <u>Middle</u> <u>School</u> <u>Practices</u> <u>Index</u> (MSPI).

2. The classification of middle school concept implementation is limited to the 18 middle school characteristics as determined by the MSPI scores.

3. The analysis of teacher attitude and classroom climate is limited to scores on the <u>Teacher</u> <u>Educational</u> <u>Attitude</u> <u>Questionnaire</u> and the <u>Teacher</u> <u>Classroom</u> <u>Climate</u> <u>Questionnaire</u>.

CHAPTER II

REVIEW OF SELECTED LITERATURE, RATIONALE

AND HYPOTHESES

Introduction

A review of literature showed considerable research on the level
of implementation of middle school characteristics; a more limited
amount is focused on middle school teachers' attitudes and classroom
climate. This chapter includes a brief discussion of middle school
philosophy, and a chronological description of studies which examine
the level of middle school concept implementation, followed by a
review of studies which examine middle school teachers' attitudes and
classroom climate. The chapter concludes with the rationale support-
ing each hypothesis, followed by the statement of the hypothesis
tested.

Middle School Philosophy

The emerging middle school movement throughout the United States
today is, in part, an effort to rediscover, redefine, revamp, and
reintroduce the basic pedagogical principles of adolescent learning
upon which the junior high school was originally established almost 80
years ago (Kohut, Jr., 1976). Listed in Table I are a number of

TABLE I

DEFINITIONS OF MIDDLE SCHOOLS

Author	Definitions
Annual Bulletin, 1981	A school that enrolls at least two consecutive grades in the sixth through eighth sequence.
DeVita, Pumerantz, and Wilkow (1970)	The middle school is a philosophy and belief about children their unique needs, who they are, and how they grow and learn.
Georgiady and Romano (1973)	A new school organizational arrangement encompassing what are traditionally grades 5, 6, 7, and 8 for purposes of planning and conducting a unique set of educational experiences for early adolescent or transescent students.
Alexander et al. (1969)	A school providing a program planned for a range of older children, preadolescents that builds upon the elementary school program for earlier childhood and in turn is built upon by the high school's program for adolescence.
Zdanowicz (1966)	The middle school is a program designed for pre and early adolescents in the age group that spans the traditional elementary and secondary years—usually grades five or six through eight—with goals of sharpening skills and providing a general education in a format that is flexible.
National Education Association (1965)	A separate intermediate school combining one or more of the elementary grades below grade seven with one or more of the grades usually assigned to the junior high school.

different definitions which indicate the range of characteristics
which have been attributed to the middle school.

A 1983 Educational Research Service, Inc. study of the views of
middle school advocates provided a description of a middle school
according to the following attributes:

A grade pattern that begins with either fifth or sixth
grade and ends with the eighth grade.

An educational philosophy that emphasizes the needs and
interests of the students.

A willing attitude on the part of the staff toward in-
structional experimentation, open classrooms, team teach-
ing, utilization of multi-media teaching techniques, and
student grouping by talent and interest, rather than age
alone.

An emphasis on individual instruction and guidance for
each pupil.

A focus on educating the whole child, not just the
intellect.

A program to help ease the transition between childhood
and adolescence (<u>Organization</u> <u>of</u> <u>the</u> <u>Middle</u> <u>Grades</u>: <u>A</u>
<u>Summary</u> <u>of</u> <u>Research</u>, p. 88).

A number of middle school authorities have identified similar
goals for the middle school movement. After a careful review of the
literature and discussions with leading practitioners and theoreti-
cians in the field, Georgiandy and Romano (1973) have organized their
findings and have drawn a comparison between the middle school and
junior high school using 18 established characteristics of a middle
school.

A <u>Middle</u> <u>School</u> <u>Includes</u>:	A <u>Junior</u> <u>High</u> <u>School</u> <u>Includes</u>:
1. Multi-material approaches with students learning at different rates	1. Single text approach with all students on same page

2. Multi-material approaches with students learning at different rates	2. Single text approach with all students on same page
3. Flexible schedules	3. Rigid block schedules
4. Team teaching--teachers plan together	4. Departmentalization--teachers plan individually
5. Appropriate social experiences fitting 11-14 year olds	5. Social experiences emulating a high school
6. Intramural activity for all	6. Interscholastic sports mainly for athletically skilled boys
7. Physical education activity based on needs of students	7. Physical education activity emulates high school program
8. Planned gradualism in the transition from childhood to adult	8. A pre-planned adult environment
9. Exploratory and enrichment experiences	9. Minimal opportunities for exploratory and enrichment experiences
10. Individualized and group guidance services led by teacher-advisors	10. Guidance services limited to academic performance
11. Independent study opportunities for all students	11. Independent study usually limited to bright students
12. Student Centered, student directed, and student developed creative activities	12. Teacher-centered, teacher directed, and teacher developed 'creative' activities
13. A security group and a teacher who knows students well.	13. A homeroom setting for administrative purposes
14. Evaluation of student achievement that is personal, positive in nature, and individualized	14. Student evaluations based on a letter grade in comparison to others
15. A varied program of community involvement	15. Parent involvement limited to sports, music, and open house activities
16. Greater use of specialiec student services	16. Limited use of specialized student services

17.	Use of volunteers (parents/students) to facilitate and augment teaching	17.	Limited use of diversified services
18.	Teacher/student planning of lessons	18.	Teacher planning of lessons (Romano, Georgiady, and Heald, 1973, p. 73).

Middle school experts tend to advocate a "middle school philosophy" rather than emphasizing age and/or grade levels. This philosophy recognizes that students vary widely in their stages of physical, cognitive, and affective development. The middle school philosophy requires a special school to meet the unique requirements of the pre and early adolescent.

Development of Middle Schools

The middle school movement saw tremendous growth in the 1960's and 1970's. Cuff (1983) identified 499 middle schools in 29 states during the 1965-66 school year. Brooks (1983) identified 4,060 middle schools across the nation in 1977. Gatewood and Dilg (1975, p. 4) called the middle school movement the "most remarkable phenomena in the history of American education." Oklahoma, like other states, has also witnessed tremendous middle school growth. The first middle schools were implemented in Oklahoma in 1970, and during the 1981-82 school year, over 93 middle schools had received middle school accreditation from the Oklahoma State Department of Education.

Review of Selected Literature

There is conflicting research on the reasons for the establishment of middle schools. Alexander et al. (1969) surveyed 110 middle school principals. Of the reasons listed for developing a middle

school, it was determined that 58.2% were developed to eliminate overcrowding. Carducci (1979) found that relief from overcrowding was the most common rationale in his survey of 72 middle school principals. However, Valentine et al. (1983) surveyed 1,413 middle level principals and found a majority of the respondents adopted middle school grade organization to provide a program suited to pre and early adolescents. Whatever the reasons for establishing middle schools, studies indicated that many schools called middle schools have not adopted the middle school concepts which middle school experts have advocated.

Reigle (1983) conducted one of the earliest studies of middle schools in Michigan. The purpose of the study was to determine the implementation of 18 identified middle school characteristics. Reigle concluded that there was not a high degree of middle school concept implementation in Michigan. Similar findings were observed in Missouri. Beckman (1983) conducted a study to determine the current level of implementation of 18 middle school characteristics in the State of Missouri. He compared elementary schools, middle schools, and junior high schools on the 18 identified characteristics. He determined that Missouri middle schools have not implemented to a great degree the basic middle school principles and that they exist more in theory than in reality. However, Brown (1976) found a majority of the schools implementing middle school practices in South Carolina. He did note a lack of concept implementation in the practices of team teaching, flexible scheduling, individualized instruction, and independent study. His final conclusion was that South Carolina had not reached full concept implementation.

A limited number of studies on middle school teacher attitudes and middle school classroom climate have been undertaken. Howell (1977) conducted a study in Iowa which indicated an overall improvement in teacher attitude after a conversion from a junior high school to a middle school. Glissmeyer (1983) compared four middle schools and eight elementary schools in Santa Clara, California. The middle school group indicated a higher degree of approval for their programs than the elementary group. Allen, Splittberger, and Ryan (1983) conducted a survey of middle school teachers' attitudes about the characteristics and functions of the middle school in 31 states. They concluded that the middle school concept as discussed and written in the literature was being practiced in a variety of ways. The study indicated a need for empirical descriptions of what teachers actually do in the middle school.

Draud (1983) conducted a study to determine if structural principles of middle schools and junior high schools had any effect on the attitudes of teachers. He determined that significant differences in the attitudes of teachers tended to support the middle school organizational structure and recommended further research to examine more closely specific dimensions of attitude.

A study which is similar in design to the present study examined middle school organization and teacher job satisfaction. The findings indicated that middle school teachers considered teaching to be more important to them than did the junior high teachers. The middle school teachers also reported that they were more likely to choose teaching as a career if they had to choose again. The study concluded that the middle school, with its team organization and affective

orientation, may have potential for improving teacher job satisfaction and school climate. However, it must be noted that the findings were based on a sample of only two schools with a total of 49 teachers participating in the study (Ashton et al., 1981).

