KINDERGARTEN: A STUDY OF THE EDUCATIONAL BELIEFS

OF ADMINISTRATORS AND THE ORGANIZATION

AND CURRICULUM OF CLASSES

By

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CHAPTER I


INTRODUCTION


Early childhood education is a recognized and important part of
our educational system. The education of kindergarten and preschool
children has been of increasing interest among educators in recent
years. This interest has been stimulated by research which indicates
that many children benefit from early educational experiences. Due to
educational and social reform, many programs have been developed for
early childhood education that have extended the scope of kindergarten
and preschool curricula beyond their traditional orientations.
Various early childhood education programs are operated in the United
States. Weber (1970) stated:

> A survey of ongoing programs gives evidence that there is no
> consensus concerning the most relevant and fruitful experience
> for the child under six. Such programs embrace a wide range
> of objectives and diverse educational strategies (p.5).

Butler (1970) suggested that philosophical conflicts which affect early
childhood education programs are due to the rapid growth of the field
and the rapid changes in the profession.


The Need for the Study


The first few years of childrens' school experiences are critical
in forming their attitudes toward school and their self-concepts in
relation to school. For most children, kindergarten is their first

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experience in the school setting. Some disagreement exists as to what experiences should be provided in kindergarten. Various educators believe the kindergarten year should be devoted to socialization and activities which build self-confidence, while still others believe kindergarten should prepare a child for first grade. A third group of educators believe there should be a blend of the two approaches.

Although principals and superintendents are not the only public school administrators who are concerned with the organization and curriculum of kindergartens, they were chosen for this study because they are in key positions to give direction and leadership to kindergarten programs. The principal has a crucial role as an instructional leader, according to Spears (1961), Wiles (1967), and Stoops and Rafferty, Jr. (1961). Thurman (1970) stated:

> The principal is not expected to favor or support kindergarten over other grade levels or children, but it is hoped that he will become as knowledgeable about its program as he is about the rest of the elementary school (p.205).

However, according to Hymes (1968), "A...disruptive force hurting programs for young children is the widespread ignorance about early education among school administrators" (p. 142).

Zasis (1976) wrote, "Societies tend to produce curricula that are consonant with their philosophies, cultures, notions about the nature of man, and theories about how people learn" (p. 297).

Literature is lacking concerning the view of knowledge of administrators regarding kindergarten. Cabler (1974), Jennings (1974), Smith (1974), Falen (1976), and Van Cleaf (1979) have recently begun to research this area, but further study is clearly required.

## Purpose

The purpose of this study was to determine the educational beliefs of selected public school administrators. It was also designed to determine the organization and curriculum of kindergarten classes in the administrators' school or district. The study compared the educational beliefs with the organization and curriculum of kindergarten classes. The study examined several factors which could affect the views of public school administrators concerning kindergarten organization and curriculum.

## Statement of the Problem

The problem is the lack of knowledge that exists regarding: 1) the educational beliefs of public school administrators, 2) kindergarten practices, and 3) the relationship between these beliefs and practices.

## Research Questions

In order to examine this problem in detail, the following research questions have been proposed as structuring items for the current study.

1. What is the relationship between administrators' educational beliefs and the kindergarten organization and curriculum of school districts?

2. Do current practices concerning kindergarten organization and curriculum differ when analyzed according to the following characteristics of the school administrators sampled: administrative

position, years in present position, sex, type of degree, recency of degree, type of administrative certificate, number of years taught in elementary, number of years taught in secondary, years as a teacher, and years as an administrator?

3. What are the educational beliefs of public school administrators?

4. What is the organization and curriculum of kindergarten classes in selected Oklahoma school districts?

## Limitations

The following limitations apply to this study:

1. The study sampled only the beliefs of public school administrators in Oklahoma school districts of less than 3,000 average daily membership.

2. The beliefs of administrators are subject to change.

3. The study was limited by the inherent weaknesses of the instrument.

## Definitions

The following definitions are applied to specific terms used in this study:

1. Administrator -a principal or superintendent employed by a public school in Oklahoma.

2. Belief -a state of mind which reflects how a person feels about a subject.

3. Early childhood education -an educational program for children of age four to eight, inclusive.

4. <u>Kindergarten</u> -an educational experience for children who are five or six years of age. This experience preceeds first grade and is organized and maintained as part of a sequential educational program under the direction of a certified teacher.

5. <u>Certified teacher</u> -a teacher who holds an early childhood certificate (N-K) or an elementary certificate (K-8) or both.

6. <u>Average daily membership</u> -the average number of students enrolled in school. This figure is computed on a daily basis.

7. <u>Independent school districts</u> -school districts which provide classes for children in grades kindergarten through twelve and have a superintendent who is responsible for only that district. There are 458 independent districts in Oklahoma.

## Assumptions

It was assumed that administrators included in this study provided their true educational beliefs and accurate information regarding the organization and curriculum of their kindergarten classes.

CHAPTER II

REVIEW OF LITERATURE

The History of Early Childhood Education

Early childhood education began with the first children.  Parents trained their children and taught them skills for survival.  Parents passed on customs, concepts, and values through example, ritual, legend and tribal law.  This informal teaching and learning was education of the most basic sort.  It is necessary even today with our formal teaching and learning.

For centuries there was little need for formal learning for young children.  Plato (428-348 B.C.), was one of the first to write of the need for education for young children.  In the Republic, Plato wrote about the education of Athenians.  Children were to be taken away from their parents at birth and raised by the state.  The citizen's obligation to live and work for the public good could not be fulfilled if his time were spent on raising children.  Women as well as men were to be concerned with the government.  Therefore, girls as well as boys would be educated (Braun, 1972).

Aristotle (384-322 B.C.) believed citizens belonged to the state. Education ought to be a matter of public policy.  The state should regulate the education of children and provide the same education for all free men.  Mothers or nurses cared for children at home to the age of seven.  However, tutors were present to make sure activities were

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suitable for future citizens. Girls were to receive no education. Aristotle believed in educating the young and recognized the importance of individual differneces (Braun, 1972).

Plutarch (46-120 A.D.) wrote of motivating children in ways which were more humane than others had followed.

> This also I assert, that children ought to be led to honorable practices by means of encouragement and reasoning, and most certainly not by blows or ill-treatment, for it surely is agreed that these are fitting rather for slaves than for the free-born; for so they grow numb and shudder at their tasks, partly from the degradation. Praise and reproof are more helpful for the free-born than any sort of ill-usage, since the praise incites them toward what is honorable, and reproof keeps them from what is disgraceful (Ulrich, 1954, p. 96).

Martin Luther (1483-1546) believed girls as well as boys were to be educated. Education was to continue throughout life in areas of religious, intellectual, physical, emotional and social growth. Luther advocated libraries to help the adult educate himself (Braun, 1972).

Jon Comenius (1592-1671), a Czechoslovakian bishop, is considered by many to be the father of early childhood education. He founded the School of Infancy or the School of the Mother's Knee. He was concerned with phases of early childhood education as school experiences as well as with the training of mothers. He believed that by the age of six, children were to know the foundations of all knowledge. Comenius designed the first illustrated children's textbook, Visible World in 1658 (Broman, 1978). Comenius believed that "nature has implanted the seeds of learning, virtue and piety. To bring these seeds to maturity is the object of education" (Association for Childhood Education Kindergarten Centennial Committee, 1938, p. 3).

John Locke (1632-1704) discussed a broad point of view about the

nature and the value of education in <u>Some</u> <u>Thoughts</u> <u>on</u> <u>Education.</u> He emphasized "natural" methods of education in contrast to harsh discipline (Broman, 1978).

Jean Jacques Rousseau (1712-1778) wrote <u>Emile</u> in 1762. The story was about a child reared apart from other children by methods of experimentation. Rousseau's work is generally accepted as the basis for modern elementary education. Rousseau stated that children have within them the power to be agents of their own learning (Broman, 1978). He believed that "nature desired that children should be children before they are men" (Association for Childhood Education Kindergarten Centennial Committee, 1938, p. 4).

Johann Pestalozzi (1746-1827), a Swiss educational reformer who taught young children, believed that public education must consider the family and environment or education would "lead to an artificial and methodical dwarfing of humanity" (Broman, p. 66). Pestalozzi wrote four volumes of <u>Leonard</u> <u>and</u> <u>Gertrude</u> which explained his plan for public education. He stated, "I am convinced that when a child's heart has been touched, the consequences will be great for his development and entire moral character" (Association for Childhood Education Kindergarten Centennial Committee, 1938, p. 4).

Friedrich Froebel (1782-1852) is considered the father of kindergarten. The concept of a kindergarten program which provided a child-centered pre-school curriculum for children three to seven years of age was developed in the 1830's in Germany by Froebel. He aimed at unfolding the child's physical, intellectual, and moral character with balanced emphasis on each of them. He developed three categories to assist the child; (1) the gifts or play-things; (2) the occupations or

handiwork activities; and (3) the songs, games, stories, and gardening. The system was designed to give each child the opportunity to conceptualize relationships independently (Ross, 1976). Froebel believed the child learned through activity as demonstrated by the following statement.

> People think the child is only seeking amusement when it plays. That is a great error. Play is the first means of development of the human mind, its first effort to make acquaintance with the outward world, to collect original experiences from things and facts, and to exercise the powers of body and mind...in the kindergarten, they are guided to bring out their plays in such a manner as really to reach the aim desired by nature, that is, to serve for their development (Association for Childhood Education Kindergarten Centennial Committee, 1938, p. 5).

Froebel believed kindergarten was an essential step in the whole process of education. Progress was hampered in later years due to the lack of attention, training and occasionally, abuse while the child was young. The aim of education was to produce a pure, faithful, complete, and therefore holy life (Broman, 1978).

<center>Early Kindergartens in America</center>

The fist kindergarten in the United States was opened in 1856 by Margarethe Shurz at Watertown, Wisconsin. Schurz had attended lectures given by Froebel in Hamburg in 1855. She taught the pupils in German and continued the program until 1858 (Broman, 1978). Although Schurz did not teach kindergarten again, she was instrumental in the expansion of kindergarten in the United States because it was through her that Elizabeth Peabody became interested in kindergarten.

Elizabeth Peabody met Schurz in 1859 and became interested in kindergarten and the work of Froebel. She started the first English-speaking kindergarten in the United States in 1860 in Boston

with thirty children. In 1867-68, Peabody went to Europe to study the kindergarten system more intensely (Broman, 1978). She discussed Froebelian concepts in public lectures, articles, personal correspondence, and in the <u>Kindergarten</u> <u>Messenger</u>, a journal she published for several years. Peabody stressed the necessity of maintaining high standards in training kindergarten teachers. Through all her activities, Peabody succeeded either directly or indirectly in involving many people in the kindergarten cause (Ross, 1976).

In 1871, Peabody began a letter writing campaign to William T. Harris, Superintendent of the St. Louis, Missouri, public schools. In 1873, Harris invited Susan Blow to incorporate the kindergarten into the public schools of St. Louis. The following year, a public training school for kindergarten teachers was opened and run by Blow. For more than a decade, St. Louis was the only city which had public kindergarten. In later years, those wishing to establish such programs would refer to the St. Louis experiment as their model (Ross, 1976).

During the Centennial Exposition at Philadelphia, a demonstration kindergarten was conducted by Ruth Burritt. Because of the interest aroused by this demonstration, kindergarten associations were formed in various parts of the country; churches and other welfare organizations began including kindergarten in their educational programs (Association of Childhood Education Kindergarten Centennial Committee, 1937).

In the hopes of making kindergarten available to all children, kindergarten organizations and various women's groups worked for the establishment of kindergartens in public school systems. Displays and speeches at National Education Association conventions and pressure from local kindergarten associations made school administrators

familiar with the idea.

By 1914, every major city in the United States had kindergarten. In most cities, public kindergarten originated from efforts of private philanthropists (Ross, 1976).

Around the turn of the century, a new developmental approach to kindergarten education began to challenge the traditional kindergarten approach. This progressive movement was based on the teachings of John Dewey and modern philosophy and psychology. Much controversy was raised from the conflicting approaches. Bitter arguments dominated the conferences of the International Kindergarten Union. The 1913 annual report showed such diverse thought that three separate reports were given: conservative, liberal, and liberal-conservative (Broman, 1978).

Nationally, the number of kindergartens in public schools grew in the years before World War I. According to the U.S. Commissioner of Education, by 1912, nine hundred cities had a total of 6,400 kindergartens with 312,000 children enrolled. Even though public kindergartens continually accommodated more children, the number attending was still only a small percentage of the total population of four to six year olds (Ross, 1976).

## The Importance of Early Childhood Education

A substantial amount of evidence has been accumulated concerning the importance of a child's early learning experience. Sigmund Freud first mentioned and stressed the importance of early experience with regard to emotional development. He believed that the first five or six years of life would critically affect the child emotionally

throughout life (Cowles, 1975). Hebb (1949) stressed the importance of early perceptual experiences in the development of both intelligence and problem-solving abilities.

Gesell's (1925) writing and research began the concentration on the child rather than on theory. This emphasis began the child study movement. He recognized the importance of the early years and stated:

> The brain grows at a tremendous rate during the preschool age, reaching almost its mature bulk before the age of six.... The mind develops with corresponding velocity. The infant learns to see, to hear, handle, walk, comprehend, and talk. He acquires an uncountable number of habits fundamental to the complex art of living. Never again will his mind, his character, his spririt advance as rapidly as in this formative preschool period of growth. Never again will we have an equal chance to lay the foundations of mental health (p. 164).

Bloom (1964) is a strong advocate of the importance of the first years concerning all areas of development. He substantiated his views through the presentation of longitudinal, normative, and cross-sectional quantitative data gathered from thousands of studies of physical, intellectual, attitudinal, personality and environmental characteristics which contribute substantially to human development. Bloom found that growth and development are not in equal units per unit of time. He reported great spurts of rapid, but not consistent, growth in each of the characteristics which were studied. School achievement is one example. The growth spurt was greatest during the first three years of elementary school, then leveled to periods of less and less rapid growth through the remaining elementary and secondary years.

