

A COMPARISON: MIDDLE SCHOOL AND TRADITIONAL
JUNIOR HIGH SCHOOL PUPILS' ATTITUDES
TOWARD EDUCATION IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Statement of Problem

Pre-adolescents and adolescents are in a transition period physically, socially, intellectually, and emotionally. However, the educational transition of this age group often goes unnoticed by educators as well as parents. Soares (1973) states that children in the middle grades are in the process of transition from childhood to adolescence. Alexander (1969) states that the transition from childhood to adolescence—a three-to-five year duration is marked by differences in physical maturity as well as changes in physiological functioning, which are greater than those occurring at any other time during the growth cycle.

Attitudes and intellectual functioning of the pre-adolescent are gradually emerging as more adult-like. Somers (1974) reports evidence of more capable and responsible intellectual functioning in a study where junior high school students were asked to determine what characteristics made an effective or "good" teacher. A rank rho coefficient of .84 was obtained when the junior high students' characteristics were correlated with lists made by teachers. Therefore, studies of this nature do give some credibility to the opinions and judgemental qualities of junior high students.

Psychological and social reorientation at the middle school age is more traumatic than that of any similar period of growth. Stradley

(1971) reported a list of social concerns of sixth graders during this period of growth. They are concerned with:

- (1) social adjustment and peer rapport;
- (2) selection of friends;
- (3) value interpretation as it pertains to elementary living;
- (4) parent-child-sibling conflict;
- (5) development of self image;
- (6) student-teacher rapport;
- and (7) conduct concerning the opposite sex (p. 141).

DeVita (1970) agrees with Stradley, but in addition to the above concerns, the adolescent is also identifying with items such as music and the type of dress his age group is wearing, and this adolescent seems to have no concern for money. Psychologically, Soares (1973) noted that the self-perceptions of some middle school students were more negative as compared to the traditional school students. However, Schoo (1970) found that school size had an effect on student scores, and students who attended schools that numbered 500 to 700 have significantly more positive perceptions on the self-measure and social-measure subscales of a self-esteem inventory than students in larger schools.

Attempting to aid the student in a more individualized program of instruction, educators created the "middle school." The middle school has been defined as a school providing a program planned for a range of older children, pre-adolescents and early adolescents that builds upon the elementary school program for adolescence. The first date of the American middle school is usually given as 1910 (Popper, 1967; DeVita, 1970; Hansen, 1971; Overly, 1972). The majority of the most successful organizations seem to have a grade grouping of 5-3-4. For example, the first five grades are placed together as the elementary school; the sixth, seventh and eighth grades are in a separate location; and the ninth, tenth, eleventh and twelfth are classified in a separate location as high school. The promoters of the middle school organization note

early physiological maturation of youths as the advantage of taking the sixth grade out of grade school. Many reasons are noted for eliminating the ninth grade from the junior high setting (Hansen, 1971): ninth graders are more physically and socially mature compared with seventh graders; omission of the ninth grade relieves some pressure toward pre-occupation with college entrance units; and it eliminates restrictions upon seventh and eighth grade curricula caused by scheduling around ninth grade required courses. However, Leeper and Alexander (1974) say that the most appropriate grade organization for the middle school cannot be determined from available research. Nevertheless, many variations of grade organization has been recognized: 4-4-4, 6-3-3, 4-2-6, et cetera. Unfortunately, some of the new organizations stemmed from reasons such as over-crowded conditions and dissatisfaction with the junior high organization. It was said by some that the junior high was geared for the "teenager" rather than the "in-between-ager" and it seemed inadequate for the maturing adolescent. A new look at the middle school organization required it to be more than just a reorganized junior high school. Brimm (1963) notes that,

The school that does not provide for a transition period is violating one of the basic principles of psychology and cannot expect effective results from its educational program (p. 10).

Bondi (1972) reminds educators that the growth of the middle school has been so rapid that some educators feel the middle school concept has been already accepted and saw that the junior high school has outlived its usefulness. Moss (1969) adds that the middle schools did not just happen; they evolved from the junior high movement. The junior high movement began before the twentieth century when little research was being done on the effects of educational organization upon students. In

1926, Vernon Bennett wrote a book entitled The Junior High School. In this book, Bennett (1926) listed the four outstanding demands of the junior high as being:

1. The enormous number of undesirable withdrawals from school be prevented.
2. Character of the school will be altered to eliminate impractical and worthless scholasticism that fits youth for nothing in particular.
3. Lengthening period of preparation for skilled vocations will be offset by a method of permitting the mentally capable to proceed through elementary and secondary school at a more rapid pace.
4. School systems will assume the burden of physical and social training so largely neglected by home and other institutions (p. 11).