Demps (1978) attempted to determine the relationship between the level of middle school concept implementation and middle school teachers' perceptions of job satisfaction. The findings of his study found no significant difference between perceptions of job satisfaction and the level of middle school implementation. The study also found no significant relationships between job satisfaction and biographical characteristics of gender, age, and years of experience. There was no significant difference between principals and teachers in their perceptions of the level of implementation of basic middle school characteristics. A Colorado study which used a modified version of Riegle's (1983) survey instrument to determine the level of middle school concept implementation examined teacher job satisfaction and the level of implementation of recommended middle school practices (Pook, 1980). It determined that the higher the degree of implementation of middle school practices, the greater the satisfaction with community support and the less the degree of satisfaction with teacher load.

A study was conducted during transition from a seventh grade center to a middle school (grades six and seven combined) in Hillsborough County, Florida. It was determined that there was little evidence that teachers' actual instructional strategies within their own classrooms, or in their perceptions of important pupil learning objectives, had changed as a result of the change to a middle school (Wiles, Stone, and Bondi, 1980). In order for there to be a successful

change to the middle school concept, teachers should develop attitudes and adopt classroom practices which are consistent with middle school philosophy.

Rationale and Hypotheses

After a careful review of the literature, it would appear that the middle school concept, as discussed and written in the literature, is being currently practiced in a variety of ways. The majority of studies have found a low level of middle school concept implementation. At the present time, information on Oklahoma middle schools is not available. This information could be important in order to develop a state plan to improve middle grade education. To determine the current status of middle school education in Oklahoma, the following hypothesis was formulated:

Hypothesis 1 - There is a low level of middle school concept implementation exhibited in Oklahoma middle schools.

Teachers must develop attitudes and adopt classroom practices which are consistent with middle school philosophy if there is to be a successful change to the middle school concept. A limited number of studies have indicated that the middle school organization may have potential for improving teacher attitudes and classroom climate. To determine if there are differences in teacher attitudes and classroom climate in schools that are low, medium, or high in the level of middle school concept implememementation, the following hypotheses were formulated:

Hypothesis 2 - There is no difference in teacher attitude in schools that are low, medium, or high in the level of middle school concept implementation.

Hypothesis 3 - There is no difference in classroom climate in schools that are low, medium, or high in the level of middle school concept implementation.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter will describe the methods and procedures used in the research. Specifically, the sampling techniques, the data collection, the treatment of the data, and the instrumentation are described in this chapter.

Sampling

All 93 schools with the title "middle school" accredited by the Oklahoma State Department of Education, 1981-82, were mailed a survey. Schools which responded to the initial survey were then placed in either a low, medium, or high group, based on their survey score. Using a table of random numbers, seven schools each were selected randomly from the medium and high groups, while all seven schools in the low groups were used to comprise the school sample of 21 schools. Principals of the 21 schools were then contacted by telephone. All 21 principals agreed to assist with this study by selecting 10 teachers randomly from their school directories. In the one school which had fewer than 10 teachers, all 8 teachers were surveyed. A total of 208 teachers, which comprised the teacher sample, were selected from a population of 588 teachers in the 21 school sample.

Data Collection

The Middle School Practices Index (MSPI) was mailed to the principals of 93 schools accredited as middle schools in Oklahoma (Appendix A). A cover letter (Appendix D) was enclosed and a self-addressed, stamped envelope was provided. Principals were assured that their responses would be strictly confidential and that a summary of the study would be made available to them if they desired. At the end of the third week, 54 middle school principals had responded to the first mailing, for a total of 58% of the total population. A second request was then mailed to those who had not responded (Appendix D). The second request brought an additional 15 responses, which raised the total number to 69, for a 74% response rate. Middle schools from the sample were then placed into a high, medium, or low group, based on their MSPI scores. Using a table of random numbers, seven schools each were selected from the medium and high group, and all seven schools in the low group were combined for a total of 21 schools. The principals of the 21 schools were then contacted by telephone and asked to assist with the study by selecting 10 classroom teachers randomly from their school directories to complete The Teacher Classroom Climate Questionnaire (TCCQ) (Appendix B) and The Educational Attitude Questionnaire (TEAQ) (Appendix C). A packet containing the two questionnaires with cover letters and self-addressed, stamped envelopes enclosed, was mailed to each of the 21 principals in the sample. Each principal distributed the TCCQ and the TEAQ to the randomly selected teachers in his building. The cover letter to the teacher gave assurance that responses would be strictly confidential.

At the end of three weeks, a total of 149 teachers had responded, giving a 71% rate of return. At the end of the third week, principals of schools which did not have a 100% return of the questionnaires were sent reminders to place in the teachers' mail boxes. A total of 164 teachers completed the questionnaires, which provided a 79% rate of return.

Treatment of Data

A modified version of the MSPI was used to determine frequency and consistency of middle school concept implementation in Oklahoma. The MSPI was originally developed by Riegle (1983). From a total population of 93 middle schools in Oklahoma, 69 middle school principals responded to the survey. Responses to the 53 questions on the MSPI were scored. The mean of means for each of the 18 middle school characteristics was determined by summing the scores of the questions on each characteristic. Percentages were computed for each of the 18 middle school characteristics, and a total MSPI score was computed for each school. Scoring followed the specifications determined by the author of the instrument. Schools were then ranked according to their total MSPI score. Using the range of scores, division into four groups was made. Those schools whose scores placed them in the top group were classified as schools with high middle school characteristics. Schools whose scores were in the two middle groups were classified as schools with medium middle school characteristics. Those schools whose scores were in the bottom group were classified as schools with low middle school characteristics.

The TCCQ and the TEAQ were used to determine teacher attitude and the classroom climate as perceived by middle school teachers (Agard et al. 1974). Responses to the TCCQ and the TEAQ were punched onto IBM cards and were then scored by computer using the scoring programs adapted from the scoring instructions provided by the authors of the instrument. Hypotheses under investigation were tested using either Analysis of Variance or Pearson's correlation coefficients.

Instrumentation

The instruments used in this study to gather data are a modified version of the MSPI, the TCCQ, and the TEAQ. The MSPI was used to measure the degree of implementation of middle school characteristics in schools accredited as middle schools in the State of Oklahoma. Louis Romano of Michigan State University, who recently concluded an extensive review of current middle school literature, has provided a modified version of the original MSPI which was developed by Riegle (1983). The modified version consists of 53 questions which are designed to measure the degree of implementation of the following 18 middle school characteristics: continuous progress, multi-material, flexible schedule, social experiences, physical experiences, intramural activity, team teaching, planned gradualism, exploratory and enrichment programs, guidance services, independent study, creative experiences, student security factor, evaluation practices, community relations, student services, auxiliary staffing, and basic learning experiences.

Five middle school leaders in the Oklahoma-Arkansas Middle School Consortium were asked to validate the revised survey and to determine

acceptable limits for low, medium, and high scores. The five experts did not recommend modification of the instrument. The MSPI was then administered to 10 middle school teachers for their critique. The 10 teachers did not make recommendations for change.

The TCCQ measures the teachers' perceptions of classroom climate. It contains 67 items about student and teacher behavior in the teachers' own classrooms. These 67 items represent six classroom climate factors which were determined by image analysis (a variant of factor analysis). Classroom climate factors are: Cooperation-Exploration, Unhappiness-Turmoil, Rigid Control, Individualization, Slow Students, and Competition. Items are followed by a five-point response scale ("Always True" to "Never True"). To determine reliability, alpha coefficients were computed on each of the six climate factors. Maximum alphas ranged from .73 for Competition to .85 for Cooperation-Exploration (Veldman, 1973).

The TEAQ measures the teachers' attitudes toward teaching and various educational practices. It presents 53 statements of opinion concerning educational practices. These 53 statements represent four attitude factors which were determined by image analysis (a variant of factor analysis). Attitude factors are: Traditional Authority, Personal Satisfaction, Teacher Cooperation, and Social-Emotional Development. Items are followed by a four-point continuum ("Agree" to "Disagree"). To determine reliability, alpha coefficients were computed on each of the attitude factors. Maximum alphas ranged from .66 for Social Emotional Development to .85 for Teacher Cooperation (Veldman, 1973).

The TCCQ and the TEAQ were originally developed for Project PRIME (Programmed Re-Entry Into Mainstream Education) by Agard et al. (1974). The questionnaires have been found suitable for both elementary and secondary teachers and were intended for use with teachers whose classrooms include both handicapped and normal children. Because Project PRIME was discontinued during the development of these instruments, extensive analysis concerning their validity is not available. A series of exploratory comparisons carried out with the questionnaires suggest criterion-related validity, while some evidence of construct validity is evident through factor analysis. Group differences in expected directions were revealed for both regular and special education teachers. Correlations computed between the four teacher attitude factors and the six classroom climate dimensions also tend to suggest validity. Means and standard deviations for all 10 factors are derived from the responses of 555 teachers (Veldman, 1973).

CHAPTER IV

ANALYSIS OF THE DATA

This chapter presents an analysis of the data. The statement of
each hypothesis will be followed by the presentation of statistical
treatment and the results obtained.

Hypothesis 1 - There is a low level of middle school concept
implementation exhibited in Oklahoma middle schools. This hypothesis
was accepted.