In his studies of nursery education, Deutsch (1963) employed measures such as the <u>Columbia Mental Maturity Scale,</u> the <u>Peabody Picture Vocabulary Test</u> and the <u>Stanford Binet Intelligence Test.</u> His findings showed higher group intelligence test scores among those

children who had preschool and kindergarten experience as compared with those whose initial contact with school was in first grade.

Language development in children is an important prerequisite for the formal skills development. Loban (1963) discovered that children who had the largest vocabularies and who had good over-all language development did far better than their less advantaged peers in their ability to read throughout their elementary school years.

In a study intended to provide special experience during the two preschool years and during the first year of school, which might contribute to better intellectual processes and personal adjustments by the culturally underprivileged child, Klaus and Gray (1962) found at the end of the first summer, the preschool group had a mean gain of 14 IQ points on the Stanford Binet as compared to a 2.3 gain for the control group. On the Peabody Picture Vocabulary Test, the experimental group made a gain of 6.6 months of mental age as compared to 0.9 for the control group. The experimenters suggested that these large gains must in some part be attributed to the children's increased ability to relate to adults and better orientation to carrying out a task.

Piaget studied children carefully for more that 50 years and his works and those of his collaborators are monumental. He found that the roots of all future intellectual behaviors are established in the sensory motor period of development which roughly is from birth to age 18 to 20 months. Further, his work shows that the period of growth after sensory-motor development until the child is able to do abstract thinking is also critical. That period is from "around" age two to approximately ages 10, 11, or 12. Piaget's writing points to the first

years as being the most important for the future intellectual

development of the human. He also demonstrated that environment as it

interacts with heredity is the key to development (Wadsworth, 1971).

Hunt, after extensive study of children's psychological

development, had the following conclusions:

> It looks as though early experience may be even more
> important for the perceptual, cognitive and intellectual
> functions than it is for the emotional and temperamental
> functions (Schnittjer, 1975, p. 16).

There is a need for early childhood education. It is believed

that strengthening educational programs in the early grades will

produce significant positive improvements in later grades. Research

supports this belief.

A landmark study was recently conducted by Irving Lazar and

associates who investigated the persistence of preschool effects.

Twelve investigators, members of the Consortium for Longitudinal

Studies, collaborated by pooling their initial data from longitudinal

studies of low-income children who participated in experimental

preschool intervention programs over a fifteen year period. A

follow-up study was designed, and data was collected in 1976-77 using a

common format developed by the Consortium. The format included a

parent interview, a youth interview, school record and achievement test

forms, and the latest revision of the age-appropriate Wechsler

Intelligence Test (Lazar, 1979). Results of the Consortium study are

as follows:

> Preschool's Effect on Later School Performance
> 1. Assignment of Special Education Classes: Early education
>    significantly reduced the number of low-income children
>    assigned to special education classes.
> 2. Retention in Grade: There is an "average" effect across
>    projects of preschool experience reducing the incidence of
>    grade failure among low-income children.

3. Underachievement: Children who participated in preschool intervention programs were more likely than control children to meet a least the minimal standards of their schools.
4. Early Background Influences: Early education positively affected later school performance independently of the effects of early background measures.
5. Effect of Preschool on Special Education Placements Controlling for IQ at Age Six: Preschool still affected special education, independently of the effects of IQ scores at age six and all the other background measures.
6. What Kinds of Children Benefitted: Preschool apparently helped all children avoid assignment to special education and retention in grade, regardless of their sex, ethnic background and family background.
7. Intelligence Test Scores: Treatment children performed better than control children for at least three years after the end of the program.
8. Preschool Influence on IQ at Age Six: The increase in IQ scores at age six shown by children who had participated in preschool programs was attributable to preschool experience, independent of the effects of sex, initial IQ score, and the various measures of family background.

Attitudes and Values
1. Family Contest of Achievement Orientation: Preschool elevated mother's aspirations over their children's aspirations.
2. Achievement Orientation: Children with preschool experience were far more likely than control children to respond with achievement-related rather than other reasons for feeling proud of themselves.
3. Self-evaluation: Treatment children rated themselves as slightly (but significantly) better in school as students than did control subjects.
4. Sociability and Social Participation: There was no significant difference between treatment and control groups. However, the preschool programs did not alienate the treatment children from their peers and communities. They were as socially active as control children who had no preschool experience (p. 57).

All of these results have yielded the same basic conclusions: preschool makes a positive contribution to the later school performance of low-income children and to positive attitudes and values.

Woodruff (1966) listed factors which first grade teachers recognize as contributing to first grade learning:

1. Kindergarten gives children good attitudes toward work and learning.

2. Kindergarten deepens and broadens curiosities and intellectual fulfillments.
3. Kindergarten helps build self confidence thus freeing children to learn.
4. Kindergarten offers rich experiences in oral language, language usage, linguistics so vital to first grade success.
5. Kindergarten provides first hand concrete experiences bringing meaning and life to the verbal and confusing world in which today's young child lives (p. 220).

### Administrative Considerations Related to Kindergarten Education

Elementary administrators are confronted with many questions concerning the place and function of the kindergarten in the total school program. To study relevant data and research findings related to kindergarten, the Bureau of Child Development and Parent Education, New York State Education Department, invited a select group of college professors, psychologists, school administrators and kindergarten teachers to meet regularly over a three year period. This group listed four major concerns in providing quality kindergarten programs: 1) difficulty in obtaining quality teachers; 2) inadequacy of facilities; 3) class size; and 4) time provided for kindergarten sessions (Woodruff, 1966).

### Funding

During the 1960's when funds were made available for many special projects in schools, early childhood programs such as Head Start and Follow Through benefitted from these funds. However, with the declining economic status in the decade of the 1980's, these funds have been greatly limited.

The number of public kindergartens has increased dramatically in recent years. In October 1957, only 45.7 percent of the five-year-olds

were in kindergarten. In 1966, 60 percent of the five-year-olds were
in kindergarten (Hymes, 1975). In 1977, 92 percent of all
five-year-olds attended school (Hymes, 1978).

Equitable state aid is a problem faced by school districts which
provide kindergarten. Mississippi is the only state which does not
provide any state aid for kindergartens. In a few states, including
Oklahoma, the state support is the same for a five-year-old as for a
six-year-old. Yet, because kindergarten students usually attend school
for only half-day sessions, this leads to an "economy" approach: half
the usual state support is provided for each student. This provides a
half-day for the children and a double load for the teacher, who
typically teaches two sessions per day Hymes, (1975).

Spodek (1972) emphasized that the kindergarten maintains a
separateness from the rest of the grades in the public schools because
of political and psychological reasons. He referred to the political
aspect when he stated:

> In many cases the financial support for kindergarten
> education is different from that provided for the rest of
> elementary education....This differentiation in aid supports
> the continuation of half day kindergartens, which in turn
> keeps kindergartens structurally different from all the other
> grades (p. 196).

Organization

The half day kingergarten class is common in public schools.
Because of this, most people assume that five-year-olds cannot benefit
from a full day of school. In some communities, kindergarten teachers
work full time for a single group of children. They hold parent
conferences, work with individuals and prepare materials even though
the children come to school only half a day (Hymes, 1975). Recently,

studies were completed in Pennsylvania and Maryland which reveal advantages in full day schooling. One reason for considering half day versus full day kindergarten is the increasing transportation cost for half day programs (Hymes, 1981).

Class size is another important area which concerns the organization of kindergartens. The Administration for Children, Youth and Families reported on a four year examination of center-based programs. One finding had implications for all groups of children under six.

> The size of the group in which the preschool child spends her/his hours makes the most difference. Small numbers of children and small numbers of adults interacting with each other, make up the kind of groups associated with better care (Hymes, 1978, p. 9-10).

Overcrowding was more understandable when local communities bore the entire cost of kindergartens. With state aid for five-year-olds, it ought to be possible to achieve a class size that is more appropriate for this age. When there was a shortage of teachers and great numbers of children filling the schools, overcrowding was more understandable. Since 1970, the population of the under-five group has dropped in the United States. This age group has decreased by 11.2 percent, almost two million (Hymes, 1978). The falling birthrate provides an opportunity to end the overcrowding which often undercuts the quality of kindergarten education.

## Curriculum

It is becoming common for children to enter kindergarten with two or three years of preschool experience. Many parents believe kindergarten will be boring for their children. There is a variety of

opinion among parents as well as educators as to what curriculum is
needed for kindergarten. One authority stated:

> What is needed is a curriculum which programs the child's
> progression of encounters with circumstances to maximize his
> potential for intellectual development. Once it is
> recognized that positive motivation and pleasure inhere in
> the learning process when there is a proper match between the
> situation encountered and the child's already assimilated
> schemata, it becomes necessary to worry about pushing
> children. Moreover, motivational withdrawal from the school
> situation may derive as much from boredom that comes from
> 'too much of the same' as from the distress of the child
> being faced with things beyond his ken or from punishing
> teachers (Hunt, 1961, p. 279).

Basically, there are two rather clearly identified philosophies
about early childhood education which influence kindergarten programs:
developmental and educational.

The developmentalists believe that the kindergarten curriculum
should provide experiences that foster the normal, natural development
of "readiness" that is to emerge in all children unless it is stifled.
"Reading readiness" or "math readiness" will be normal outgrowths of
total "child readiness." The educationalists believe however, that for
many children a real "readiness" for these academic pursuits never does
occur in a form that promotes effective learning. They believe that an
important function of the kindergarten is to provide experiences that
are deliberately planned to promote specific readinesses (Hendrick,
1980).

Educationalists believe that the acceleration of growth patterns,
particularly those associated with cognitive development, is a
desirable function of the kindergarten. Developmentalists tend to
discount claims of permanent benefit from acceleration and believe that
attempts to foster it in young children are likely to have negative
effects. Both groups are likely to sanction the well-rounded

development of the whole child. The developmentalists are more likely to insist that all aspects of development are equally responsibilities of the kindergarten, while the educationalists contend the kindergarten is more directly accountable for the cognitive development. In practice, the educationally oriented kindergarten is likely to have a more highly structured and less flexible curriculum than the developmentally oriented kindergarten (Hendrick, 1980).

Spodek suggests that a "transactional curriculum" may be the most appropriate model for our time. The "transactional curriculum" is a curriculum determined for each child through the transactions between the child, as client, and the teacher, as professional. The child is not a passive participant in this curriculum process. In this model, there can be no prior determination of curriculum. In the transactional process, the goals and desires of the child can be modified and restructured (Spodek, 1972).

Kindergarten programs vary considerably. What takes place in a kindergarten class depends on several factors: funding, age group, educational philosophy, and teacher preparation. Widmer (1968) has suggested nine areas a good kindergarten program should consider:

1. The kindergarten program helps promote and maintain the child's health and physical development.
2. The kindergarten program gives a child the opportunity to broaden his social contacts with other children and adults.
3. The kindergarten program provides a rich environment for living, thinking, and learning.
4. The foundation for the three R's is cultivated in kindergarten.
5. The kindergarten program provides opportunities for the child to expand language as a means of communication and expression.
6. Kindergarten broadens the child's understanding of the social world.
7. Kindergarten broadens the child's understanding of the scientific world.

8.  The kindergarten program provides satisfying aesthetic
    experiences for the child.
9.  The kindergarten program provides opportunities for the
    child to develop his sense of responsibility (pp.
    22-25).

There are many ideas on curriculum development in early childhood

education.  Consideration must be given to the many choices available

when the administrator and teacher are planning a kindergarten

program.

## Teacher Preparation

The most important factor in helping young children adjust to the

school setting is the teacher.  Todd (1970) believed there were eight

qualities which were desirable for teachers of early childhood

education.  They are:  1) pleasure and interest in working with

children; 2) flexible personality; 3) concern for all others regardless

of ethnic, social, or religious backgrounds; 4) good health with

enthusiasm; 5) verbal facility; 6) warmth, humor, and imagination; 7)

sense of responsibility; and 8) pleasant appearance complimented by

initiative, reliability, and patience.

Seaver and Cartwright (1977) studied the education of early

childhood prospective teachers.  They believe that programs for

prospective teachers in early childhood education should be designed so

that students will learn the specific characteristics of the separate

views regarding early childhood education as each is actually

implemented in the field, and be taught in those specific situations.

They suggested several courses for providing an appropriate pluralistic

foundation program for early childhood prospective teachers.

Woodruff (1966) wrote about the difficulty in obtaining qualified

teachers.

> The teacher needs to be especially trained in early
> childhood education, to know fully the developmental level of
> five-year-olds, to be a person who knows how to utilize the
> interests and questions of children in order to help them
> understand themselves, others and the world about them.
> Anyone less qualified needs intensive in-service training
> (p. 214).

Evans (1975) has written about recommendations for kindergarten

curriculum. A major objective of kindergarten should be to help

children live "fully and richly" as five-year-olds. This has

implications for the teacher.

> This...demands of a teacher great skill and knowledge with
> respect to children's processes of growth and learning. A
> full and rich existence at any point in time seemingly would
> require that the child's needs be well met. Two things are
> therefore required: 1) valid means for the identification of
> children's specific needs, including teacher skill in
> applying these means, and 2) teacher skill in planning and
> executing activities which meet children's needs (p. 48).

Improvement in early childhood teacher training has been made in

several states recently. Texas has a new Certificate for Teachers of

Young Children (3-8). Kansas has developed a new Early Childhood/

Special Education training program. In Oregon, the number of four year

colleges offering early childhood majors has grown to ten. In Alabama,

rigorous new standards for the preparation of early childhood teachers

have been developed. These standards include the requirement of a

master's degree within eight years after receiving the bachelor's

degree. The Washington Association for Educators of Personnel in Early

Childhood Programs has issued a position paper describing the status of

training, licensing and certification in Washington (Hymes, 1981).

## The Role of the Administrator

Administration is an important part of an organized society.  It is needed for maintaining and expanding the relevance, effectiveness, and productivity of complex institutions.

In discussing what administration contributes to the operation of an enterprise, Knezevich (1975) listed the following functions:

Administration:

Exists to implement the decisions of a legislative body.

Influences the results to be achieved, the direction to be pursued, and the priorities to be recognized within the enterprise.

Has a decisive impact on strategies selected and utilized to reach predetermined objectives.

Determines, in large measure, the organizational climate and working relationships.