The 69 middle schools that completed the MSPI were ranked accord-
ing to their total MSPI score. Using this range of scores, division
into four groups was made. The 14 schools that placed in the upper
group of the total range of scores were classified as schools which
had high middle school characteristics for Oklahoma. The 48 schools
whose scores placed them in the two middle groups were classified as
schools with medium middle school concept implementation for Oklahoma,
and the seven schools whose scores placed them in the bottom group
were classified as schools with low middle school characteristics
(Table II).

The total mean score of 116.02 for Oklahoma middle schools,
compared to the possible maximum score of 260 on the MSPI, represented
a below average level of implementation on the 18 basic middle school
characteristics. This is a strong indication that there is a low
level of middle school concept implementation in Oklahoma's middle

TABLE II

RANGE OF SCORES ON THE MSPI AND THE STUDENT POPULATIONS OF MIDDLE SCHOOLS

Upper Group (n=14)		Middle Groups (n=48)				Lower Group (n=7)	
Score	Student Population	Score	Student Population	Score	Student Population	Score	Student Population
174	520	141	480	114	575	79	365
164	520	136	918	112	265	76	300
159	955	136	678	111	115	75	118
157	1200	133	325	110	274	73	400
155	1400	132	375	109	500	68	300
155	1400	130	475	109	675	54	117
152	800	129	305	105	1297	48	244
152	600	129	375	102	365		
151	650	127	340	101	209		
146	680	125	750	101	420		
143	144	124	271	96	255		
143	410	123	170	96	860		
142	748	122	215	95	190		
142	350	121	341	94	950		
		120	360	94	1500		
		120	1000	93	215		
		120	182	93	350		
		119	150	91	258		
		118	200	89	559		
		118	400	86	438		
		118	180	85	679		
		117	460	85	255		
		117	338	84	190		
		117	350	84	340		

schools. The two middle school characteristics which received the highest ranking were Student Services and Guidance Services, with a percentile score of 75% each. These two highest scores still did not place Oklahoma middle schools in the upper quartile on the MSPI for previously measured schools. The middle school characteristics with the lowest scores were Team Teaching and Planned Gradualism, with a percentile score of 19% each. Only three of the 18 middle school characteristics measured were above the 60% rank. The data in Table III represents the mean of the means of the questions within each of the 18 middle school characteristics as measured by the MSPI. Provided in Table IV are the percentile ranks of the scores which were computed from each of the 18 characteristics measured.

Hypothesis 2 - There is no difference in teacher attitude in schools that are low, medium, or high in the level of middle school concept implementation. The null hypothesis was accepted, as there were no significant differences between the dependent variables, Traditional Authority, Personal Satisfaction, Teacher Cooperation, and Social-Emotional Development and the level of middle school implementation. A significance level of $p < .01$ was set.

Schools were divided into three groups: high, medium, and low. These divisions were based on the range of school scores on the MSPI. To test this hypothesis, the computer Statistical Package for the Social Sciences (SPSS) program was utilized. Four one-way Analyses of Variance were calculated using the three levels of middle school implementation and four attitude factors of Traditional Authority, Personal Satisfaction, Teacher Cooperation, and Social-Emotional

TABLE III

MEANS OF SCHOOLS ACCORDING TO LEVEL OF
MIDDLE SCHOOL IMPLEMENTATION

Middle School Characteristics	Mean			
	Level of Implementation			
	Low n=7	Medium n=48	High n=14	Maximum
1. Continuous Progress	2.75	3.83	5.20	8
2. Multi-Material	14.14	20.17	24.10	32
3. Flexible Schedule	2.13	3.66	4.47	18
4. Social Experiences	6.57	10.48	13.42	22
5. Physical Experiences	15.89	16.88	21.70	31
6. Intramural Activity	1.99	6.88	12.56	23
7. Team Teaching	1.33	2.24	6.53	16
8. Planned Gradualism	.28	.44	1.14	3
9. Exploratory and En-richment Programs	.85	2.44	3.09	7
10. Guidance Services	5.00	8.46	9.27	11
11. Independent Study	.80	4.02	8.00	11
12. Creative Experiences	2.34	6.12	11.27	17
13. Student Security Factor	1.71	3.36	5.92	8
14. Evaluation Practices	3.86	7.73	8.68	19
15. Community Relations	2.69	5.11	6.98	16
16. Student Sevices	7.81	6.87	7.35	9
17. Auxiliary Staffing	1.14	2.27	2.71	5
18. Basic Learning Experiences	.28	1.12	1.14	4
Total	68.78	111.58	153.23	260

TABLE IV

LEVEL OF IMPLEMENTATION OF 18 MIDDLE SCHOOL
CHARACTERISTICS IN OKLAHOMA MIDDLE SCHOOLS
BASED ON THE MIDDLE SCHOOL PRACTICES
INDEX SURVEY

Middle School Characteristics	Level of Implementation			Total n=69
	Low n=7	Medium n=48	High n=14	
1. Continuous Progress	34%	48%	65%	50%
2. Multi-Material	44%	63%	75%	64%
3. Flexible Schedule	12%	20%	25%	20%
4. Social Experiences	30%	48%	61%	49%
5. Physical Experiences	51%	54%	70%	57%
6. Intramural Activity	9%	30%	55%	33%
7. Team Teaching	8%	14%	41%	19%
8. Planned Gradualism	9%	15%	38%	19%
9. Exploratory and Enrichment Programs	12%	35%	44%	34%
10. Guidance Services	45%	77%	84%	75%
11. Independent Study	7%	37%	73%	41%
12. Creative Experiences	14%	36%	66%	40%
13. Student Security Factor	21%	42%	74%	46%
14. Evaluation Practices	20%	41%	45%	40%
15. Community Relations	17%	32%	43%	33%
16. Student Services	52%	76%	82%	75%
17. Auxiliary Staffing	23%	45%	54%	45%
18. Basic Learning Experiences	7%	28%	29%	26%

Development, as measured by the TEAQ. A significance level of $p < .01$ was set (Table V).

Although not significant at the .01 level, the Social-Emotional Development attitude was significantly different among levels of implementation. Teachers in schools with a low level of implementation tended to have a higher level of concern for the social-emotional development of their students than teachers in schools with medium or high levels of middle school concept implementation, as illustrated in Table VI.

Presented in Table VII are the means of each of the four attitude factors in the TEAQ. Oklahoma middle school teachers had an overall mean of 109.96 out of a possible score of 160.

Hypothesis 3 - There is no difference in classroom climate in schools that are low, medium, or high in the level of middle school concept implementation. The null hypothesis was accepted, as there were no significant differences between the dependent variables of Cooperation-Exploration, Unhappiness-Turmoil, Rigid Control, Individualization, Slow Students, and Competition, and the level of middle schol concept implementation ($p < .01$).

Schools were divided into three groups: low, medium, and high, based on the range of school scores on the MSPI Index. To test this hypothesis, the SPSS program was utilized. Six one-way Analyses of Variance were calculated using the three levels of middle school concept implementation and six climate factors of Cooperation-Exploration, Unhappiness-Turmoil, Rigid Control, Individualization, Slow Students, and Competition ($p < .01$) (Table VIII).

TABLE V

ANALYSIS OF VARIANCE TABLE OF TEACHER ATTITUDE
FACTORS BY LOW, MEDIUM, AND HIGH LEVELS
OF MIDDLE SCHOOL CONCEPT
IMPLEMENTATION

	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Traditional Authority					
Between Groups	2	38.49	19.24	.42	.65
Within Groups	161	7384.38	45.86		
Total	163	7422.88			
Personal Satisfaction					
Between Groups	2	7.70	3.85	.48	.61
Within Groups	161	1268.26	7.87		
Total	163	1275.97			
Teacher Cooperation					
Between Groups	2	4.22	2.11	.60	.54
Within Groups	161	559.64	3.47		
Total	163	563.87			
Social-Emotional Development					
Between Groups	2	105.33	52.66	3.24	.04
Within Groups	161	2611.64	16.22		
Total	163	2716.98			

TABLE VI

MEANS OF SOCIAL-EMOTIONAL DEVELOPMENT FACTOR
BY LEVEL OF MIDDLE SCHOOL IMPLEMENTATION

	Mean	Standard Deviation	Standard Error	Maximum Possible
Low	28.9096	3.7627	.5218	39.0000
Medium	27.3194	4.9215	.5374	39.0000
High	27.0814	4.2642	.5698	39.0000

TABLE VII

MEANS OF SCORES ON THE TEAQ BY LEVEL OF
MIDDLE SCHOOL CONCEPT IMPLEMENTATION

Attitude Factor	Level of Implementation			Total n=69	Maximum
	Low n=7	Medium n=48	High n=14		
Traditional Authority	39.07	37.89	38.30	38.41	68.41
Personal Satisfaction	28.98	29.44	28.99	29.14	32.00
Teacher Cooperation	14.44	14.80	14.76	14.67	16.00
Social-Emotional Development	28.90	27.31	27.08	27.74	44.00
Total	111.39	109.44	109.13	109.96	160.00

TABLE VIII

ANALYSIS OF VARIANCE TABLE OF CLASSROOM CLIMATE
FACTORS BY LOW, MEDIUM, AND HIGH LEVELS OF
MIDDLE SCHOOL CONCEPT IMPLEMENTATION

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cooperation-Exploration					
Between Groups	2	58.27	29.13	.43	.64
Within Groups	161	10779.67	66.95		
Total	163	10837.94			
Unhappiness-Turmoil					
Between Groups	2	41.32	20.66	.82	.44
Within Groups	161	4045.96	25.13		
Total	163	4087.29			
Rigid Control					
Between Groups	2	9.58	4.79	.25	.77
Within Groups	161	3057.49	18.99		
Total	163	3067.07			
Individualization					
Between Groups	2	68.01	34.00	1.08	.34
Within Groups	161	5064.22	31.45		
Total	163	5132.23			
Slow Students					
Between Groups	2	8.44	4.22	.59	.55
Within Groups	161	1134.99	7.04		
Total	163	1143.44			
Competition					
Between Groups	2	1.60	.80	.20	.81
Within Groups	161	622.94	3.86		
Total	163	624.55			

Presented in Table IX are the means of each of the six classroom climate factors on the TCCQ. Oklahoma middle school teachers had an overall mean of 182.76 out of a possible score of 315.00.