Can help to make personnel employed more productive.

Helps to assemble and to insure prudent use of resources.

Unifies and coordinates the human and material resources available to the enterprise.

Appraises the quality and quantity of outcomes actually accomplished.

Shapes, to a considerable degree, the image and prestige of the enterprise (p. 3).

Drucker (1954, p. 111) considered administrators to be a "basic resource," the "scarcest resource," and perhaps the most precious resources in an enterprise.

School administration is defined by Knezevich (1975, p. 12) as

a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an integrated system designed to accomplish predetermined objectives.

This definition suggests that the starting point for administration consists of the goals of the educational institution and implies that policies and plans are related to goals.

Campbell (1965, p. 22) defines the administrator as "the person who organized the efforts of a group to achieve a purpose." Campbell suggests three major activities of an administrator. First, the administrator helps the organization clarify its purposes. This requires that he or she have some background in the philosophy of education. The second obligation of the administrator is to coordinate the organization--the efforts of the people and the program in the organization. Third, the administrator must obtain the resources that will permit the organization to do its job.

Administrators make things happen by working with and through other people. How the various people involved are related to each other (organized); what tasks are assigned them (allocation); how many efforts are stimulated, coordinated, and unified; what material resources must be procured and utilized constitute the functions of the administrator. The term administrator refers to persons primarily concerned with strategic planning and the execution of policies and is therefore synonymous with executive (Knezevich, 1975).

Harris and others (1979) have also written about the administration function. The services associated with administrative personnel tend to be coordinative: communicating, controlling, scheduling, monitoring, resource allocation. Competencies of principals are supervisory in nature and consequently do not provide a full picture of the noninstructional and instructional services provided.

Administrators are uniquely responsible for the smoothly

coordinated operations of programs. Principals and superintendents must be competent as organizers, communicators, and resource allocators. They must be able to monitor, schedule, and evaluate a host of interrelated services to minimize conflicts and facilitate goal accomplishment.

## The Superintendent

The superintendent of schools is a professional member of an administrative team which includes the board of education. The board of education is the legislative or policy making body. The superintendent serves as the executive officer and the board's professional adviser.

Knezevich and DeKock (1960) listed fourteen specific descriptions of the superintendent's role. Three of those descriptions are:

2. He is responsible for carrying out all policies, rules, and regulations established by the board. In matters not specifically covered by board policy, he is to take appropriate action and report to the board not later than the next regular meeting.
7. The superintendent has the authority, within limits of major appropriations approved by the board, to authorize and direct all purchases and expenditures.
10. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the board on all aspects of the program (pp. 57-58).

## The Principal

The function of the principal is to administer all aspects of the attendance center. Principals are instructional leaders, site managers, and chief administrators in their building.

The principal is responsible for supervising both the process and content activities involved in the delivery of educational services and is therefore the administrator

directly accountable for the quality of the instructional
program in the school (The Role of Elementary
School Principals, 1982, p. 1).

Recently, the educational Research Service studied written job

descriptions for the position of elementary school principal.  The job

descriptions were obtained from a national sample of school districts.

Eight categories which summarize the duties and responsibilities of

elementary principals were specified in more than 50 percent of the

seventy-one job descriptions studied.

1. Curriculum development; change and improvement.
2. Paperwork; forms, reports, and correspondence.
3. Development or administration of the annual school
   budget.
4. Supervision of the building and grounds.
5. Recruitment and hiring of teacher candidates.
6. Supervision and evaluation of teaching and non-teaching
   staff performance.
7. Interpretation of the educational program to parents and
   the community.
8. Actions related to the maintenance of health and safety
   for all persons in the building. (The Role of Elementary
   School Principals, 1982, p. 3).

Other functions of the principal found within the job descriptions

included:  the implementation of school and district-wide policies; the

management or supervision of the food service, transportation, mainten-

ance, etc.; assignment of personnel; promotion or termination of staff;

and discipline (The Role of Elementary School Principals, 1982).

Becker and others (1971) believe the elementary principal is cru-

cial in the process of educational innovation and change.  They wrote:

The principal undoubtedly is in the key position to guide the
process of change and the implementation of overall goals and
strategies that ultimately will influence the success or
failure of an educational process (p. 18).

Austin (1979), after reviewing studies of school effectiveness in

New York, Pennsylvania, Delaware, and Maryland, summarized the factors

that distinguish effective schools from others.  The first four factors

in his list reveal the importance of the role of principal.

1. Strong principal leadership.
2. Strong principal participation in the classroom instructional program and in actual teaching.
3. Higher expectations on the part of the principal for student and teacher performance advancement.
4. Principals felt that they had more control over the functioning of the school, the curriculum and program, and their staff (p. 13).

Anselmo (1975) wrote:

The elementary principal occupies an important place in the educational hierarchy because of several aspects of the role. First, the principal is in the critical position to guide change and implement goals. Second, the principal has primary responsibility for supervision and the improvement of instruction within the school. And, third, the principal is held accountable for the success or failure of the educational program (Anselmo, p. 17-18).

Perhaps this report from the 1972 Senate Select Committee on Equal

Educational Opportunity says it best:

In many ways the school principal is the most important and influential individual in any school. He is the person responsible for all of the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. He is the main link between the school and community and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability one can almost always point to the principal's leadership as the key to success (Smith, et al., 1981, p.9).

In summary, the role of the public school administrator is an important part of the shcool system. Specifically, the superintendent and principal are in key positions to influence and direct the teachers in achieving the goals established for the schools.

The Effect of Beliefs

Administrators must make decisions which relate to the curriculum of the schools. Sergiovanni (1979) suggested an outline of topics from which the leader might establish his/her philosophical platform as a basis for decision making.

Dawson (1976) developed a conceptual framework to examine and assess the degree of philosophical harmony within the elementary school. He stated:

> Choices regarding curriculum and instruction practices need to be grounded in critical awareness of theoretical and philosophical alternatives underlying the various alternatives available (p.7).

Bayles (1959) believed that educational philosphy can provide educators with the conceptual apparatus to evaluate and analyze the beliefs and practices in education to the end that one can enhance his/her ability to decide what should be done, how to best do it and why.

Dawson (1976) believed that values establish belief systems. He wrote:

> The manner in which one behaves and the choices one makes relflect one's basic attitudes, beliefs and values....The manner in which a school (teachers and/or administrators) treat the variables that affect learning within the school (such as instructional strategies, organizational patterns, content selection, materials and resources, physical environment, and evaluation techniques) are expressions of particular philosophical beliefs (p. 6).

Although values are often unconscious, they are important determinants of the curriculum.

> Values are involved in almost every controversy, and certainly they are involved in every act of teaching and every curriculum change. The selection of educational objectives, the materials and methods of instruction, and administration and operation of the school necessarily

require choices among values (Smith, Stanley, Shores, 1957, p. 455).

Regarding decisions about change, Klein (1977) summarized what typically happens as "crisis decision making." She contended that school personnel often adopt changes in response to the demands of critics or current fads. Few personnel adopt changes because they are in agreement with the underlying philosophy of the change or truly believe in its educational value. The result is change that often is inconsistent with other practices. Klein believed that decisions about changes should be guided by philosophy.

McDaniel (1978) discussed the usefulness of philosophy in decision making. He believed personal knowledge of educational philosophies enables educators to identify the belief systems underlying possible change efforts. Thus, fads and personal values can be more vigorously examined.

Robinson (1977) wrote that philosophy must support all major decisions. Combs (1979) stressed the importance of a person's basic beliefs about human interaction in the educational process. The research of Combs' and others (1969) concluded that the system of beliefs about others persons which educators hold is an extremely important factor in their effectiveness.

Wrightsman (1974) investigated the relationship between philosophies of human nature and teacher effectiveness and confirmed speculations that a teacher's goals, judgments, and actions are determined by his/her beliefs about the nature of man. According to Wrightsman, philosophies of human nature are attitudes about people in general. Most people have definite beliefs about human nature and often refer to the manner in which others behave in terms of their

assumptions about human nature.

According to Ables and Conway (1973), organizational climate is directly related to the degree of congruence between the leader's belief system and the mean or typical belief system of the staff. Teachers and principals with belief systems that are alike tend to be compatible and compatibility tends to produce satisfaction. Therefore, beliefs have an impact on the organizational climate of a school.

Johnson (1967) wrote, "The majority of educationists, educational practitioners and scholars...are orientated toward improvement rather than understanding, action and results rather than inquiry" (p. 127).

Dobson and others (1980) have studied the current state of affairs regarding school improvement. For at least twenty years, the "bandwagon" approach has been the dominant approach to school improvement. "As a consequence of superficial understanding of the basic philosophies and theories on which innovation are based, new ideas are often adopted indiscriminately and applied inappropriately" (p. 15).

Principals have more and more responsibility for supervision and instructional improvement as indicated in a study by Pharis and Zahariya (1978). Elementary principals were asked to describe their responsibility for supervision and instructional improvement in their school. The results were compared with those from a study in 1968 in which the same question was asked. In 1968, 75.1 percent of the pricipals responded thay had primary responsibility for supervision and instructional improvement in their school. In 1978, 86.2 percent of the principals responded they had primary responsibility for supervision and instructional improvement in their school.

The beliefs of the administrator affect the educational program of the school. Combs (1962) believed that the leaders' philosophy in action affects the lives of all in the school.

> Whatever we do in teaching depends on what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try are determined by our beliefs about the nature of man and his capabilities (p. 15).

Brown (1974) reported various research studies which indicate that a person's life is significantly related to, and can be used as, a predicator of educational beliefs, attitudes and practices.

## The Effect of Knowledge

An administrator must make many decisions which affect a school. Important areas for consideration are funding, organization, curriculum, and personnel. The superintendent and principal represent two levels where decisions take place. At the superintendency level, decisions are made on exceptional problems or choices within an unusaul situation. The emphasis is on overall planning and strategy decisions. At the building level, decisions are made on operational activities. The emphasis is on implementation of strategy or general policy (Knezevich, 1975).

Because most superintendents and central office administrators come from secondary school positions, they might be expected to rely heavily on elementary school principals to help make decisions about elementary education (Anderson, 1969). That appears to be the case as reported in the study by Pharis and Zakariya (1979). Elementary principals were asked their perceptions of their influence on decisions about elementary education. A total of 77.5 percent of the principals

reported that they had much or some influence on decisions about elementary education.

Anderson (1969) discussed the theoretical roadblocks to organizational reform.

> Roadblocks...include the lack of flexible or even adequate facilities and the failure of school administrators to provide real leadership in helping teachers to understand and to implement the newer options in pupil grouping, scheduling, use of resources, and deployment of adult personnel....From the viewpoint of early childhood education, the problem is exacerbated by the failure of most school administrators (including college deans and department heads) to comprehend and to sympathize with the functions and importance of nursery school and kindergarten offerings. The great majority of administrators are men, and unfortunately pre-primary education generally has tended to be a woman's world. In addition, most superintendents and deans were themselves secondary school teachers in their early careers and, except perhaps later as parents, they have had little exposure to pre-primary teaching (p. 385).

Thurman (1970) wrote,

> The advanced study of most principals generally involves school organization, finance, personnel and transportation. All too often their curriculum studies fail to consider the kindergarten program, either as a separate entity or as part of the ongoing program of the elementary school (p. 205).

Currently, the Oklahoma requirements for certification as an elementary principal do not include courses in kindergarten education or early childhood education (Teacher Education, Certification & Assignment Handbook, 1975).

Cabler (1974) conducted a study during Kentucky's initial effort to establish a state wide public kindergarten program. He sought to determine how parents of kindergarten students, kindergarten teachers, and elementary school principals ranked selected kindergarten objectives. The parents placed a greater emphasis on personal objectives.

Jennings (1974) studied the problems Oklahoma public school

administrators encountered in implementing kindergartens. He also examined the differences between the beliefs of early childhood education specialists and public school administrators concerning the value and goals of early childhood education. The findings indicated that school administrators encountered few problems in establishing kindergartens. A significant difference was found in the beliefs of early childhood education specialists and public school administrators regarding early childhood education.

> Early childhood education specialists were more favorable than administrators toward early childhood education in the following areas: (a) formal schooling for young children, (b) play as a part of school experience, (c) promotions of independence, and (d) the value of kindergarten. Administrators placed more emphasis than early childhood education specialists on (a) obedience, (b) conformity, and (c) academic areas of the curriculum (Jennings, 1974, p. 86).

Jennings (1974) also noted,

> The quality of kindergartens is dependent upon the characteristics and abilities of the teacher, the facilities and equipment available, the curricula implemented, and the beliefs and values of school administrators toward early childhood education. The administrator's values and beliefs about kindergarten are an outgrowth of what he knows about child development, as well as other factors (p. 1).

Jacquelyn Smith (1974) compared the views of elementary principals in eight Texas counties and the views of authorities in the field of early childhood education regarding criteria for a quality kindergarten program. There were three major areas of investigation: 1) characteristics of the five-year-old child, 2) kindergarten organization and curriculum, and 3) kindergarten equipment, materials, and physical facilities.

The findings of the study indicated that the principals were in agreement with authorities on approximately 64 percent of the total

responses. Variation in the percentage of correct responses was great, ranging from approximately 5 percent agreement to approximately 95 percent agreement.

> Widest differences of opinion occurred with items relating to: (1) the use of reading readiness workbooks, (2) the appropriateness of using real wood-working tools, (3) the benefit to young children of performing before large audiences, (4) the need of the kindergarten child for large blocks of time, (5) the amount of time spent in play during the kindergarten day, (6) the ability of the kindergarten child to operate audiovisual equipment independently, and (7) the desirability of having parents in the kindergarten classroom (Smith, 1974, p. 73).

A study by Falen (1976) compared the perceptions of public school superintendents, principals, first grade teachers, and kindergarten teachers toward the importance of selected kindergarten goals. In addition, perceptions were examined when the goals were categorized into emotional, physical, social, intellectual, and academic domains. The study concluded that emotional, social, and academic goals were considered to be extremely important. The differences in the rankings of the goals of the groups was not large. However, kindergarten teachers perceived all selected kindergarten goals in each of the domains to be more important than did superintendents, principals, and first grade teachers.

Van Cleaf (1979) designed a study to determine the relationship existing between the attitudes of parents and those of kindergarten teachers and principals as related kindergarten objectives and methods for achieving those objectives. The findings indicated that parents and educators agreed regarding the priorities of the selected objectives. A significant difference was discovered when the methodological preferences of the parent and educator groups were compared. Parents scored significantly higher in terms of their

preference for behavioristic methods. However, the numerical scores of both groups reflected an overall preference for cognitive-transactionist methods.

The importance of knowledge for the administrator is summarized in the following:

> The elementary principal of today needs to be more a professional leader than ever before. He needs the background from which to winnow the desirable from the undesirable innovations which are being forced upon him. He needs to be able to interpret these to the public in such a way that the public will understand why he is or is not carrying out a particular innovation.
> His justification for this must always come from his depth of knowledge concerning children and their growth. Above all, his chief reason for being an administrator is to improve the teaching-learning situation (Woodruff, 1966, p. 221).

## Summary

The review of the literature supported the major purpose of this study which was to compare the educational beliefs of administrators with the organization and curriculum of kindergarten classes.

The literature reveals a substantial amount of support for early learning experiences. From Plato to Hymes, many individuals have contributed to the concept of early childhood education. The development of kindergarten in the United States has likewise been aided by concerned groups and individuals.

Major administrative concerns related to kindergarten education include funding, organization, curriculum, and teacher preparation. Administration of kindergarten programs requires competent professionals.

The literature also revealed the effect of beliefs and knowledge of administrative decisions, changes related to education, effectiveness of educators, and organizational climate.

CHAPTER III

PROCEDURE

Introduction

The major purposes of this study were to determine the educational

beliefs of public school administrators and to determine the

organization and curriculum of kindergarten classes in the

administrator's school or district.  To achieve these purposes the

following steps were taken:  (1) the development of an appropriate

inventory, (2) the selection of subjects, (3) administration of the

inventory, and (4) treatment of the data.

Instrumentation

The Educational Belief System Inventory was developed by Russell

Dobson, Judith Dobson, W. Frank Grahlman and John Kessinger (1980).

The inventory is composed of 69 items or statements divided into the

following sub-tests:

1.  What do you believe about Human Nature?

2.  What do you believe about Motivation?

3.  What do you believe about the Conditions of Learning?

4.  What do you believe about Social Learning?

5.  What do you believe about Intellectual Development?

6.  What do you believe about Knowledge?

7.  What do you believe about Society?

There are an equal number of statements in each sub-test from three educational camps: Behaviorism, Cognitivism, and Humanism. The response categories include: 1) complete agreement, 2) moderate agreement, 3) uncertain, 4) moderate disagreement, and 5) complete disagreement. Each sub-test provides scores which correspond to the three educational camps. For the purposes of this research, only two educational beliefs were studied; thus, the inventory was limited to statements related to Humanist or Behaviorist educational theories. Response categories were also changed to force respondents to agree or disagree with the statements (Appendix C). The two educational beliefs were those on either end of the training-to-edcation continuum described by Dobson and others. A person would be described as a Behaviorist if he or she supported curriculum development which is based on Humanistic psychology and Existentialist philosophy (Dobson et al., 1980). For this study, the Kindergarten Information Survey was developed. This questionnaire contained questions about kindergarten organization and curriculum. The review of literature formed the basis for the development of questions to be included. The purpose of the Kindergarten Information Survey was to determine and describe current practices in order that they might be viewed in light of beliefs held.

To obtain information about the subjects, a General Information questionnaire was developed. This questionnaire determined information of a demographic nature which could affect the views of administrators concerning kindergarten organization and curriculum (Appendix E).

A pilot study was conducted using the three instruments in June, 1982. A total of fifty-eight people participated in the pilot study. Thirteen participants were administrators in public school districts

with average daily membership of over 3,000. Forty-five of the participants were graduate students enrolled in classes relating to educational administration. The information from the pilot study was analyzed and reviewed. The pilot study participants were asked to offer suggestions to aid in revising and improving the original inventory. Suggestions were received which resulted in the rewording and clarification of several items. The three instruments were revised before the final versions were prepared (Appendices B, C and D).

Validity and reliability of the Educational Belief System Inventory were examined by the original authors. During the development of the instrument, it was validated by a jury of experts. The items included on the instrument were submitted to qualified curriculum experts at three major midwestern universities who rated the items as representative of the philosophies being measured.

Reliability of the instrument was achieved through the use of the Cronbach Alpha Internal Consistency Reliability Scale. The following coefficients are reported by Kessinger (1979): the internal consistency reliability for the total subtests was Behaviorist .829 and Humanist .790.

Regarding the Kindergarten Information Survey, a panel of experts consisting of members of the doctoral committee, individuals recognized as early childhood specialists, and practicing superintendents and principals aided in determining the content validity of the instrument. Those involved in the pilot study were asked to react to the clarity of the instructions and items.

Sample Selection

For this study, school districts in Oklahoma were selected on the basis of average daily membership. Only districts with average daily membership less than 3,000 were selected. The reason for this average daily membership figure was that districts that size usually do not have central office adminsistrators other than the superintendent who are involved with the organization and curriculum of kindergarten classes. It was thus assumed that superintendents would be the only respondents from the central office level.

Only independent school districts were included in the sample. A list of independent school districts was made using the Annual Report of the Oklahoma State Department of Education 1980-81. There were 420 districts identified with an average daily membership less than 3,000. To determine the sample for the study, the districts were numbered and twenty percent were selected using a table of random numbers (Bartz, 1981). The superintendent and principal(s) in these eighty-four districts were identified through the Oklahoma Educational Directory. These persons became the sample of potential respondents for the study.

Administration of the Instrument

To gather data, it was determined that the questionnaire would be mailed to each subject. The literature (Kerlinger, 1973) indicated that the major problem in using a mail questionnaire is the probability of a low rate of return. However, employing follow-up procedures was expected to minimize the potential seriousness of this problem.

Each superintendent and elementary principal in the selected districts was sent a packet which included a letter of introduction, the General Information questionnaire, the Educational Belief System Inventory, and the Kindergarten Information Survey (Appendices A, B, C and D). A total of 184 packets were sent September 3, 1982. A stamped, self-addressed envelope was included in which the respondents could return the questionnaires. Within three weeks, reponses were received from 94 administrators. Ninety follow-up letters (Appendix F) were sent to those who had not returned the information. This resulted in eighteen additional responses by October 15, 1982.

Eighty-four superintendents received the packet and fifty (59.5%) returned the questionnaires. One hundred principals received the packet and sixty-four (64%) returned the questionnaires. Packets were sent to 184 individuals and 114 were returned for a total response of 62.0 percent (Table I).

TABLE I

SURVEY RESPONSE

|  | Packets Sent | Packets Returned | Percent of Response |
|---|---|---|---|
| Superintendents | 84 | 50 | 59.5 |
| Principals | 100 | 64 | 64.0 |
| Total | 184 | 114 | 62.0 |

Eighty-four districts were included in the study.  Responses were received from seventy-two districts (85.7%).  Both the superintendent and principal responded in thirty-two (38.1%) of the districts.  Only the principal responded in twenty-two (26.2%) of the districts.  Only the superintendent responded in eighteen (21.4%) of the districts.  In twelve (14.3%) of the districts, neither the superintendent nor the principal responded (Table II).

TABLE II

RESPONSE BY DISTRICTS AND POSITION

| Response from: | Number | Percent |
|---|---|---|
| Districts | 72 | 85.7 |
| Superintendent | 18 | 21.4 |
| Principal | 22 | 26.2 |
| Superintendent and Principal | 32 | 38.1 |
| Neither | 12 | 14.3 |

Districts were grouped according to average daily membership (ADM).  The majority (53.6%) of those sampled were districts with an ADM of 1-500 students.  This group also had the largest response of the total sample (51.4%).  A survey of the Annual Report of the Oklahoma State Department of Education 1980-81 revealed 458 independent school districts.  Of this number 246 (50.1%) had an ADM of 1-500 students.

The data presented in Table III compares the districts which were sampled and those which responded with the percent of all independent districts with an ADM less than 3,000. In Oklahoma, the majority (94.3%) of all independent districts have an ADM less than 3,000.

TABLE III

DISTRICTS GROUPED BY AVERAGE DAILY MEMBERSHIP

| Average Daily Membership | Districts | | | | | |
|---|---|---|---|---|---|---|
| | State Total of Independent | | Sampled | | Responded | |
| | N | % | N | % | N | % |
| 1-500 | 246 | 50.1 | 45 | 53.6 | 37 | 51.4 |
| 501-1000 | 100 | 20.4 | 21 | 25.0 | 19 | 26.4 |
| 1001-1500 | 82 | 16.7 | 9 | 10.7 | 7 | 9.7 |
| 1501-2000 | 19 | 3.9 | 6 | 7.1 | 6 | 8.3 |
| 2001-2500 | 8 | 1.6 | 2 | 2.4 | 2 | 2.8 |
| 2501-3000 | 8 | 1.6 | 1 | 1.2 | 1 | 1.4 |
| Over 3000 | 28 | 5.7 | 0 | 0.0 | 0 | 0.0 |

Treatment of the Data

Two of the subjects returned the packets with no response and indicated there were no kindergarten classes in their schools. Two subjects did not complete the Educational Belief System Inventory.

Therefore, their responses on the remainder of the questionnaires could not be included in the study. A total of 110 packets were analyzed in the study.

The Educational Belief System Inventory was scored by hand. The instrument was designed to force the subject to agree or disagree with each statement. Each response was tabulated as either a Behaviorist or Humanist response. The total points were added and the subject was classified as either Behaviorist or Humanist if there was a difference of four points in the total scores for each philosophical camp. If there was not a difference of four points, the subject was classified as being Ambivalent with regard to educational theory.

The Kindergarten Information Survey was analyzed using the Statistical Package for the Social Sciences (SPSS) subprogram FREQUENCIES which computes and presents one-way frequency distribution tables for categorical variables. Seven items (8, 9, 11, 12, 13, 23, and 27) were scored by hand.

The General Information was also analyzed using the SPSS subprogram FREQUENCIES.

To study the Beliefs (as determined by the Educational Belief System Inventory) vs. the Practices (as determined by the Kindergarten Information Survey), the SPSS subprogram CROSSTABS was used to generate two-way (Beliefs and Practices) crosstabulation tables for each of the twenty items on the kindergarten survey instrument which had been analyzed using the SPSS subprogram FREQUENCIES.
The Chi-Square test for statistical significance was used to determine whether an existing relationship between two variables was a

significant departure from chance.  Missing responses or those which
indicated "other" were not included in the analysis of items.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter is to present and analyze the data
relating to the four research questions stated in Chapter I.  Each
response will be presented and the data related to the questions will
be analyzed.

Examination of the Research Questions

Research Question 1: What is the relationship between
administrators' educational beliefs and the kindergarten organization
and curriculum of school districts?

The data in Table IV represents the analysis of the relationship
between educational beliefs and the kindergarten organization and
curriculum.  Significant differences were found on items two and
twenty-one.  No significant differences were found on the other items.

Item two asked the respondent to describe the organization of the
kindergarten classes.  Table V reflects a beyond-chance relationship
between adminstrative beliefs and one aspect of the organization of
kindergarten classes.  The majority (94.1%) of the respondents reported
one teacher was responsible for one group of children in one classroom.
Of this group, thiry-seven responding administrators were identified as
Behaviorist, thirty-four were Ambivalent, and twenty-five were
Humanist.

TABLE IV

CHI SQUARE VALUES SHOWING THE RELATIONSHIPS
OF THE EDUCATIONAL BELIEFS WITH
THE KINDERGARTEN SURVEY

| Item | N | df | $X^2$ | p |
|------|---|----|----|---|
| 1. Description of kindergarten classes. | 105 | 4 | 4.02 | NS |
| 2. Organization of kindergarten classes. | 102 | 2 | 9.19 | .05 |
| 3. Length of kindergarten class. | 107 | 2 | 1.71 | NS |
| 4. Certification preferred for kindergarten teachers | 102 | 4 | 4.12 | NS |
| 5. Ratio of children per teacher. | 109 | 8 | 9.94 | NS |
| 6. Ratio of children per teacher considered ideal. | 108 | 8 | 13.03 | NS |
| 7. Provision for school readiness screening. | 107 | 2 | 0.49 | NS |
| 13. Use of standardized and/or pre-packaged kindergarten programs. | 106 | 2 | 1.17 | NS |
| 14. Use of learning centers. | 105 | 2 | 4.78 | NS |
| 15. Use of workbooks. | 106 | 2 | 0.88 | NS |
| 16. Social development is the most important area of kindergarten curriculum. | 107 | 6 | 4.99 | NS |
| 17. Emotional development is the most important area of kindergarten curriculum. | 107 | 8 | 10.00 | NS |
| 18. Physical development is the most important area of kindergarten curriculum. | 107 | 8 | 9.33 | NS |
| 19. Intellectual development is the most important area of kindergarten curriculum. | 107 | 8 | 8.05 | NS |
| 20. Academic development is the most important area of kindergarten curriculum. | 106 | 8 | 10.93 | NS |

TABLE IV (Continued)

| Item | | N | df | $\chi^2$ | p |
|------|--|---|----|----------|---|
| 21. | Determines areas of development for the kindergarten curriculum. | 108 | 6 | 15.24 | .05 |
| 22. | Daily nutritional snacks. | 108 | 2 | 0.82 | NS |
| 24. | Funds provided for field trips. | 100 | 2 | 0.57 | NS |
| 25. | Funds kindergarten teachers receive. | 104 | 4 | 1.21 | NS |
| 26. | Preferred experience for kindergarten teachers. | 104 | 4 | 3.34 | NS |

TABLE V

RELATIONSHIPS OF BELIEFS WITH ORGANIZATION
OF THE KINDERGARTEN CLASS

| Classroom Organization | Belief | | | |
|------------------------|--------|--|--|--|
| | Behaviorist | Ambivalent | Humanist | Total |
| One teacher responsible for one group of children in one classroom. | 37 | 34 | 25 | 96 |
| Two teachers responsible for two groups of children in one large classroom. | 0 | 1 | 5 | 6 |
| $\chi^2$= 9.19          p<.05 | 37 | 35 | 30 | 102 |

Item twenty-one asked, "Who determines the areas of development for the kindergarten curriculum most directly in your school or district?" Table VI reflects a beyond-chance relationship between administrative beliefs and who determines the areas of development for the kindergarten curriculum. Most (50.9%) of the respondents reported teachers determine the areas of development for the kindergarten curriculum. Of this group, twenty-one were identified as Behaviorist, twenty were Ambivalent, and fourteen were Humanist. However, there were more Humanists (15) who indicated administrators determine the areas of development for the kindergarten curriculum. On the basis of the evidence presented in Table VI, there appears to be very little relationship between educational beliefs and the herein described aspects of kindergarten organization and curriculum.