TABLE IX

MEANS OF SCORES ON THE TCCQ BY LEVEL OF
MIDDLE SCHOOL CONCEPT IMPLEMENTATION

| Classroom Climate Factor | Level of Implementation | | | Total n=69 | Maximum |
	Low n=7	Medium n=48	High n=14		
Cooperation-Exploration	61.07	59.60	60.29	60.30	95.00
Unhappiness-Turmoil	30.94	30.30	31.51	30.92	65.00
Rigid Control	25.31	25.63	25.04	25.33	40.00
Individualization	40.82	30.69	41.19	40.56	65.00
Slow Students	17.03	16.51	16.94	16.82	35.00
Competition	8.98	8.76	8.76	8.83	15.00
Total	184.15	180.49	183.73	182.76	315.00

CHAPTER V

ADDITIONAL ANALYSIS

While not related to the hypotheses of this study, additional
analysis was focused o n the relationship among attitude factors of
middle school teachers and their classroom climate factors. The teach-
ing rationale is generally considered to be the basis on which the mid-
dle school program is built. The additional analysis presented further
examines this important area of the middle school.

Pearson correlation coefficients were calculated between the six
climate factors on the TCCQ and the four attitude factors on the TEAQ.
The following correlations were significant (.01 level): attitude
factor Traditional Authority was significantly related to all six
climate factors of Cooperation-Exploration, Unhappiness-Turmoil, Rigid
Control, Individualization, Slow Students, and Competition. The atti-
tude factor Personal Satisfaction was significantly related to three
climate factors of Unhappiness-Turmoil, Individualization, and Slow
Students. The attitude factor Teacher Cooperation significantly re-
lated to climate factor Slow Students, and, Teacher Cooperation was
significantly related to climate factors Cooperation-Exploration, and
Individualization at the .05 level. The attitude factor Social-
Emotional Development was significantly related to two climate fac-
tors: Cooperation-Exploration and Rigid Control (Table X).

Teacher attitude and classroom climate among middle school teach-
ers based on their level of education, teaching certificate, sex,

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TABLE X

RELATIONSHIP BETWEEN TEACHER ATTITUDE
AND CLASSROOM CLIMATE FACTORS

	Traditional Authority	Personal Satis- faction	Teacher Cooperation	Social- Emotional Development
Cooperation- Exploration	-.3251 **	.1794 *	.1472 *	.3922 **
	p=.001	p=.011	p=.030	p=.001
Unhappiness- Turmoil	.2365 **	-.3479 **	-.1126	-.0351
	p=.001	p=.001	p=.076	p=.328
Rigid Control	.4473 **	-.0042	-.0556	-.2510 **
	p=.001	p=.478	p=.240	p=.001
Individualization	-.3189 **	.2732 **	.1610 *	.1777 *
	p=.001	p=.001	p=.020	p=.011
Slow Students	.2202 **	-.3106 **	-.2116 **	-.0963
	p=.002	p=.001	p=.003	p=.110
Competition	.1811 **	.1780 *	.0409	-.0921
	p=.010	p=.011	p=.302	p=.120

 * p < .01

** p < .05

Note: Negative correlation is significant with scale name.
      n=164

age, and number of years taught, were examined. There were significant differences on four of the five demographic variables measured.

The SPSS statistical package for the social sciences was used. A one-way analysis of variance was performed with alpha = .01. A significant difference was found between groups based on number of years taught and personal satisfaction (Table XI). With the exception of second year teachers indicating less personal satisfaction than first year teachers, personal satisfaction increased with the number of years taught (Table XII).

TABLE XI

PERSONAL SATISFACTION ANALYSIS OF VARIANCE
BY NUMBER OF YEARS TAUGHT

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	4	103.02	25.75	3.49	.0092
Within Groups	159	1172.95	7.37		
Total	163	1275.97			

A significant difference was found among teacher age groups on the climate factor of Unhappiness-Turmoil (Table XIII). Younger teachers in the 22-34 age group reported more unhappiness and turmoil in their classrooms than did teachers in the 35-45 and 45+ age groups (Table XIV).

TABLE XII

MEANS OF PERSONAL SATISFACTION FACTOR
BY NUMBER OF YEARS TAUGHT

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
One year	11	28.0909	2.3433	.7065	32.0000
Two years	12	27.1548	3.5238	1.0172	32.0000
Three years	10	28.2000	3.8528	1.2184	32.0000
Four-ten years	82	29.1951	2.8303	.3126	32.0000
Eleven+ years	49	29.9796	2.0360	.2909	32.0000
Total	164	29.1455	2.7979	.2185	32.0000

TABLE XIIII

UNHAPPINESS-TURMOIL ANALYSIS OF VARIANCE
BY AGE GROUP OF TEACHERS

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	384.68	192.34	8.36	.0004
Within Groups	161	3702.60	22.99		
Total	163	4087.29			

TABLE XIV

MEANS OF UNHAPPINESS-TURMOIL
FACTOR BY AGE OF TEACHERS

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
22-34 yrs. old	87	32.3609	4.7224	.5063	65.0000
35-45 yrs. old	50	29.3753	5.3132	.7514	65.0000
45+ yrs. old	27	29.1481	3.9292	.7562	65.0000
Total	164	30.9217	5.0075	.3910	65.0000

A significant difference was found among teacher age groups on climate factor of Individualization (Table XV). Teachers in the 45+ age group reported higher individualization in the classroom (Table XVI).

TABLE XV

INDIVIDUALIZATION ANALYSIS OF VARIANCE
BY AGE GROUP OF TEACHERS

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	346.26	173.13	5.82	.0036
Within Groups	161	4785.96	29.72		
Total	163	5132.23			

TABLE XVI

MEANS OF INDIVIDUALIZATION FACTOR
BY AGE OF TEACHERS

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
22-34 yrs. old	87	39.3540	5.6100	.6015	65.0000
35-45 yrs. old	50	41.2112	5.4681	.7733	65.0000
45+ yrs. old	27	43.2716	4.8606	.9354	65.0000
Total	164	40.5652			

A significant difference was found between sex groups on the factor of Rigid Control in the classroom (Table XVII). Male teachers reported more rigid control than female teachers (Table XVIII).

TABLE XVII

RIGID CONTROL ANALYSIS OF VARIANCE BY
SEX OF TEACHERS

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	143.16	143.16	7.886	.0056
Within Groups	160	2904.63	18.15		
Total	161	3047.79			

TABLE XVIII

MEANS OF RIGID CONTROL FACTOR BY
SEX OF TEACHERS

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
Male	38	27.0511	3.4974	.5674	40.0000
Female	124	24.8326	4.4649	.4010	40.0000
Total	162	25.3530			

A significant difference was found between sex groups on the fac-
tor of Individualization in the classroom (Table XIX). Female teach-
ers reported higher individualization than male teachers (Table XX).

TABLE XIX

INDIVIDUALIZATION ANALYSIS OF VARIANCE
BY SEX OF TEACHERS

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	237.58	237.58	7.81	.0058
Within Groups	160				
Total	161				

TABLE XX

MEANS OF INDIVIDUALIZATION FACTOR
BY SEX OF TEACHERS

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
Male	38	38.3722	5.6292	.9132	65.0000
Female	124	41.2302	5.4771	.4919	65.0000
Total	162	40.5598			

A significant difference was found between teacher groups on the variable highest level of education and on the factor Personal-Satisfaction (Table XXI). Teachers that have earned a master's degree indicated more personal satisfaction than those teacher who had only earned a bachelor's degree. None of the teachers surveyed had earned a doctorate (Table XXII).