Research Question 2: Do current practices concerning kindergarten organization and curriculum differ when analyzed according to the following characteristics of the school administrators sampled: administrative position, years in present position, sex, type of degree, recency of degree, type of administrative certificate, number of years taught in elementary, number of years taught in secondary, years as a teacher, and years as an administrator?

Four items (1, 2, 13, and 14) from the Kindergarten Information Survey were chosen to represent practices concerning kindergarten organization and curriculum. The data in Table VII represent the analysis of the relationships between the demographic information with the selected items.

TABLE VI

RELATIONSHIPS OF BELIEFS WITH THOSE WHO DETERMINE AREAS
OF DEVELOPMENT FOR THE KINDERGARTEN CURRICULUM

| Who Determines Areas of Development for the Kindergarten Curriculum | Belief | | | |
|---|---|---|---|---|
| | Behaviorist | Ambivalent | Humanist | Total |
| Board of Education | 7 | 1 | 0 | 8 |
| Adminstrators | 7 | 13 | 15 | 35 |
| Teachers | 21 | 20 | 14 | 55 |
| Other | 5 | 3 | 2 | 10 |
| Total | 40 | 37 | 31 | 108 |

$X^2 = 15.24$        $p < .05$

TABLE VII

CHI SQUARE VALUES SHOWING THE RELATIONSHIPS OF
DEMOGRAPHICS WITH SELECTED ITEMS
FROM THE KINDERGARTEN SURVEY

| DEMOGRAPHIC<br>Item | N | df | $x^2$ | p |
|---|---|---|---|---|
| **ADMINISTRATIVE POSITION** | | | | |
| 1.  Description of kindergarten classes. | 105 | 2 | 3.92 | NS |
| 2.  Organization of kindergarten classes. | 102 | 1 | 0.36 | NS |
| 13.  Use of standardized or prepackaged kindergarten programs. | 106 | 1 | 0.08 | NS |
| 14.  Use of learning centers. | 105 | 1 | 3.63 | NS |
| **YEARS IN PRESENT POSITION** | | | | |
| 1.  Description of kindergarten classes. | 105 | 8 | 4.08 | NS |
| 2.  Organization of kindergarten classes. | 102 | 4 | 2.19 | NS |
| **ADMINISTRATIVE POSITION** | | | | |
| 1.  Description of kindergarten classes. | 105 | 2 | 3.92 | NS |
| 2.  Organization of kindergarten classes. | 102 | 1 | 0.36 | NS |
| 13.  Use of standardized or prepackaged kindergarten programs. | 106 | 1 | 0.08 | NS |
| 14.  Use of learning centers. | 105 | 1 | 3.63 | NS |

TABLE VII (Continued)

| DEMOGRAPHIC Item | N | df | $x^2$ | p |
|---|---|---|---|---|
| **YEARS IN PRESENT POSITION** | | | | |
| 1. Description of kindergarten classes. | 105 | 8 | 4.08 | NS |
| 2. Organization of kindergarten classes. | 102 | 4 | 2.19 | NS |
| 13. Use of standardized or prepackaged kindergarten programs. | 106 | 4 | 6.09 | NS |
| 14. Use of learning centers. | 105 | 4 | 3.29 | NS |
| **SEX** | | | | |
| 1. Description of kindergarten classes. | 105 | 2 | 5.83 | NS |
| 2. Organization of kindergarten classes. | 102 | 1 | 0.54 | NS |
| 13. Use of standardized or prepackaged kindergarten programs. | 106 | 1 | 0.48 | NS |
| 14. Use of learning centers. | 105 | 1 | 0.28 | NS |
| **TYPE OF DEGREE** | | | | |
| 1. Description of kindergarten classes. | 105 | 10 | 17.46 | NS |
| 2. Organization of kindergarten classes. | 101 | 4 | 1.36 | NS |
| 13. Use of standardized or prepackaged kindergarten programs. | 105 | 4 | 5.37 | NS |
| 14. Use of learning centers. | 104 | 4 | 6.86 | NS |

TABLE VII (Continued)

| DEMOGRAPHIC Item | N | df | $x^2$ | p |
|---|---|---|---|---|
| **RECENCY OF DEGREE** | | | | |
| 1. Description of kindergarten classes. | 105 | 10 | 11.69 | NS |
| 2. Organization of kindergarten classes. | 101 | 4 | 1.70 | NS |
| 13. Use of standardized or prepackaged kindergarten programs. | 106 | 4 | 0.92 | NS |
| 14. Use of learning centers. | 105 | 4 | 4.20 | NS |
| **TYPE OF ADMINISTRATIVE CERTIFICATE** | | | | |
| 1. Description of kindergarten classes. | 98 | 4 | 5.89 | NS |
| 2. Organization of kindergarten classes. | 94 | 2 | 16.41 | .001 |
| 13. Use of standardized or prepackaged kindergarten programs. | 102 | 2 | 6.94 | .05 |
| 14. Use of learning centers. | 99 | 2 | 4.84 | NS |
| **NUMBER OF YEARS TAUGHT IN ELEMENTARY** | | | | |
| 1. Description of kindergarten classes. | 95 | 10 | 25.47 | .01 |
| 2. Organization of kindergarten classes. | 88 | 5 | 44.98 | .00001 |
| 13. Use of standardized or prepackaged kindergarten programs. | 97 | 5 | 10.80 | NS |
| 14. Use of learning centers. | 97 | 5 | 17.33 | .01 |

TABLE VII (Continued)

| DEMOGRAPHIC | N | df | $x^2$ | p |
|---|---|---|---|---|
| Item | | | | |
| **NUMBER OF YEARS TAUGHT IN SECONDARY** | | | | |
| 1.  Description of kindergarten classes. | 97 | 10 | 22.70 | .05 |
| 2.  Organization of kindergarten classes. | 89 | 5 | 15.47 | .01 |
| 13.  Use of standardized or prepackaged kindergarten programs. | 94 | 5 | 6.82 | NS |
| 14.  Use of learning centers. | 89 | 5 | 9.45 | NS |
| **YEARS AS A TEACHER** | | | | |
| 1.  Description of kindergarten classes. | 103 | 8 | 10.16 | NS |
| 2.  Organization of kindergarten classes. | 100 | 4 | 2.38 | NS |
| 13.  Use of standardized or prepackaged kindergarten programs. | 105 | 5 | 1.90 | NS |
| 14.  Use of learning centers. | 104 | 5 | 4.93 | NS |
| **YEARS AS AN ADMINISTRATOR** | | | | |
| 1.  Description of kindergarten classes. | 104 | 8 | 7.32 | NS |
| 2.  Organization of kindergarten classes. | 101 | 4 | 3.22 | NS |
| 13.  Use of standardized or prepackaged kindergarten programs. | 105 | 4 | 3.72 | NS |
| 14.  Use of learning centers. | 104 | 4 | 3.41 | NS |

A significant difference was found with the type of administrative certificate held and items two and thirteen.

Item two asked the respondent to describe the organization of the kindergarten classes. Table VIII reflects a beyond chance relationship between the type of administrative certificate held and the organization of the kindergarten classes. The majority (94.6%) of the respondents reported one teacher is responsible for one class of students in one classroom. Of this group, sixty-one held Standard certificates and twenty-seven held Provisional certificates.

TABLE VIII

RELATIONSHIPS OF TYPE OF ADMINISTRATIVE CERTIFICATE
WITH ORGANIZATION OF THE KINDERGARTEN CLASS

| Classroom Organization | Type of Administrative Certificate | | |
|---|---|---|---|
| | Provisional | Standard | Total |
| One teacher responsible for one group of children in one classroom | 27 | 61 | 88 |
| Two teachers responsible for two groups of children in one large classroom. | 3 | 2 | 5 |
| Total | 30 | 63 | 93 |

$X^2 = 16.41$        $p < .0001$

Item thirteen asked if standardized and/or prepackaged kindergarten programs were used. Table IX reflects a beyond chance relationship between the type of administrative certificate held and the use of standardized and/or prepackaged kindergarten programs. The majority (56.7%) of respondents reported standardized and/or prepackaged kindergarten programs were used. Of this group, forty held Standard certificates and fifteen held Provisional certificates. Fifteen also held Provisional certificates who reported standardized and/or packaged kindergarten programs were not used.

TABLE IX

RELATIONSHIPS OF TYPE OF ADMINISTRATIVE CERTIFICATE
WITH USE OF STANDARDIZED AND/OR PREPACKAGED
KINDERGARTEN PROGRAMS

| Use of Standardized and/or Prepackaged Kindergarten Programs | Type of Administrative Certificate | | |
|---|---|---|---|
| | Provisional | Standard | Total |
| Yes | 15 | 40 | 55 |
| No | 15 | 27 | 42 |
| Total | 30 | 67 | 97 |
| $x^2=6.94$ | $p<.05$ | | |

A significant difference was found with the number of years taught in elementary and items one, two and fourteen.

Item one asked the respondent to describe the kindergarten classrooms. Table X reflects a beyond chance relationship between the number of years taught in elementary and the type of kindergarten classrooms. The majority (68.2%) of respondents reported kindergarten classrooms described as traditional. Thirty-four reported having taught zero to five years in elementary. Twelve reported having taught six to ten years in elementary. Six reported having taught eleven to fifteen years in elementary. Three reported having taught sixteen to twenty years in elementary. Five reported having taught more than twenty years in elementary.

Item two asked the respondent to describe the organization of the kindergarten. Table XI reflects a beyond chance relationship between the number of years taught in elementary and the organization of kindergarten classes. The majority (96.5%) of respondents reported one teacher is responsible for one class of students in one classroom. Forty-six reported having taught zero to five years in elementary. Fourteen reported having taught six to ten years in elementary. Nine reported having taught eleven to fifteen years in elementary. Nine reported having taught more than twenty years in elementary.

Item fourteen asked if learning centers were used in kindergarten classes. Table XII reflects a beyond chance relationship between the number of years taught in elementary and the use of learning centers. The majority (72.5%) of respondents reported the use of learning centers.

A significant difference was found with the number of years taught in secondary and items one and two.

TABLE X

RELATIONSHIPS OF NUMBER OF YEARS TAUGHT IN ELEMENTARY
WITH TYPE OF KINDERGARTEN CLASSROOMS

| Kindergarten Classrooms | Years Taught in Elementary | | | | | |
|---|---|---|---|---|---|---|
| | 0-5 | 6-10 | 11-15 | 16-20 | More than 20 | Total |
| Traditional | 34 | 12 | 6 | 3 | 5 | 60 |
| Open-spaced | 5 | 2 | 1 | 0 | 0 | 8 |
| Both | 6 | 2 | 4 | 1 | 7 | 20 |
| Total | 45 | 16 | 11 | 4 | 12 | 88 |

$x^2=25.47$    $p<.01$

Item one asked the repondent to describe the kindergarten classrooms. Table XIII reflects a beyond chance relationship between the number of years taught in secondary and the type of kindergarten classrooms demonstrated by a significant ($p<.05$) departure from chance alone. The majority (69.7%) of respondents reported kindergarten classrooms described as traditional. Twenty-one reported having taught zero to five years in secondary. Eighteen reported having taught six to ten years in secondary. Eleven reported having taught eleven to fifteen years in secondary. Four reported having taught sixteen to

twenty years in secondary. Eight reported having taught more than twenty years in secondary.

Item two asked the respondent to describe the organization of the kindergarten classes. Table XIV reflects a beyond chance relationship between the number of years taught in secondary and the organization of kindergarten classes. The majority (94.3%) of respondents reported one teacher is responsible for one class of students in one classroom. Thirty reported having taught zero to five years in secondary. Twenty-three reported having taught six to ten years in secondary. Fifteen reported having taught eleven to fifteen years in secondary. Six reported having taught sixteen to twenty years in secondary. Nine reported having taught more than twenty years in secondary.

TABLE XI

RELATIONSHIPS OF NUMBER OF YEARS TAUGHT IN ELEMENTARY
WITH ORGANIZATION OF KINDERGARTEN CLASSES

| Organization of Kindergarten Classes | Years Taught in Elementary | | | | | |
|---|---|---|---|---|---|---|
| | 0-5 | 6-10 | 11-16 | 16-20 | More than 20 | Total |
| One teacher/ one class | 46 | 14 | 9 | 4 | 9 | 82 |
| Two teachers/ two classes | 0 | 1 | 1 | 0 | 1 | 3 |
| Total | 46 | 15 | 10 | 4 | 10 | 85 |

$X^2 = 44.98$    $p < .00001$

TABLE XII

RELATIONSHIPS OF NUMBER OF YEARS TAUGHT IN ELEMENTARY
WITH USE OF LEARNING CENTERS

| Organization of Kindergarten Classes | Years Taught in Elementary | | | | | |
|---|---|---|---|---|---|---|
| | 0-5 | 6-10 | 11-16 | 16-20 | More than 20 | Total |
| Yes | 31 | 11 | 10 | 3 | 11 | 66 |
| No | 16 | 5 | 2 | 1 | 1 | 31 |
| Total | 47 | 16 | 12 | 4 | 12 | 91 |

$x^2 = 17.33$     $p < .01$

TABLE XIII

RELATIONSHIPS OF NUBMER OF YEARS TAUGHT IN SECONDARY
WITH TYPE OF KINDERGARTEN CLASSROOMS

| Kindergarten Classrooms | Years Taught in Secondary | | | | | |
|---|---|---|---|---|---|---|
| | 0-5 | 6-10 | 11-16 | 16-20 | More than 20 | Total |
| Traditional | 21 | 18 | 11 | 4 | 8 | 62 |
| Open-spaced | 5 | 2 | 2 | 0 | 0 | 9 |
| Both | 9 | 4 | 3 | 1 | 1 | 18 |
| Total | 35 | 24 | 16 | 5 | 9 | 89 |

$x^2 = 22.70$       $p < .05$

TABLE XIV

RELATIONSHIPS OF NUMBER OF YEARS TAUGHT IN SECONDARY
WITH ORGANIZATION OF KINDERGARTEN CLASSES

| Organization of Kindergarten Classes | Years Taught in Secondary | | | | | |
|---|---|---|---|---|---|---|
| | 0-5 | 6-10 | 11-15 | 16-20 | More than 20 | Total |
| One teacher/ one class | 30 | 23 | 15 | 6 | 9 | 83 |
| Two teachers/ two classes | 3 | 1 | 1 | 0 | 0 | 5 |
| $X^2$= 15.47   p<.01 | 33 | 24 | 16 | 6 | 9 | 88 |

No significant difference was found regarding administrative position, years in present postion, sex, type of degree, recency of degree, years as a teacher, or years as an aministrator with the selected items from the Kindergarten Information Survey.

What are the educational beliefs of public school administrators? By utilizing the Educational Belief System Inventory, the researcher identified (Table XV) forty subjects as Behaviorists (36.4%), thirty-eight as Ambivalent (34.5%), and thirty-two as Humanists (29.1%).

Research Question 4: What is the organizaton and curriculum of kindergarten classes in selected Oklahoma school districts? Presented

in Table XVI is information about the organization and curriculum of kindergarten classes. The data gathered indicated the majority (63.6%) of kindergarten classes are described as traditional and are organized so that one teacher is responsible for one class of students in one classroom (87.5%). The ratio of one teacher to twenty children is reported most often (34.5%) with one teacher to twenty-six children next (32.7%). The ratio of one teacher to fifteen children was considered ideal by most of the respondents (47.3%). Most of the administrators preferred Elementary (K-8) certification for kindergarten teachers (44.5%).

School readiness screening is provided for kindergarten children (69.1%). The screening usually occurs before a child enters kindergarten (63.2%). The screening involves the following areas: readiness (97.4%), vision (84.2%), speech (82.9%), and hearing (81.2%). The major purpose for the screening is identificaton of kindergarten readiness (71.1%). Class assignments are based most often on age (28.2%) and random assignment (22.7%).

TABLE XV

EDUCATIONAL BELIEFS OF ADMINISTRATORS

| Category | Number | Percent |
|------------|--------|---------|
| Behaviorist | 40 | 36.4 |
| Ambivalent | 38 | 34.5 |
| Humanist | 32 | 29.1 |

Standardized and/or prepackaged kindergarten programs are used (53.6%) to supplement the curriculum (91.5%). Learning centers (67.3%) and workbooks (71.8%) are also utilized. Administrators agreed that social development (55.5%), emotional development (53.6%), physical development (40.9%), intellectual development (40.9%), and academic development (33.6%) were important areas of the kindergarten curriculum.

Areas of the kindergarten curriculum concerning social, emotional, physical, intellectual, and academic development (items 16, 17, 18, 19, and 20) were analyzed with each educational belief. The response categories ranged from: strongly agree=1, agree=2, undecided=3, disagree=4, strongly disagree=5. The responses concerning social development indicated a mean of 1.9 for Behaviorists, 1.9 for Ambivalents, and 2.2 for Humanists. The responses concerning physical development indicated a mean of 3.6 for Behaviorists, 3.2 for Ambivalents, and 3.2 for Humanists. The responses concerning academic development indicated a mean of 2.9 for Behaviorists, 2.7 for Ambivalents, and 3.1 for Humanists (Table XVII).

Areas of development for the kindergarten curriculum are determined by the teachers (50.0%). Nutritional snacks are provided daily (60.9%). However, school funds are not available for the snacks (52.2%). School funds are provided for field trips (77.3%). Kindergarten teachers receive the same amount of funds to purchase miscellaneous classroom supplies as other elementary teachers (75.5%). Administrators prefer hiring kindergarten teachers with experience equal to most elementary teachers who are hired in the district (68.2%).

TABLE XVI

KINDERGARTEN INFORMATION

| Item | | Category | Number | Percent |
|------|--|----------|--------|---------|
| 1. | Description of kindergarten classes. | Traditional<br>Open spaced<br>Both<br>Other<br>No Response | 70<br>10<br>25<br>3<br>2 | 63.6<br>9.1<br>22.7<br>2.7<br>1.8 |
| 2. | Organization of the kindergarten classes. | One teacher/<br>one class<br>Two teachers/<br>two classes<br>Other<br>No response | 96<br><br>6<br>7<br>1 | 87.3<br><br>5.5<br>6.4<br>0.9 |
| 3. | Length of kindergarten classes. | Half-day session<br>Full day session<br>Other<br>No response | 93<br>14<br>2<br>1 | 84.5<br>12.7<br>1.8<br>0.9 |
| 4. | Type of certification preferred for kindergarten teachers. | Elementary (K-8)<br>Early Childhood<br>(N-K)<br>Both<br>Other<br>No response | 49<br><br>25<br>28<br>7<br>1 | 44.5<br><br>22.7<br>25.5<br>6.4<br>0.9 |
| 5. | Ratio of teacher per children. | 1-5<br>1-10<br>1-15<br>1-20<br>1-26<br>No response | 1<br>8<br>26<br>38<br>36<br>1 | 0.9<br>7.3<br>23.6<br>34.5<br>32.7<br>0.9 |
| 6. | Ratio of teacher per children considered ideal. | 1-5<br>1-10<br>1-15<br>1-20<br>1-26<br>No response | 6<br>11<br>52<br>37<br>2<br>2 | 5.5<br>10.0<br>47.3<br>33.6<br>1.8<br>1.8 |

TABLE XVI (Continued)

| Item | | Category | Number | Percent |
|------|------|----------|--------|---------|
| 7. | Provision for school readiness screening. | Yes | 76 | 69.1 |
| | | No | 31 | 28.2 |
| | | No response | 3 | 2.7 |
| 8. | When screening occurs. | Before child enters kinder-garten. | 48 | 63.2 |
| | | After child enters kinder-garten. | 28 | 36.8 |
| 9. | Screening areas. | Hearing | 62 | 81.2 |
| | | Vision | 64 | 84.2 |
| | | Speech | 63 | 82.9 |
| | | Readiness | 74 | 97.4 |
| | | Other | 5 | 6.6 |
| 11. | Use of screening results. | Grouping | 17 | 22.4 |
| | | Remediation | 19 | 25.0 |
| | | Identification of kindergarten readiness | 54 | 71.1 |
| | | Other | 6 | 7.9 |
| 12. | Basis of class assign-ment. | (1) Age | 31 | 28.2 |
| | | (2) Develop-mental factors | 11 | 10.0 |
| | | (3) Parental request | 8 | 7.3 |
| | | (4) Random assignment | 25 | 22.7 |
| | | (5) Other | 12 | 10.9 |
| | | (1) & (2) | 3 | 2.7 |
| | | (3) & (4) | 6 | 5.5 |
| | | (4) & (5) | 2 | 1.8 |
| | | (1) & (4) | 2 | 1.8 |
| | | (3) & (5) | 1 | 0.9 |
| | | (3), (4) & (5) | 1 | 0.9 |
| | | All | 1 | 0.9 |
| | | No response | 7 | 6.4 |

TABLE XVI (Continued)

| Item | | Category | Number | Percent |
|------|------|----------|--------|---------|
| 13. | Use of standardized and/ or prepackaged programs. | Total curricu- lum | 2 | 3.4 |
| | | Supplement curriculum | 54 | 91.5 |
| | | Other | 3 | 5.1 |
| 14. | Use of learning centers. | Yes | 74 | 67.3 |
| | | No | 31 | 28.2 |
| | | No response | 5 | 4.5 |
| 15. | Use of workbooks. | Yes | 79 | 71.8 |
| | | No | 27 | 24.5 |
| | | No response | 5 | 4.5 |
| 16. | Social development is the most important area of kindergarten curricu- lum. | Strongly agree | 27 | 24.5 |
| | | Agree | 61 | 55.5 |
| | | Undecided | 10 | 9.1 |
| | | Disagree | 9 | 8.2 |
| | | Strongly dis- agree | 0 | 0.0 |
| | | No response | 3 | 2.7 |
| 17. | Emotional development is the most important area of kindergarten curricu- lum. | Strongly agree | 27 | 24.5 |
| | | Agree | 59 | 53.6 |
| | | Undecided | 17 | 15.6 |
| | | Disagree | 11 | 10.0 |
| | | Strongly disagree | 2 | 1.8 |
| | | No response | 3 | 2.7 |
| 18. | Physical development is the most important area of kindergarten curricu- lum. | Strongly agree | 3 | 2.7 |
| | | Agree | 45 | 40.9 |
| | | Undecided | 20 | 18.2 |
| | | Disagree | 34 | 30.9 |
| | | Strongly disagree | 5 | 4.5 |
| | | No response | 3 | 2.7 |

TABLE XVI (Continued)

| Item | | Category | Number | Percent |
|------|--|----------|--------|---------|
| 19. | Intellectual development is the most important area of kindergarten curriculum. | Strongly agree<br>Agree<br>Undecided<br>Disagree<br>Strongly disagree<br>No response | 6<br>45<br>16<br>36<br>4<br>3 | 5.5<br>40.9<br>14.5<br>32.7<br>3.6<br>2.7 |
| 20. | Academic development is the most important area of kindergarten curriculum. | Strongly agree<br>Agree<br>Undecided<br>Disagree<br>Strongly disagree<br>No response | 6<br>37<br>19<br>36<br>8<br>4 | 5.5<br>33.6<br>17.3<br>32.7<br>7.3<br>3.6 |
| 21. | Determines areas of development for the kindergarten curriculum. | Board of Educ.<br>Administrators<br>Teachers<br>Parents<br>Other<br>No response | 8<br>35<br>55<br>0<br>10<br>2 | 7.3<br>31.8<br>50.0<br>0.0<br>9.1<br>1.8 |
| 22. | Daily nutritional snacks. | Yes<br>No<br>No response | 67<br>41<br>2 | 60.9<br>37.3<br>1.8 |
| 23. | School provides funds for nutritional snacks. | Yes<br>No | 32<br>35 | 47.8<br>52.2 |
| 24. | Funds provided for field trips. | Yes<br>No<br>No response | 85<br>15<br>10 | 77.3<br>13.6<br>9.1 |
| 25. | Funds kindergarten teachers receive. | Same amount as other elementary teachers.<br>Less funds<br>More funds<br>Not applicable<br>Other | 83<br>0<br>13<br>8<br>6 | 77.5<br>0.0<br>11.8<br>7.3<br>5.5 |

TABLE XVI (Continued)

| Item | Category | Number | Percent |
|---|---|---|---|
| 26. Preferred experience for kindergarten teacher. | More experience than most elementary teachers. | 27 | 24.5 |
| | Less experience | 2 | 1.8 |
| | Equal experience | 75 | 68.2 |
| | Other | 4 | 3.6 |
| | No response | 2 | 1.8 |
| 27. (1) Have taken college courses in kindergarten or early childhood education. | | 5 | 4.6 |
| (2) Have attended staff development sessions dealing with kindergarten. | | 4 | 3.6 |
| (3) Have read current research journal articles related to kindergarten education. | | 15 | 13.6 |
| (4) Have read and studied little about kindergarten education. | | 18 | 16.4 |
| (1) & (2) | | 4 | 3.6 |
| (3) & (4) | | 6 | 5.6 |
| (1) & (3) | | 11 | 10.0 |
| (1) & (4) | | 1 | 0.9 |
| (2) & (3) | | 23 | 20.9 |
| (2) & (4) | | 4 | 3.6 |
| (1), (2) & (3) | | 14 | 12.7 |
| (1), (2) & (4) | | 1 | 0.9 |
| (1), (3) & (4) | | 1 | 0.9 |
| (2), (3) & (4) | | 3 | 2.7 |

TABLE XVII

EDUCATIONAL BELIEFS AND DEVELOPMENTAL
AREAS OF THE KINDERGARTEN CURRICULUM

| Areas of Development | Educational Belief | | | | | |
|---|---|---|---|---|---|---|
| | Behaviorist | | Ambivalent | | Humanist | |
| | Score | Mean | Score | Mean | Score | Mean |
| Social | 75 | 1.9 | 74 | 1.9 | 64 | 2.0 |
| Emotional | 98 | 2.5 | 92 | 2.4 | 69 | 2.2 |
| Physical | 145 | 3.6 | 121 | 3.2 | 102 | 3.2 |
| Intellectual | 108 | 2.7 | 104 | 2.7 | 96 | 3.0 |
| Academic | 118 | 2.9 | 103 | 2.7 | 100 | 3.1 |

The majority (69.1%) of the administrators reported they had been involved in study in the area through college courses in kindergarten or early childhood education, attendance of staff development sessions dealing with kindergarten and/or reading of current research and journal articles related to kindergarten education.

The responses to item 27 were analyzed with regard to each edcuational belief. Those who indicated they had taken college courses in kindergarten or early childhood education, attended staff development sessions dealing with kindergarten and read current research and journal articles related to kindergarten education were categorized as having knowledge about kindergarten. Those who

indicated they had read and studied little about kindergarten education
were categorized as lacking knowledge about kindergarten.  Of the
Behaviorists, 72.5 percent had knowledge about kindergarten and 27.5
percent lacked knowledge about kindergarten.  Of the Ambivalents, 73.7
percent had knowledge about kindergarten and 26.3 percent lacked
knowledge about kindergarten.  Of the Humanists, 75.0 percent had
knowledge about kindergarten and 25.0 percent lacked knowledge about
kindergarten (Table XVIII).