TABLE XXI

PERSONAL SATISFACTION ANALYSIS OF VARIANCE
BY HIGHEST LEVEL OF EDUCATION

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	55.21	55.21	7.32	.0075
Within Groups	162	1220.76	7.53		
Total	163	1275.97			

TABLE XXII

MEANS OF PERSONAL SATISFACTION FACTOR
BY HIGHEST LEVEL OF EDUCATION

Group	Frequency	Mean	Standard Deviation	Standard Error	Maximum Possible
Bachelor's	99	28.6753	3.0187	.3034	32.0000
Master's	65	29.8616	2.2630	.2807	32.0000
Total	164	29.1455			

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND
RECOMMENDATIONS

Summary

The purpose of this study was to determine the status of middle
school education in Oklahoma and to investigate factors regarding
teacher attitudes and classroom climate. All middle school principals
in Oklahoma were mailed the Middle School Practices Index, which is
designed to measure the level of implementation of 18 selected middle
school characteristics. Sixty-nine of the 93 middle school principals
completed and returned the survey. The schools were then placed into
three groups (high, medium, and low), based on their level of middle
school concept implementation. Seven schools were randomly selected
from each of the three groups, and 10 teachers from each of these
schools were given the Teacher Educational Attitude Questionnaire and
the Teacher Classroom Climate Questionnaire. Analysis of variance was
used to determine differences between classroom climate and teacher
attitude among the levels of middle school concept implementation.
The Pearson correlation coefficient was used to determine relation-
ships between teacher attitude and classroom climate factors. On all
statistical analysis, the .01 or above level of confidence was de-
manded for significance.

Findings

Findings resulting from the statistical analyses of the data were:

1. Hypothesis 1 stated that there was a low level of middle school concept implementation exhibited in Oklahoma middle schools. This hypothesis was supported.

2. Null Hypothesis 2 of no difference in teacher attitude in schools that are low, medium, or high in the level of middle school concept implementation was supported.

3. Null Hypothesis 3 of no difference in classroom climate in schools that are low, medium, or high in the level of middle school concept implementation was supported.

4. In additional analysis, a significant relationship between four attitude factors (Traditional Authority, Personal Satisfaction, Teacher Cooperation, and Social-Emotional Development) and six classroom climate factors (Cooperation-Exploration, Unhappiness-Turmoil, Rigid Control, Individualization, Slow Students, and Competition) was found. Eleven of the 24 correlations achieved significance.

5. In additional analysis, a difference in teacher attitude and classroom climate among middle school teachers based on their level of education, teaching certificate, sex, age, and number of years taught was found on four of the five demographic variables.

Conclusions

The following conclusions have been drawn from the findings of this study:

1. The low level of middle school concept implementation indicates that Oklahoma middle schools have not fully developed the middle school characteristics recommended in the literature. This conclusion is further supported by the following findings:

    a. The total composite score of 44.6% on the Middle School Practices Index represents the average level of implementation of 18 identified middle school concepts in Oklahoma middle schools.

    b. None of the 18 middle school characteristics had a composite percentage of implementation in the upper quartile on the MSPI.

    c. The two characteristics with the highest percentage of implementation were Guidance Services and Student Services, with a score of 75% each.

    d. Six middle school characteristics--Flexible Schedule, Intramural Activity, Team Teaching, Planned Gradualism, Community Relations, and Basic Learning Experiences--had composite percentage implementation scores of 33% or less.

    e. The remaining middle school characteristics--Continuous Progress, Social Experience, Physical Experience, Exploratory and Enrichment Programs, Independent Study, Creative Experiences, Student Security Factor, Evaluation Practices, and Auxiliary Staffing--had composite percentage scores between 34% and 64%.

It may require several years to convert from a junior high school to a fully functioning middle school. A great deal of staff development, community involvement, and planning is required. The middle school movement in Oklahoma did not begin until 1970; therefore, many middle schools may still be in the developing stage.

2. Hypotheses 2 and 3 indicated that there was no difference in teacher attitude and teacher climate in Oklahoma's middle schools that are low, medium, or high in the level of middle school concept implementation. It may be concluded from the results of this study that there are no significant differences in teacher attitudes and classroom climate by the level of middle school concept implementation. However, because Oklahoma has an overall low level of middle school concept implementation, it may be concluded that the level of middle school concept implementation either has no effect on teacher attitude and classroom climate or that schools in Oklahoma have not yet reached the levels of middle school concept implementation which would affect teacher attitudes or classroom climate.

3. Hypothesis 4 indicated that there was no relationship between four attitude factors (Traditional Authority, Personal Satisfaction, Teacher Cooperation, and Social-Emotional Development) and six classroom climate factors (Cooperation-Exploration, Unhappiness-Turmoil, Rigid Control, Individualization, Slow Students, and Competition). This hypothesis was rejected because there were significant positive correlations between 11 of the 24 correlations. The following conclusions may be made:

a. Traditional Authority - This belief system is related to low class classroom cooperation and exploration, high unhappiness and turmoil, rigid behavior control, low individualization, characterization of students as "slow," and competition among students.

b. Personal Satisfaction - The middle school teacher's personal satisfaction in teaching is related to lack of unhappiness

and turmoil, individualization of instruction, and non-characterization of students as "slow."

    c. Teacher Cooperation - Teachers who view this as characteristic of their schools are less likely to describe children as "slow."

    d. Social-Emotional Development - Middle school teachers who view this as being important relative to cognitive development report more cooperation and exploration, and use less rigid control methods.

4. Hypothesis V indicated that there was no difference between teacher attitude and classroom climate among middle school teachers based on their level of education, teaching certificate, age, and number of years taught.

This hypothesis was rejected, as there were significant differences on four of the five demographic variables measured. The following conclusions may be made:

    a. With the exception of second year teachers indicating less personal satisfaction than first year teachers, the longer teachers teach, the more personal satisfaction they experience.

    b. Younger teachers experience more unhappiness-turmoil in their classroom than older teachers.

    c. Teachers in the 45 age group are more likely to individualize classroom activities.

    d. Male teachers use more rigid control methods than female teachers and are less likely to individualize their classrooms.

    e. Teachers who obtain a higher level of education express more personal satisfaction.

Recommendations

1. School board members, administrators, and middle school staff should examine the literature to gain a full understanding of middle school philosophy and recommended middle school practices. For middle school practices to be implemented effectively, the middle school staff must first have a thorough understanding of middle school philosophy.

2. The Oklahoma State Department of Education should examine the results of this study and provide new leadership for middle grade education.

3. The Oklahoma State Department of Education should develop a position paper on middle grade education.

4. The Oklahoma State Department of Education should develop and disseminate materials on the middle school concept.

5. State colleges and universities should review the results of this study and provide appropriate workshops, conferences, and inservice programs for middle school educators.

6. A course on middle grade education should be offered as a required part of the education curriculum at all state colleges and universities.

7. The Oklahoma State Department of Education should establish requirements for a middle school teacher certification program.

8. Middle schools should provide continuous inservice designed to address the teacher attitude and classroom climate factors in this study.

9. The Oklahoma State Department of Education should establish new standards for middle school accreditation based on middle school philosophy.

Recommendations for Future Study

1. The levels of middle school concept implementation reported in this study may provide reference points for further analysis. One recommendation would be to examine areas of similarity/dissimilarity between Oklahoma middle schools and junior high schools as they relate to program effectiveness.

2. Future studies should determine the level of understanding by Oklahoma middle school educators of the pedagogical issues upon which middle school philosophy is based, and how it relates to concerns of the junior high school program.

3. Future research in the area might examine the understanding and philosophy of school principals in relationship to the degree of middle school implementation. This could provide guidelines for future training of middle school principals.

4. Another area for future investigation would be a historical study of the middle school movement in Oklahoma. Special attention should be given to factors causing its tremendous growth.

5. Future studies might investigate the level of middle school concept implementation, student attitudes, and student achievement.

Implications

While the number of middle schools in Oklahoma has increased tremendously since 1970, the present study determined that there was

a low level of actual middle school concept implementation as recommended in the literature. It is not known how many schools began with a definite purpose and direction to create middle schools which would meet the needs of the middle school age student. However, it appears that Oklahoma may have experienced a "band wagon" approach to middle school education. This study points out the issues which need to be addressed if the state is to develop middle schools designed to meet the unique growth characteristics of the middle school age student.

The movement in Oklahoma appears to lack direction. At the present time, there appears to be no clear cut commitment for the preparation of middle school teachers and principals. The responsibility for this commitment must be shared by higher education institutions and public school leaders. While the identity of the middle school movement must remain broad enough to provide for individual differences between schools, it is the responsibility of the Oklahoma State Department of Education to define and provide for common direction.

As a result of this study, the author has concerns about the middle school movement in Oklahoma. Often the term "middle school" only related to a change in name only, and there are no significant differences among teachers' attitudes and classroom climates in middle schools at various levels of middle school concept implementation. It appears from the results of this study that school leaders need to stimulate the teaching staff to look critically at the middle school program if they wish to achieve full middle school concept implementation. The questions to be addressed now are, "How can Oklahoma maintain a focus on the basic tenets of middle school education?" and "Who will provide the leadership?"

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APPENDIXES

APPENDIX A

MIDDLE SCHOOL PRACTICES INDEX

MIDDLE SCHOOL PRACTICES INDEX

Name of Principal_____

Name of School_____

No. of Pupils Enrolled_____ No. of Teachers_____ No. of Counselors_____

Circle all Grades Included in your School   5   6   7   8   9

City_____ State_____ Phone_____

PART I: Place a check mark before the answer that seems best to explain
your current program as it relates to the question.

1.   Continuous progress programs are:

_____ not used at this time.

_____ used only with special groups.

_____ used only for the first two years.

_____ used only by some students for all their
years at this school.

_____ used by all of the students for their
entire program.

2.   Continuous progress programs are planned for
a student over a span of:

_____ one calendar year.

_____ two calendar years.

_____ three calendar years.

_____ more than three calendar years.

3.   The multi-texbook approach to learning
is currently:

_____ used in all or nearly all courses.

_____ used in most courses.

_____ used in a few courses.

_____ not used in any courses.

Part I, Page 2

4.   The instructional materials center in the building houses:

_____ more than 5000 books.

_____ between 4000 and 5000 books.

_____ between 3000 and 4000 books.

_____ between 2000 and 3000 books.

_____ between 1000 and 2000 books.

_____ less than 1000 books.

5.   The materials center has a paid staff of:

_____ more than one certified librarian.

_____ one certified librarian.

_____ a part-time librarian.

_____ no certified librarian held.

6.   For classroom instruction, audio visual materials other than motion pictures are used?

_____ very frequently by most of the staff.

_____ very frequently by a few of the staff and occasionally by the others.

_____ occasionally by all of the staff.

_____ very rarely by most of the staff.

_____ very rarely by any staff member.

7.   The basic time block used to build the schedule is:

_____ a ten to twenty minute module.

_____ a thirty minute module.

_____ a forty-five minute module.

_____ a fifty-five minute module.

_____ a combination of time so diversified that no basic module is defined.

Part I, Page 3

8. Which of the below best describes your schedule
    at present:

____ traditional.

____ traditional, modified by "block-time", "revolving
      period", or other such regularly occuring modifications.

____ flexible to the degree that all periods are scheduled
      but are not identical in length.

____ flexible to the degree that changes occur within
      defined general time limits.

____ flexible to the degree that students and teachers
      control the daily time usage and changes occur
      regularly.

____ Other_____

      ATTACH A COPY OF THE MASTER SCHEDULE IF POSSIBLE.

9. Sponsorships for club activities are handled by
    staff members who:

____ are assigned sponsorships without additional pay.

____ are paid to assume club sponsorships that are
      assigned.

____ volunteer to sponsor club activities without pay.

____ are paid for sponsorship that they volunteer to
      assume.

____ staff members do not work with club activities.

10. At present, approximately what percent of your student
    body regularly participates in at least one club activity?

____ none as we have no club programs.

____ 25 percent or less.

____ 25 to 50 percent.

____ 50 to 75 percent.

____ 75 to 100 percent.

Part I, Page 4

11.   The physical education program is:
____   highly individualized.
____   moderately individualized.
____   slightly individualized.
____   not individualized at all.

12.   Inter-scholastic competition is currently:
____   not offered at this school.
____   offered in one sport only.
____   offered in two sports.
____   offered in several sports.

13.   Intramural activities often use the same facilities
       as interscholastic activities. When this causes
       a time conflict, how do you schedule?

____   this does not happen because we have no intramural
       program.

____   this does not happen because we have no interscholastic
       program.

____   intramural activities take first priority and others
       schedule around their needs.

____   interscholastic activities take first priority and
       others must schedule among their needs.

____   other_____

14.   Team teaching programs operator for:
____   all students.
____   nearly all students.
____   about half of the students.
____   only a few of the students.
____   none of the students.

Part I, Page 5

15.   What percentage of your teaching staff is involved
       in team teaching programs?

____   over 90%.

____   between 60% and 90%.

____   between 30% and 60%.

____   less than 30%.

____   none.

16.   A student in grades five or six averages about how
       many minutes per day in a team teaching program?

____   180 minutes or more.

____   between 130 and 180 minutes.

____   between 90 and 130 minutes.

____   between 40 and 90 minutes.

____   less than 40 minutes.

17.   A student in grades seven or eight averages about
       how many minutes per day in a team taught situation:

____   180 minutes or more.

____   130 to 180 minutes.

____   90 to 130 minutes.

____   40 to 90 minutes.

____   less than 40 minutes.

18.   Which of the following best describes your school program
       as it evolves from enrollment to completion of the last
       grade? (i.e. grades five through eight)

____   completely self contained program for the entire grade span.

____   completely departmentalized for the entire grade span.

____   modified departmentalized program. (block time, core
       programs, etc.)

____   program moves from largely self contained to
       departmentalized.

____   program moves from largely self contained to partially
       departmentalized.

____   other_____.

Part I, Page 6

19. Instruction in art is required for all students for:

_____ one year.

_____ two years.

_____ three years.

_____ four years.

_____ not at all.

20. Instruction in music is required:

_____ for one year.

_____ for two years.

_____ for three years.

_____ for four years.

_____ not at all.

21. The amount of student schedule time set aside for elective courses students may select:

_____ decreases with each successive grade.

_____ is the same for all grades.

_____ increases with each successive grade.

_____ varies by grade level but not in any systematic manner.

_____ does not exist at any grade level.

22. Guidance services are available upon request for:

_____ all students every day.

_____ all students nearly every day.

_____ most of the students on a regular basis.

_____ a limited number of students on a limited basis.

_____ other_____.

Part I, Page 7

23. Guidance staff members:

____ always work closely with the teachers concerning a student.

____ often work closely with the teachers concerning a student.

____ seldom involve the teachers in their work with the students.

____ always work independently of the teachers.

24. Guidance counselors are:

____ not expected to help teachers build their guidance skills.

____ expected to help teachers build their guidance skills.

____ expected to help teachers build their guidance skills and they are regularly encouraged to work in this area.

____ other_____.

25. The amount of time provided in the classroom for instruction in basic learning skills:

____ increases with each successive grade.

____ remains constant with each successive grade.

____ decreases with each successive grade.

____ varies greatly due to the individualized program teachers operate.

26. Concerning a school newspaper, our school has:

____ no official student school paper.

____ an official student school paper that publishes no more than four issues per year.

____ an official school paper that publishes five or more issues per year.

____ other_____.

Part I, Page 8

27. Concerning school dramatical activities, most
students:

____ do not get experiences in creative dramatics while
enrolled in this building.

____ get at least one or two opportunities to use their
acting skills while enrolled in the building.

28. Dramatic productions at this school are produced from:

____ purchased scripts only.

____ materials written by students only.

____ materials written by students and purchased scripts.

____ other_____.

29. As a general policy, in the teacher-pupil relationship:

____ no formal provisions are made for the teacher to provide
specified guidance services.

____ teachers are expected to provide guidance services for
all of their pupils.

____ teachers are expected to provide guidance services to
only a limited number of pupils.

____ other_____.

30. This school has oratorical activities such as debate,
public address, etc.:

____ as a part of its planned program of instruction.

____ as a part of its enrichment program.

____ not included in school activities.

____ other_____.

Part I, Page 9

31.   Parent-teacher or parent-teacher-student conferences are held on a personalized level:

____ not at all.

____ once per year.

____ twice per year.

____ three times per year.

____ four times per year.

____ five or more times per year.

32.   In this operational design of this school, the role of the teacher as a guidance person is:

____ given a very strong emphasis.

____ encouraged.

____ mentioned to the staff but not emphasized.

____ left strictly to the individual teacher's personal motivation.

____ not important in our guidance operational plan and therefore not encouraged at all.

____ other_____.

33.   Community service projects by the students are:

____ not a part of our program.

____ carried out occasionally for a special purpose.

____ an important part of the planned experiences for all students while enrolled in this building.

34.   A students academic progress is formally reported to parents:

____ two times per year.

____ four times per year.

____ six times per year.

____ other_____.

Part I, Page 10

35. This school currently has:

_____ no parent's organization.

_____ a parent's organization that is relatively inactive.

_____ a parent's organization that is active.

_____ a parent's organization that is very active.

PART II: FOR EACH QUESTION IN THIS SECTION CHECK ALL THE ANSWERS
THAT APPLY.

36. Which of the following types of materials are housed
in your instructional materials center?

____ general library books.

____ current newspapers.

____ below grade level reading materials.

____ current magazines.

____ files of past issues of newspapers.

____ above grade level reading materials.

____ card catalogue of materials housed.

____ student publications.

____ files of past issues of magazines.

37. Which of the following types of materials are housed
in your instructional media center?

____ filmstrips.

____ motion pictures (include this if you are a member
of a central service).

____ microfilms.

____ overhead transparencies.

____ phonograph records.

____ ditto and/or mimeo machines.

____ photo or thermal copy machines.

____ maps, globes, and charts.

____ display cases or areas.

38. The class time schedule can be changed by teachers
when need arises by:

____ planning with other teachers on a daily basis.

____ planning with other teachers on a weekly basis.

____ seeking administrative approval for a special change.

____ requesting a change for next semester.

____ requesting a change for next year.

____ other_____.

Part II, Page 2

39.   School dances are held for:

____ grade five.

____ grade six.

____ grade seven.

____ grade eight

40.   A club program for students is offered for:

____ grade five.

____ grade six.

____ grade seven.

____ grade eight.

41.   The intramural program includes:

____ team games.

____ individual sports.

____ various club activities.

____ other_____.

42.   Students working in independent study situations work on topics that are:

____ we have no independent study programs.

____ assigned to them by the teacher.

____ of personal interest and approved by the teacher.

____ other_____.

43.   In regard to community relations, this school currently:

____ does not send out a parent's newsletter.

____ sends out a parent's newsletter when need arises.

____ sends out a parent's newsletter on a schedule basis.

____ uses a district wide newsletter to send out information related to this school.

____ uses the commercial newspaper.

____ other_____.

44.   Dramatic presentations by students are:

_____ not a part of the school program.

_____ a part of the activities program.

_____ a part of certain class activities planned by the teachers.

_____ other_____.

45.   Formal evaluation of student's work is reported by use of:

_____ a standard report card with letter grades.

_____ teacher comments writing on a reporting form.

_____ parent-teacher conference.

_____ standard report card with number grades.

_____ parent-teacher-student conferences.

_____ other_____.

46.   The staff presents informational programs related to the school's functions:

_____ when requested by the parents.

_____ once or twice a year at regular parent's meetings.

_____ at open house programs.

_____ at regularly scheduled "seminar type" meetings planned for interested parents.

_____ other_____.

47.   From the specialized areas listed below, check each service which is available to students in your building. (Note that a service need not be housed within the school building to be available to your students.)