TABLE XVIII

EDUCATIONAL BELIEFS AND KNOWLEDGE
ABOUT KINDERGARTEN

|  | Behaviorists | | Ambivalents | | Humanists | |
|---|---|---|---|---|---|---|
|  | Number | % | Number | % | Number | % |
| Knowledge | 29 | 72.5 | 28 | 73.7 | 24 | 75.0 |
| Lack of Knowledge | 11 | 27.5 | 10 | 26.3 | 8 | 25.0 |

Summary

Behavioristic, Ambivalent and Humanistic education beliefs were
analyzed with the administrator's perceptions about the level of
importance of each developmental area of the kindergarten curriculum:
social, emotional, physical, intellectual and academic.  Very little

difference was found in the means of the developmental areas between the three educational belief groups. Each group indicated agreement social and emotional development were the most important areas of the kindergarten curriculum. The groups were undecided about physical development as the most important area of the kindergarten curriculum.

Behaviorists and Ambivalents agreed that intellectual and academic development were the most important areas of the kindergarten curriculum. Humanists were undecided about intellectual and academic development as the most important area of the kindergarten curriculum. concerning the developmental areas caused the responses which were given. The items should have required the subjects to rank the developmental areas in the perceived order of importance.

Knowledge about kindergarten was analyzed with regard to each educational belief. The percent of each group indicating knowledge about kindergarten was very similar. Several respondents voluntarily provided comments suggesting more college courses and staff development classes should be made available concerning kindergarten education.

# CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary of the Study

The major purposes of this study were: 1) to determine the
educational beliefs of selected public school administrators; 2) to
determine the organization and curriculum of kindergarten classes in
selected school districts; 3) to compare the administrators'
educational beliefs with the organization and curriculum of
kindergarten classes; and 4) to examine several factors which could af-
fect the views of public school administrators concerning kindergarten
organization and curriculum. Three instruments were utilized to gather
data. The Educational Belief System Inventory was adapted to identify
persons who could be described as Behavioristic or Humanistic. Those
who did not score decisively as Behavioristic or Humanistic were
classified as Ambivalent. The Kindergarten Information Survey was
developed for this study to determine the organization and curriculum
of kindergarten classes. The General Information questionnaire was
developed to determine information about factors which could affect the
views of administrators concerning kindergarten organization and
curriculum.

The subjects for this study were 184 randomly selected
superintendents and principals from the independent school districts in

Oklahoma with an average daily membership less than 3,000. The data were gathered through an instrument mailed to each subject. Four research questions were examined.

The Educational Belief System Inventory was scored by hand. The Kindergarten Information Survey and the General Information were analyzed using the SPSS subprogram FREQUENCIES.

<div align="center">Review and Conlcusions</div>

The purpose of this section is to review the findings as they relate to each research question. A discussion will follow.

Research Question 1: "What is the relationship between administrators' educational beliefs and the kindergarten organization and curriculum of school districts?" There are two major findings.

1. The existing relationship between administrative beliefs and the organization of kindergarten classes demonstrated a significant ($p < .05$) departure from chance alone.

2. The existing relationship between administrative beliefs and who determined the areas of development for the kindergarten curriculum demonstrated a significant ($p < .05$) departure from chance alone.

The findings revealed there is very little relationship between administrative educational beliefs and the practices of kindergarten education as measured by the instruments utilized. The findings indicate there are other variables to be considered which can influence the relationship between administrative beliefs and kindergarten practices. Such variables could be financial resources of the district, availability of teachers who have certification in Early

Childhood, size of the district, and adequate training for administrators regarding kindergarten education.

Perhaps one explanation for the findings regarding little relationship between administrative educational beliefs and the practices of kindergarten education can be gained from the State Department of Education regulations which pertain to kindergarten (Appendix G).  These regulations provide minimum standards which may or may not meet recommendations of Early Childhood specialists.  Perhaps administrators meet these minimum standards and believe they are providing acceptable kindergarten programs.  Therefore, they do not attempt to meet those standards which might be recommended by Early Childhood specialists.  Perhaps legislators and other policy-makers need to be educated concerning kindergarten in order to provide better quality kindergarten programs.

Research Question 2:  "Do current practices concerning kinder-garten organization and curriculum differ when analyzed according to the following characteristics of the school administrators sampled: administrative position, years in present position, sex, type of degree, recency of degree, type of administrative certificate, number of years taught in elementary, number of years taught in secondary, years as a teacher, and years as an administrator?"  There were seven major findings.

3.  The existing relationship between the type of administrative certificate and the organization of kindergarten classes demonstrated a significant ($p < .001$) departure from chance alone.

4.  The existing relationship between the type of administrative certificate and the use of standardized and/or prepackaged kindergarten

programs demonstrated a significant (p<.05) departure from chance alone.

    5.  The existing relationship between the number of years taught in elementary and the description of kindergarten classes demonstrated a significant (p<.01) departure from chance alone.

    6.  The existing relationship between the number of years taught in elementary and the organization of kindergarten classes demonstrated a significant (p<.00001) departure from chance alone.

    7.  The existing relationship between the number of years taught in elementary and the use of learning centers demonstrated a significant (p<.01) departure from chance alone.

    8.  The existing relationship between the number of years taught in secondary and the description of kindergarten classes demonstrated a significant (p<.05) departure from chance alone.

    9.  The existing relationship between the number of years taught in secondary and the organization of kindergarten classes demonstrated a significant (p<.01) departure from chance alone.

The majority of the districts sampled had an average daily membership of 1-500 students.  Therefore, it was assumed that the small districts would have a small number of kindergarten students with probably only one kindergarten class and only one teacher.  These factors would definitely influence the organization of kindergarten classes which was included in four of the major findings (1, 3, 6 and 9).  These factors would also influence the description of kindergarten classes which was included in two of ten major findings (5 and 8).

In considering the demographic information, the number of years taught in elementary produced the largest number of significant

relationships (5, 6 and 7). However, two of these findings deal with items in which the size of the district is very important (5 and 6). Concerning the use of learning centers, it is possible that the subjects were not familiar with what was meant by the term.

There were only two major findings which did not seem to have other variables which affected them (2 and 4). In considering two, it seems probable that administrative beliefs could have no bearing on who determines the areas of development for the kindergarten curriculum. More Behaviorists and Ambivalents indicated teachers determined the areas of development for the kindergarten curriculum. The Humanists indicated adminstrators (15) and teachers (14) determined the area of development for the kindergarten curriculum. If adminsitrative beliefs were important in determining who develops the curriculum areas for kindergarten, it would seem that more Humanists would report that teachers were responsible. Therefore, perhaps the administrator has little influence in this area or has little knowledge of kindergarten and simply leaves these decisions to the teachers.

In considering finding four, the majority of those who reported the use of standardized and/or prepackaged programs indicated they were used as a supplement to the curriculum (91.5%). This could be related to the size of the districts. Smaller districts would be more likely to purchase standardized and/or prepackaged programs to serve as a resource guide. If there were only one kindergarten teacher, these programs could provide helpful information and encouragement. Also, smaller districts are more likely to have had kindergarten classes for a shorter period of time. Therefore, the materials and resources available would not be as extensive as those in larger districts.

Research Question 3: "What are the educational beliefs of public school administrators?"

The study was able to identify educational beliefs of administrators. However, respondents voluntarily provided several questioning comments about the instrument and the manner in which subjects were asked to respond. Also, there were 34.5 percent of the respondents who were identified as Ambivalent. This indicates that perhaps the instrument should have been used in its complete form as originally designed.

The literature supports the notion that beliefs are a factor to be considered when administrative decisions are made concerning curriculum (Bayles, 1959; Dawson, 1976; Klein, 1977; McDaniel, 1978; Robinson, 1977; Combs, 1979; and Dobson et al., 1980).

Research Question 4: "What is the organization and curriculum of kindergarten classes in selected Oklahoma school districts?"

The most important aspect of this study seems to be the value of the information gained from the Kindergarten Information Survey. This study provides a description of current practices concerning areas of administrative consideration related to kindergarten education. Information was gathered with regard to funding, organization, curriculum and teacher preparation. The study provides insight into practices related to Oklahoma kindergartens. The practices should be compared to recommendations of Early Childhood specialists for kindergarten programs.

The early learning experiences of a child are important. The literature provides many who support this notion (Hebb, 1949; Gesell, 1925; and Bloom, 1964). Many studies have contributed to the

profession's knowledge of the achievement of children in the early years of school (Deutsch, 1963; Loban, 1963; Klaus and Gray, 1962; Piaget, 1971; and Hunt, 1975).  Early learning experiences can contribute positively to later school performance and attitudes about school.

It is the responsibility of the administrator to be aware of the importance of the early years and to make every effort to insure that each child has appropriate learning experiences when they enter kindergarten.  Each child must be accepted and educated to his or her fullest potential.

To insure the best educational experience for each child, administrators must strive to obtain quality teachers, adequate facilities, appropriate curriculum and provide an organizational framework which is conducive to learning.  This is supported in the literature (Woodruff, 1966; Hymes, 1978; Spodek, 1975; Hunt, 1961; Widmer, 1968; Todd, 1970; and Evans, 1975).

The administrator is a vital component of the school.  He or she can build or destroy a school or educational program.  The literature provides evidence of this (Austin, 1979).  The superintendent and principal are in key positions to organize, allocate resources and provide leadership (Anselmo, 1975; and Smith et al., 1981).  To make decisions, administrators must be informed.  They are not required to be expert but they must know who is and where information can be gained to make a wise decision (Pharis and Zakariya, 1979; and Anderson, 1969).

Administrators must be educated about kindergarten (Thurman, 1970; Cabler, 1974; Jennings, 1974; Smith, 1974; Falen, 1976; and Van Cleaf,

1979). During administrative training, opportunities must be provided to enable prospective administrators to become knowledgeable about kindergarten. Also, practicing administrators need to be provided with opportunities to continue to learn about kindergarten.

## Recommendations for Further Research

The results of this study indicated the need for further research related to:

1. more precise identification of administrative educational beliefs;

2. identification of other variables which could affect the relationship between administrative educational beliefs and the practices related to kindergarten education;

3. the amount of knowledge which administrators have about kindergarten education; and

4. repetition of this study in different geographical areas of the country and in districts with larger average daily membership.

## Recommendations for Practices Related to Kindergarten

Based on a review of the literature, research conducted for this study, and fourteen years experience as an early childhood educator, the author makes the following recommendations:

School administrators should:

1. make every effort to hire qualified administrators and kindergarten teachers who have knowledge of kindergarten;

2. provide adequate funding for kindergarten programs;

3. consider provisions for full-day kindergarten programs:

4. coordinate kindergarten curriculum with other elementary grades to provide structure and continuity;

5. strive to insure that kindergarten is an integral part of the school; and

6. educate all employees regarding the importance and value of kindergarten.

The kindergarten year is extremely important. To achieve a feeling of success, a child should have an opportunity for learning experiences for which he or she is ready and capable. If this occurs, the child has a better chance of being successful with later school experiences. Administrators can help provide quality kindergarten programs for children by being informed and by demonstrating their interest and concern for kindergarten as an integral, indeed crucial, component of the education system.

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APPENDIX A

LETTER TO SUBJECTS

# OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL

September 3, 1982

Dear

The first few years of a child's school experience are critical in forming his or her attitude toward school and his or her self-concept in relation to school. For most children, kindergarten is their first experience in the public school setting. The principal and superintendent are in key positions to give direction and leadership to kindergarten programs. You have been randomly selected to participate in a study dealing with educational beliefs of public school administrators and the organization and curriculum of kindergarten classes. The enclosed questionnaire will require approximately thirty to forty-five minutes to complete.

Please complete the questionnaire and return it in the enclosed stamped envelope as soon as possible. All information will be treated as confidential and individual responses will not be identified. Your time and assistance with the study are greatly appreciated. If you desire a copy of the completed study, please return the attached card.

Sincerely,

*Harriet Kuykendall*

Harriet Kuykendall
Research Associate
Oklahoma State University

*Kenneth St. Clair*

Kenneth St. Clair
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APPENDIX B

GENERAL INFORMATION QUESTIONNAIRE

## GENERAL INFORMATION

DIRECTIONS: Please enter one check mark for each of the following statements. ALL INFORMATION WILL BE TREATED AS CONFIDENTIAL.

1. Present position:  ·  Superintendent _____  Principal _____

2. Years in present position: 0-5 _____   6-10 _____  11-15 _____   16-20 _____ More than 20 _____

3. Sex:  Male _____  Female _____

4. Highest degree held:  Bachelor's _____  Master's _____  Master's + 30 _____  Ed. Spec. _____

   Doctorate _____

5. Year last degree was obtained:  1982-1977 _____  1976-1971 _____  1970-1965 _____

   1964-1959 _____  Before 1959 _____

6. Type of administrative certificate held:  Provisional _____  Standard _____

7. Number of years taught in Elementary (K—6):

   0-5 _____   6-10 _____   11-15 _____   16-20 _____   More than 20 _____

8. Number of years taught in Secondary (7-12):

   0-5 _____   6-10 _____   11-15 _____   16-20 _____   More than 20 _____

9. Years as a teacher:

   0-5 _____   6-10 _____   11-15 _____   16-20 _____   More than 20 _____

10. Years as an administrator:

   0-5 _____   6-10 _____   11-15 _____   16-20 _____   More than 20 _____

APPENDIX B

BYRNE EFFECTANCE AROUSAL SCALE

APPENDIX C

EDUCATIONAL BELIEF SYSTEM INVENTORY

## EDUCATIONAL BELIEF SYSTEM INVENTORY

The following is a list of statements concerning various aspects of educational theory. Please judge each of the statements according to the scale below. Mark each statement in the right margin by circling the symbol which represents better your belief concerning the statement.