_____ guidance counselors.

_____ school nurse

_____ school psychologist.

_____ visiting teacher.

_____ speech therapist.

_____ diagnostician.

_____ clinic services for the emotionally disturbed.

_____ special education program for the mentally handicapped.

_____ special reading teacher.

_____ others_____.

Part II, Page 4

48. From the following list, check those types of
auxiliary helpers available in your building:

_____ paid para-professionals.

_____ volunteer helpers from the community.

_____ volunteer helpers from the student body.

_____ student teachers and interns.

_____ high school "future teachers" students.

_____ other_____.

PART III: FOR EACH QUESTION IN THIS SECTION PLEASE CHECK THE
BOX OR BOXES THAT BEST DESCRIBE YOUR PROGRAM.

49. School social functions are held at this school:

	During the afternoon	During the evening
Grade five		
Grade six		
Grade seven		
Grade eight		

50. The physical education program serves:

	All Students	Some Students	No Students
Grade five			
Grade six			
Grade seven			
Grade eight			

51. What degree of emphasis does the physical education program
give to the competition and developmental aspects of the
program for boys and girls?

	Boys	Girls
Competitive Aspects	High Medium Low	High Medium Low
Developmental Aspects	High Medium Low	High Medium Low

Part III, Page 2

52. Intramural activities are scheduled for:

	All Students	Boys Only	Girls Only	No Students
Grade five				
Grade six				
Grade seven				
Grade eight				

53. Independent study opportunities are provided for:

	All Students	Some Students	No Students
Regular Class Time			
Time Scheduled For Independent Study			

THANK YOU FOR YOUR COOPERATION. PLEASE PLACE THIS QUESTIONNAIRE IN THE SELF-ADDRESSED ENVELOPE AND MAIL.

PLEASE SIGN HERE IF YOU DESIRE A SUMMARY OF THIS STUDY.

_____

APPENDIX B

TEACHER CLASSROOM CLIMATE QUESTIONNAIRE

Please answer all questions.

School District._____

Grade Level I teach _____

Subjects I teach _____   _____   _____

College Major_____

Number of Years Taught _____

Age _____   :

Race_____

Please check the correct response.

Male_____ Female_____

Married_____ Single_____

Teaching Certificate: Elementary_____ Secondary_____

Highest Level of Education. Bachelors_____Masters_____ Doctorate_____

Read each statement carefully, then decide whether it is always, usually, sometimes, rarely or never true of your classrooms. Mark the frequency with which the statement is true as follows:

A - ALWAYS
U - USUALLY TRUE
S - SOMETIMES TRUE
R - RARELY TRUE
N - NEVER TRUE

For example, if the first is usually true of your classrooms, circle U to the left of the statement (A Ⓤ S R N).

A = ALWAYS   U = USUALLY   S = SOMETIMES   R = RARELY   N = NEVER

A	U	S	R	N	1.	Students in my classes race to see who can finish their work first.
A	U	S	R	N	2.	My classes have difficulty keeping up the assigned curriculum
A	U	S	R	N	3.	Students are required to test their hypothesis with experiments.
A	U	S	R	N	4.	The class learning materials include materials developed or supplied by my students.
A	U	S	R	N	5.	Most of my students do their work without help.

A	U	S	R	N	6.	Some Students in my room don't like other students in the room.
A	U	S	R	N	7.	The students enjoy the class activities.
A	U	S	R	N	8.	My class program includes use of the neighborhood resources.
A	U	S	R	N	9.	There are periods of confusion when the class changes from one activity or assignment to another.
A	U	S	R	N	10.	I often spend extra time with students who have individual learning problems.

A	U	S	R	N	11.	I ask that students not talk when they are supposed to be working.
A	U	S	R	N	12.	There are some students who are not happy in my class
A	U	S	R	N	13.	Each student in my class knows how much work he has to get done during the period.
A	U	S	R	N	14.	I make classroom work assignments based on each individual students needs.
A	U	S	R	N	15.	When the students start a new assignment, they are often confused.

A = ALWAYS   U = USUALLY   S = SOMETIMES   R = RARELY   N = NEVER

A	U	S	R	N	16. Many different projects and activities go on in my class simultaneously.
A	U	S	R	N	17. The students look at and discuss each other's work.
A	U	S	R	N	18. Many students in the class do not understand what work assignments they should be doing.
A	U	S	R	N	19. Most of the students in my classes do not cooperate with each other.
A	U	S	R	N	20. Bright students' questions are answered more completely than those of poorer students.

A	U	S	R	N	21. There is constant bickering and fighting among the students in my class.
A	U	S	R	N	22. There is a wide enough diversity of books to meet each students needs and interest in my classroom.
A	U	S	R	N	23. Some class members feel rushed to finish their work.
A	U	S	R	N	24. Students are not supposed to move about the room without asking permission.
A	U	S	R	N	25. I occasionally allow the students in my class to Manage themsleves.

A	U	S	R	N	26. Students are encouraged to explore new activities independently.
A	U	S	R	N	27. Many of the students in my classes feel bad when they do not do as well as the rest of the class.
A	U	S	R	N	28. Decisions affecting the class tend to be made democratically.
A	U	S	R	N	29. The students in my class help me make plans for the period.
A	U	S	R	N	30. Students in my class ask permission before doing things like sharpening their pencils.

A	U	S	R	N	31. In my class I use many library books and reference materials in addition to textbooks.
A	U	S	R	N	32. Most students in class find the work hard to do.
A	U	S	R	N	33. There are a few students with whom I seem to have more casual communications.
A	U	S	R	N	34. The instructional groups formed in the fall are seldom changed.
A	U	S	R	N	35. Certain students work only with their close friends.

A = ALWAYS   U = USUALLY   S = SOMETIMES   R = RARELY   N = NEVER

A	U	S	R	N		
A	U	S	R	N	36.	There is competition for grades in this class.
A	U	S	R	N	37.	We have a lot of fun in my class.
A	U	S	R	N	38.	I base my instruction on curriculum guides or the textbooks for the grade level I teach.
A	U	S	R	N	39.	In my class I have a few favorite students who are granted special privileges.
A	U	S	R	N	40.	The students in my classroom have permission to move their seats together into groups in order to work together.

A	U	S	R	N		
A	U	S	R	N	41.	The work of the class is frequently interrupted when some students have nothing to do.
A	U	S	R	N	42.	Certain students impose their wishes on the whole class.
A	U	S	R	N	43.	The students in my class have some free time during the period.
A	U	S	R	N	44.	I keep records on each students day-to-day educational activities for use in evaluating his development.
A	U	S	R	N	45.	Students work directly with manipulative materials.

A	U	S	R	N		
A	U	S	R	N	46.	Students are permitted to use most materials in the class without asking permission.
A	U	S	R	N	47.	A few of the class members try to do better than the others.
A	U	S	R	N	48.	The class has plenty of time to cover the assigned amount of work.
A	U	S	R	N	49.	Most students cooperate rather than compete with one another.
A	U	S	R	N	50.	All Students are expected to do the same assignment.

A	U	S	R	N		
A	U	S	R	N	51.	Students compete to see who can do the best work.
A	U	S	R	N	52.	When students finish their class assignments, they know what to do next.
A	U	S	R	N	53.	Students try to help each other with their work.
A	U	S	R	N	54.	The class learning materials include lots of materials I have developed.
A	U	S	R	N	55.	Only the good students are given extra projects.

APPENDIX C

TEACHER EDUCATIONAL ATTITUDE QUESTIONNAIRE

TEACHER QUESTIONNAIRE

> Read each statement carefully. Then indicate whether you <u>agree</u>, <u>probably agree</u>, <u>probably disagree</u> or <u>disagree</u> with each statement. Mark your answers in the following manner:
>
> If you <u>agree</u> with the statement, circle the space <u>A.</u>
>
> If you are somewhat uncertain, but <u>probably agree</u> with the statement, circle space <u>PA</u>.
>
> If you are somewhat uncertain, but <u>probably disagree</u> with the statement, circle the space <u>PD</u>.
>
> If you <u>disagree</u> with the statement, circle the space <u>D.</u>

> Mark your answer directly on the questionnaire booklet by circling <u>one</u> of the responses to the left of the statement.

A = AGREE   PA = PROBABLY AGREE   PD = PPROBABLY DISAGREE   D = DISAGREE

A	PA	PD	D		
A	PA	PD	D	1.	Experienced faculty members are supportive and helpful toward new and younger members in my school.
A	PA	PD	D	2.	The healthy interaction of pupils with one another is less important in school than the learning of subject matter.
A	PA	PD	D	3.	As far as I know, the other teachers think I am a good teacher.
A	PA	PD	D	4.	The teachers at this school share educational ideas and techniques with each other.
A	PA	PD	D	5.	The small gains in learning which result from all educational innovations aren't really worth all the trouble and expense of making the changes.
A	PA	PD	D	6.	The public school is sacrificing too much of our cultural heritage in its preoccupation with life adjustment and group living.
A	PA	PD	D	7.	I dislike having to change my class plan in the middle of an undertaking.
A	PA	PD	D	8.	Subject matter and skills are difficult to teach, therefore, the content of the curriculum must take precedence over student's experiences.
A	PA	PD	D	9.	The stress and strain resulting from teaching makes teaching undesirable for me.
A	PA	PD	D	10.	I am more concerned with having students learn to get along with each other than I am with having them learn to think critically.

A = AGREE   PA = PROBABLY AGREE   PD = PROBABLY DISAGREE   D = DISAGREE

A   PA   PD   D | 11. | Public schools should become more involved in implementing innovative practices in education.

A   PA   PD   D | 12. | The development of social competencies is less important than the development of problem solving ability.

A   PA   PD   D | 13. | It is frequently necessary for a teacher to demonstrate her authority.

A   PA   PD   D | 14. | There are usually several equally good ways to present new academic material.

A   PA   PD   D | 15. | Schools of today are neglecting the basic academic subjects.

A   PA   PD   D | 16. | A student shouldn't tell a teacher that she's wrong even if she is.

A   PA   PD   D | 17. | Parents should be encouraged to observe our classrooms.

A   PA   PD   D | 18. | Parents should be informed of what the teacher hopes to accomplish with their children during the year.

A   PA   PD   D | 19. | The teacher should sometimes allow a class to do as it wishes, even if it conflicts with previously made plans.

A   PA   PD   D | 20. | I am at a disadvantage professionally because other teachers are better prepared to teach than I am.

A   PA   PD   D | 21. | Teaching gives me a great deal of personal satisfaction.

A   PA   PD   D | 22. | Teaching students to get along with each other is more important than teaching students to think logically.

A   PA   PD   D | 23. | There is too great an emphasis on keeping control in the classroom.

A   PA   PD   D | 24. | The need to develop critical thinking skills cannot be achieved by the present academically-oriented curriculum.

A   PA   PD   D | 25. | Teachers should not assign problems for study that are not relevant to the child's experiences.

A   PA   PD   D | 26. | The teachers at this school don't seem to be able to work well together.

A   PA   PD   D | 27. | Schools today are not placing adequate emphasis on social and emotional development of students.

A   PA   PD   D | 28. | It is less important for students to learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.

A   PA   PD   D | 29. | Teaching enables me to make my greatest contribution to society.

A   PA   PD   D | 30. | I do not enjoy having to adapt myself to new and unusual situations that occur in the classroom.

A = AGREE   PA = PROBABLY AGREE   PD = PROBABLY DISAGREE   D = DISAGREE

A   PA   PD   D   31. Students will learn faster if their life experiences are used as the primary basis for teaching subject matter skills and content.

A   PA   PD   D   32. One of the big difficulties with schools today is that discipline is often sacrificed for the sake of freedom.

A   PA   PD   D   33. A student who doesn't show respect for his teacher won't learn much from her.

A   PA   PD   D   34. The teachers in our school cooperate with each other to improve education instruction in the school.

A   PA   PD   D   35. Teachers are in a better position than parents to determine what needs to be done to insure the best education for students.

A   PA   PD   D   36. Students should be taught to critically evaluate any subject matter facts before accepting any of them.

A   PA   PD   D   37. To me there is no more challenging work than teaching.

A   PA   PD   D   38. Teaching should be based on the interests of the student.

A   PA   PD   D   39. Teachers should be encouraged to have individual conferences with parents concerning their children's work.

A   PA   PD   D   40. Emotional development and social development are more important in the evaluation of pupil progress than academic achievement.

A   PA   PD   D   41. I love to teach.

A   PA   PD   D   42. The reason that most innovations are dropped is that when the newness wears off, the old ways are found to be the best after all.

A   PA   PD   D   43. It may be alright to have parents visit the class once in a while, but it interferes with the teacher's work just the same.

A   PA   PD   D   44. What is needed in the classroom is a revival of respect for the teacher.

A   PA   PD   D   45. I feel successful in my present position as a teacher.

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A = AGREE   PA = PROBABLY AGREE   PD = PROBABLY DISAGREE   D = DISAGREE

A   PA   PD   D   46. Good relations with parents may be important, but discussing their children's work with them is generally ineffective.

A   PA   PD   D   47. So much more must be learned today that new ways of teaching must be developed.

A   PA   PD   D   48. The objectives of the school should change from such basic subjects as reading, writing and arithmetic to such higher-order processes as critical thinking.

A   PA   PD   D   49. Teachers should exercise more authority over their students than they do.

A   PA   PD   D   50. Educational authorities have been negligent in allowing new materials and methods to interfere with the success of traditional approaches.

A   PA   PD   D   51. Parents should be invited into the classrooms to tell about interesting experiences or work they do.

A   PA   PD   D   52. As a teacher, I think I am as competent as most other teachers.

A   PA   PD   D   53. Teachers should take parental expectations into consideration when preparing a child's educational program

APPENDIX D

CORRESPONDENCE
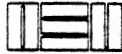
Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

Willham Complex H.R.
Oklahoma State University
Stillwater, Oklahoma 74077
March 4, 1982

During the 1976-81 school years, I worked as middle school principal in Edmond, Oklahoma. I know how difficult it is to find time to assist with research studies; however, I need to ask for your assistance. I am conducting a study of middle schools in Oklahoma as part of my work for the doctoral degree in educational administration at Oklahoma State University. I would appreciate you taking about 20 minutes of your time to complete the Middle School Practices Index questionnaire. If you desire a summary of this study, please sign in the space provided at the end of the questionnaire.

IF POSSIBLE, PLEASE COMPLETE AND RETURN TODAY!

YOUR RESPONSES WILL BE STRICTLY CONFIDENTIAL.

Thank you for your cooperation.

Sincerely,

Jess Butler

Willham Complex-H.R.
Oklahoma State University
Stillwater, Oklahoma 74077
April 4, 1982

     A few weeks ago, I mailed you a request to complete and return the Middle School Practices Index questionnaire. I realize now that you may not have received this request. However, I need your assistance.

     I am conducting a study of middle schools in Oklahoma as part of my work for the doctoral degree in educational administration at Oklahoma State University. While many schools have returned the completed surveys, I need an additional 15 schools to complete this survey so that the validity of my research will not be weak. It will only take about 20 minutes of your time and I will be extremely grateful. If you have already responded, please disregard this reminder and thank you for your cooperation. If you desire a summary of this study, please sign in the space provided at the end of the questionnaire.

IF POSSIBLE, PLEASE COMPLETE AND RETURN TODAY!

YOUR RESPONSES WILL BE STRICTLY CONFIDENTIAL

Thank you for your cooperation.

               Sincerely,

               Jess Butler

Oklahoma State University

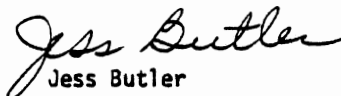DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

911 Springtree
Round Rock, Texas 78664
December 2, 1982

Dear Middle School Teacher:

I have worked in middle schools for over ten years and I know how difficult it is to find time to assist with research studies; however, I need to ask for your assistance. I am conducting a study of middle schools in Oklahoma as part of my work for the doctoral degree in educational administration at Oklahoma State University. I need your help in order to complete graduation requirements. I would appreciate you taking about 20 minutes of your time to complete the attached two-part questionnaire. Your responses will be strictly confidential. If possible, please complete and return today!

Thank you for your cooperation.

Sincerely,

Jess Butler

Jess Butler

VITA ҂

Jesse Joe Butler

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER ATTITUDE, CLASSROOM CLIMATE, AND THE LEVEL OF
IMPLEMENTATION OF RECOMMENDED MIDDLE SCHOOL PRACTICES
IN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Duncan, Oklahoma, February 10, 1946, the
son of Mr. and Mrs. Kenneth A. Butler.

Education: Graduated from Edmond High School, Edmond, Oklahoma,
in May, 1964; received Bachelor of Arts in Education degree
in History from Central State University in 1968; received
Master of Education degree in Guidance from Central State
University in 1970; completed requirements for the Doctor of
Education degree at Oklahoma State University in July, 1983.

Professional Experience: Teacher/Counselor, Chadron Middle
School, School, Chadron, Nebraska, 1970-74; Graduate Assis-
tant, Educational Administration Department, Oklahoma State
University, 1974-75; Director, State Facilitator Project,
Oklahoma State Department of Education, 1975-76; Principal,
Sequoyah Middle School, Edmond, Oklahoma, 1976-81; Manager
of Information, Texas Association of School Boards, 1982-83.