**A — AGREE**          **D — DISAGREE**

1. **What do you believe about man?**

   1. Man can be characterized clearly in terms of his behavior.                                    A    D

   2. Man is greater than the sum of his parts.                                                      A    D

   3. Man is a malleable and passive reactor to his environment.                                     A    D

   4. Man has an inherent tendency toward self-actualization and productivity.                       A    D

   5. Man's behavior is predictable.                                                                 A    D

   6. Man's characteristics can be studied independently of one another.                             A    D

   7. Man can only be studied as a whole.                                                            A    D

   8. Individual perceptions are the only reality known to man.                                      A    D

   9. Man's significance is determined by the work he performs which is motivated by the
      promise of reward.                                                                             A    D

   10. Man defines his own human potential through choices.                                          A    D

II. **What do you believe about motivation?**

   11. Reinforcement (reward) must follow immediately after the desired behavior and be
       clearly connected with that behavior in the mind of the learner for learning to occur.       A    D

   12. Behaviors which are reinforced (rewarded) are likely to recur.                                A    D

   13. Children are naturally curious and will explore their surroundings without adult
       interference and encouragement.                                                              A    D

   14. Children will create tasks that are of educational significance and structure methods of
       accomplishing these tasks when given the freedom to do so.                                    A    D

   15. Appropriate external stimulation of the learner is necessary for optimal achievement.         A    D

   16. Frequency of repetition is necessary in acquiring skills and in bringing about overlearning
       to guarantee retention.                                                                       A    D

   17. True learning occurs when the experience is internalized.                                     A    D

   18. The desire to learn comes from within the individual.                                         A    D

III. **What do you believe about the condition of learning?**

   19. The mind consists of separate, but related faculties which can be trained. This is
       automatic transfer of training.                                                               A    D

   20. If a child is absorbed with and enjoying an activity, learning is occurring.                  A    D

   21. Children are perceptually closer to the learning situation than are teachers; subsequently,
       they see and feel what is needed and are capable of self-direction.                           A    D

   22. Learning is largely a reactive experience.                                                    A    D

23. Learning occurs best when competition for rewards among learners is induced.     A     D

24. Man's mind is an information receptacle which can produce factual content mastery.     A     D

25. Learning emerges in the flow and continuity of man's total experiencing and growing.     A     D

26. Children are best taught exploratory behavior when threat is not present.     A     D

IV. What are your beliefs concerning social learning?

27. The purpose of the school is to prepare children for adulthood so they can assume a contributing role is society.     A     D

28. When man chooses he chooses for all men.     A     D

29. Behavior is a social product.     A     D

30. Man creates his own environment.     A     D

31. Children should be motivated to learn what is significant and contributory to their lives.     A     D

32. Man is a social being who seeks active involvement with others.     A     D

V. What do you believe about intellectual development?

33. People possess different levels and amounts of intelligence. These can be ascertained and reported by a score derived from testing.     A     D

34. The normal curve expresses the social and academic expectation of where people are supposed to fit for the goodness of all.     A     D

35. The less planned adult intervention, the greater intellectual gains of the child.     A     D

36. Learning involves creating relationships. Intellectual development proceeds from "wholes" to "parts" or from a simplified whole to more complex wholes.     A     D

VI. What do you believe about knowledge?

37. Knowledge is a model created by the individual that makes sense out of encounters with the external conditions in the environment.     A     D

38. Truth exists prior to the learning of it.     A     D

39. Little or no knowledge exists which is necessary for all humans to possess.     A     D

40. Truth can be known for itself and not merely for some instrumental purposes.     A     D

VII. What do you believe about society?

41. The school preserves social order and builds new social orders when the public decides they are needed.     A     D

42. Mankind is made man by cultural birth.     A     D

43. The way to improve civilization is by improving the quality of individuals, not by improving institutions.     A     D

44. Society has existence in man's minds.     A     D

APPENDIX D

KINDERGARTEN INFORMATION SURVEY

## KINDERGARTEN INFORMATION SURVEY

Please answer the following items as they relate to kindergarten classes in your school or district.

1. Kindergarten classrooms would be described as ____ traditional, ____ open spaced, ____ both, ____ other.

2. Check the statement which describes the organization of the kindergarten classes.

   ____ One teacher is responsible for one class of students in one classroom.

   ____ Two teachers are responsible for two classes of students in one large classroom.

   ____ Other. Please specify. _____

3. Kindergarten children attend class in ____ half-day sessions, ____ full day sessions, ____ other.

   If other, please specify. _____

4. What type of certification do you prefer for kindergarten teachers?

   ____ Elementary (K-8) ____ Early Childhood (N-K) ____ Both ____ Other ____ Please specify. ____

5. What is the ratio of children per teacher in kindergarten classes in your school or district?

   ____ 1-5    ____ 1-10    ____ 1-15    ____ 1-20    ____ 1-26

6. What do you consider to be the ideal ratio of kindergarten children per teacher?

   ____ 1-5    ____ 1-10    ____ 1-15    ____ 1-20 ____ 1-26

7. Is school readiness screening provided for kindergarten children in your school or district? ____ Yes ____ No

   ### IF YES, PLEASE ANSWER ITEMS 8–11. IF NO, PROCEED TO ITEM 12

   8. Screening usually occurs: ____ before the child enters kindergarten ____ after the child enters kindergarten.

   9. Check areas which are included in screening.

      ____ hearing ____ vision ____ speech ____ readiness ____ other, please specify _____

   10. If a standardized readiness test is used, please write the name of it. _____

   11. How are the screening results used?

       ____ grouping ____ remediation ____ identification of readiness for kindergarten ____ other

       If other, please specify. _____

12. How are kindergarten children sectioned for class assignment in your school or district? Check all which apply.

   ____ Age (Example: Children are divided into age groups and attend calss with those in their same age group.)

   ____ Developmental factors

   ____ Parental request

   ____ Random assignment

   ____ Other. Please specify. _____

13. Are standardized and/or prepackaged kindergarten programs used in your school or district?

   (Example: Economy, Kindergarten Keys)    ____ Yes    ____ No

**IF YES, INDICATE IN WHAT MANNER THESE PROGRAMS ARE USED.**

_____ As the total curriculum. _____ As a supplemental part of the curriculum. _____ other.

If other, please specify. _____

14. Are learning centers utilized in kindergarten classes in your school or district? _____ Yes _____ No

15. Are workbooks used in the kindergarten classes in your school or district? _____ Yes _____ No

16. In your opinion, social development is the most important area of the kindergarten curriculum.

_____ Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree

17. In your opinion, emotional development is the most important area of the kindergarten curriculum?

_____ Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree

18. In your opinion, physical development is the most important area of the kindergarten curriculum?

_____ Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree

19. In your opinion, intellectual development is the most important area of the kindergarten curriculum?

_____ Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree

20. In your opinion, academic development is the most important area of the kindergarten curriculum?

_____ Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree

21. Who determines the areas of development for the kindergarten curriculum most directly in your school or district? (Check only one)

_____ The Board of Education

_____ The administrators (superintendent and principal)

_____ The teachers

_____ The parents

_____ Other. Please specify. _____

22. Do kindergarten children receive nutritional snacks in class daily in your school or district? _____ Yes _____ No

**IF YES, PLEASE ANSWER ITEM 23. IF NO, PROCEED TO ITEM 24.**

23. Does the school provide funds for nutritional snacks? _____ Yes _____ No

24. Are school funds provided for kindergarten field trips? _____ Yes _____ No

25. In some districts, teachers are allowed funds to purchase miscellaneous classroom supplies. In your school or district, kindergarten teachers receive: (Check only one)

_____ the same amount of funds as other elementary teachers.

_____ less funds than other elementary teachers.

_____ more funds than other elementary teachers.

_____ does not apply in my school or district.

_____ other.

26. As an administrator, would you prefer hiring a kindergarten teacher (Check <u>only</u> <u>one</u>)

_____ with more experience than most elementary teachers who are hired in the district.

_____ with less experience than most elementary teachers who are hired in the district.

_____ with experience equal to most elementary teachers who are hired in the district.

_____ other.

27. Which of the following applies to you? (Check <u>ALL</u> appropriate choices)

_____ I have taken college courses in kindergarten or early childhood education.

_____ I have attended staff development sessions dealing with kindergarten.

_____ I have read currect research and journal articles related to kindergarten education.

_____ I have read and studied little about kindergarten education.

APPENDIX E

GENERAL INFORMATION ABOUT ADMINISTRATORS

GENERAL INFORMATION ABOUT ADMINISTRATORS

| Item | Category | Number | Percent |
|---|---|---|---|
| 1. Present position. | Superintendent | 49 | 44.5 |
| | Principal | 61 | 55.5 |
| 2. Years in present position. | 0-5 | 46 | 41.8 |
| | 6-10 | 30 | 27.3 |
| | 11-15 | 18 | 16.4 |
| | 16-20 | 9 | 8.2 |
| | More than 20 | 7 | 6.4 |
| 3. Sex. | Male | 100 | 90.9 |
| | Female | 10 | 9.1 |
| 4. Highest degree held. | Bachelor's | 4 | 3.6 |
| | Master's | 33 | 30.0 |
| | Master's + 30 | 60 | 54.5 |
| | Ed. Spec. | 5 | 4.5 |
| | Doctorate | 7 | 6.4 |
| | No response | 1 | 0.9 |
| 5. Year last degree obtained. | 1982-1977 | 34 | 30.9 |
| | 1976-1971 | 28 | 25.5 |
| | 1970-1965 | 33 | 30.0 |
| | 1964-1959 | 7 | 6.4 |
| | No response | 1 | 0.9 |
| 6. Type of administrative certificate held. | Provisional | 32 | 29.1 |
| | Standard | 69 | 62.7 |
| | No response | 9 | 8.2 |
| 7. Number of years taught in elementary (K-6). | 0-5 | 48 | 43.6 |
| | 6-10 | 16 | 14.5 |
| | 11-15 | 12 | 10.9 |
| | 16-20 | 4 | 3.6 |
| | More than 20 | 13 | 11.8 |
| | No response | 17 | 15.5 |

| Item | | Category | Number | Percent |
|------|--|----------|--------|---------|
| 8. | Number of years taught in secondary (7-12). | 0-5 | 35 | 31.8 |
| | | 6-10 | 26 | 23.6 |
| | | 11-15 | 17 | 15.5 |
| | | 16-20 | 6 | 5.5 |
| | | More than 20 | 9 | 8.2 |
| | | No response | 17 | 15.5 |
| 9. | Years as a teacher. | 0-5 | 18 | 16.4 |
| | | 6-10 | 27 | 24.5 |
| | | 11-15 | 28 | 25.5 |
| | | 16-20 | 11 | 10.0 |
| | | More than 20 | 14 | 12.7 |
| | | No response | 1 | 0.9 |
| 10. | Years as an administrator. | 0-5 | 29 | 26.4 |
| | | 6-10 | 31 | 28.2 |
| | | 11-15 | 24 | 21.9 |
| | | 16-20 | 11 | 10.0 |
| | | More than 20 | 14 | 12.7 |
| | | No response | 1 | 0.9 |

APPENDIX F

FOLLOW UP NOTE TO SUBJECTS

Dear Superintendent or Principal:

Recently you received a questionnaire about kindergarten organization and curriculum and educational beliefs. If you have not completed the questionnaire, please take a few minutes and do so. Your information is important and I want to include it in this research study. I realize how busy this time of the year is and I appreciate your assistance. Thank you!

Sincerely,

Harriet Kuykendall

Harriet Kuykendall

APPENDIX G

ELEMENTARY SCHOOL REGULATIONS
PERTAINING TO KINDERGARTEN

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ELEMENTARY SCHOOL REGULATIONS
PERTAINING TO KINDERGARTEN

I. Administration and Organization

   Regulation e.  The Board of Education shall employ one (1)
full-time teacher for each two (2) grades in the organization.
An additional one-half (1/2) time teacher shall be provided for
each kindergarten session.

III. Faculty

   Regulation a.  Teachers of nursery schools shall hold a
valid Early childhood Education Certificate/license.

V. Subject Requirements

   Regulation c.  The State Board of Education under the
authority vested by the Legislature has approved the following
list of subjects for the elementary schools of Oklahoma.
Kindergarten:  Reading, Writing, English, Music, Science, Social
Studies and Math.

X. Kindergarten

   Regulation a.  Every school district shall provide
kindergarten instruction free of tuition for every child residing
in such district who attains the age of 5 years by the 2nd day of
September.

   Regulation b.  Each school district shall schedule the
following as an integral part of the curriculum:  the teaching of
the necessary basic skills of learning and communication,

including reading, English, writing, the use of numbers and science. These areas of learning shall be incorporated into the curriculum design utilized in the instruction of kindergarten students. The teaching of citizenship as it relates to community and State shall be incorporated into teaching of the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers.

Regulation c. Kindergarten children shall be housed in a room to themselves.

Regulation d. The number of kindergarten children per teacher shall not exceed 26 per half-day session. Any deviation must have written approval from the State Board of Education submitted through the Accreditation Section.

Regulation e. The school year shall consist of 180 days; 175 days of which must be devoted to classroom instruction.

(Administrator's Handbook for Elementary, Middle, Junior High and High Schools, 1982, pp. 43-48.)

VITA

Harriet Elizabeth Kuykendall

Candidate for the Degree of

Doctor of Education

Thesis: KINDERGARTEN: A STUDY OF THE EDUCATIONAL BELIEFS OF ADMINISTRATORS AND THE ORGANIZATION AND CURRICULUM OF CLASSES

Major Field: Educational Administration

Biographical:

Personal Data: Born in Tulsa, Oklahoma June 16, 1946, the daughter of Mr. and Mrs. Ted W. Kuykendall.

Education: Graduated from Memorial High School, Tulsa, Oklahoma, in May, 1964; attended the University of Tulsa, Tulsa, Oklahoma, 1964-65; received the Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a degree in Elementary Education in May, 1968; received the Master of Arts degree from the University of Northern Colorado, Greeley, Colorado with a degree in Early Childhood Education in June, 1974; attended the University of Houston, Houston, Texas, 1976; completed the requirements for the Doctor of Education degree from Oklahoma State University in May, 1983.

Professional Experience: Elementary teacher, Denver Public Schools, Denver, Colorado, 1968-76; kindergarten teacher, Woodland Hall, Houston, Texas, 1976-77; Director of Education, Dillon Family and Youth Services, Tulsa, Oklahoma, 1977-78; elementary teacher, Broken Arrow Public Schools, Broken Arrow, Oklahoma, 1978-79; Assistant Principal, Broken Arrow Public Schools, Broken Arrow, Oklahoma, 1979-83.

Professional Organizations: National Association of Elementary School Principals, Oklahoma Association of Elementary School Principals, International Reading Association, Oklahoma Reading Council, Tulsa County Reading Council, Kappa Delta Pi, Phi Delta Kappa.