Numerous lists give reasons for reorganizing the junior high while the above basic premises still hold true for the middle school today. However, very little research has been done to show the effects of the new middle school reorganization. Reasons for establishing the middle school were given more recently by Alexander in his book The Emergent Middle School (1969):

- (1) These years should be considered as crucial in establishing attitudes towards learning;
- (2) no one teacher can or should be expected to teach all subjects—specialized working teams are the answer;
- (3) individualized programs are needed;
- (4) middle schools allow students to be introduced to new areas earlier;
- (5) middle schools will attract and retain more superior teachers;
- (6) allow the establishment of 9th grade in high school;
- (7) middle school will prevent athletic, academic and social patterns of high school from being forced down on less mature adolescents (p. 11).

Within research, three lines of justification seem to appear for the middle school organization. The first is to provide a program especially adapted to the wide range of individual differences and special needs of the "in-between-ager." The second is to create some sort of school ladder or succession that promotes continuity of education from school entrance to exit. The third is to facilitate through a new organization the introduction of needed innovations and curriculum and instruction. Popper (1967) recognizes the paramount goal of the

middle school as being able

to intervene protectively in the process of education which was begun in the elementary school, mediate between the human condition at the onset of adolescence and the pressures of culture, and continue the general education of early adolescents with a curriculum applied in a psychosocial environment which is functional for learning at this stage of socialization (pp. 48-49).

Evaluation seems to be a most effective way to determine whether the goals and objectives of the middle schools are being met. While discussing some evaluation approaches, Hines (1974) stated these assumptions about middle schools as compared to traditional schools:

Pupils in middle schools will have fewer and/or less intense social and psychological problems; will become more self-directed learners; will equal or exceed that of pupils in conventional schools on achievement scores on standardized tests; will achieve as well as or better on standard measures of physical fitness and health; will hold more favorable attitudes toward school and schooling; will hold more adequate self-concepts; social acceptance will be greater; will excel in average daily attendance; will show increasing scores on measures of creativity; will compile better academic and social records in 9th grades; will drop out less frequently. Teachers will use procedures termed by experts as superior; will have a higher degree of professional and self-satisfaction; will utilize greater variety of learning media; will have less turnover in middle schools; will be more open to change; will be absent less frequently. Patrons that visit will have a more positive attitude toward objectives and procedures at school. Principals of experimental and control schools have similar operating patterns with each school system (pp. 3-6).

Purpose

With all the assumptions about middle schools, the purpose of this paper will be to investigate whether there are any differences in attitudes toward education between middle school students and traditional school students in selected Oklahoma schools. The hypotheses to be examined are: there are no significant differences in attitudes toward education between the following: (1) middle school students and tra-

ditional school students; (2) middle school girls and traditional school girls; (3) middle school boys and traditional school girls; (4) middle school boys and traditional school boys; (4) middle school girls and traditional school boys; and (6) middle school and traditional school girls and traditional school and middle school boys.

CHAPTER II

REVIEW OF RELATED LITERATURE

Adolescence most definitely is a period of transition. Alvin Toffler, in his book Future Shock (1970), identifies the educational role in this transition,

For education the lesson is clear: its prime objective must be to increase the individual's 'cope-ability'—the speed and economy with which he can adapt to continual change (p. 357).

Increasing the "copeability" will include strengthening many areas in the adolescent's development. The physiological, psychological and social and intellectual areas of adolescent development will be included in the following discussion of literature.

Physiological Development

Stone and Church (1975) and Hurlock (1973) state that adolescence begins with pubescence, the period of about two years prior to puberty and the physical changes during that period which culminate in puberty. Puberty is marked in females by the menarche, the first menstrual flow. In boys, puberty manifests itself in a number of ways, the most reliable one probably being the presence of spermatozoa in the urine. Usually, the age of twelve is commonly designated as the age of puberty for girls and fourteen for boys. Researchers have noted that the menarche is occurring a year to two years earlier than it has in the past. Tanner (1963) suggests that

the age at which pubescence occurs has been gradually decreasing . . . the average age of menarche in the United States was 12.5 to 13 years as compared to 14 years in 1900 (p. 118).

Overly (1972) writes that by the middle of the twentieth century, the mean age of puberty had dropped approximately one year. Rowe (1967) states:

Physicians, psychologists and physiologists report that children mature at a rate of four to twelve months faster than they did 40 years ago. And it appears obvious that children are becoming more socially sophisticated at an earlier age than they did in the past (p. 74).

Early and late maturers are common, too. Nevertheless, young people of these ages make up the middle school and the junior high school populations, and the early onset of puberty can be stressful for the "mid-lescent" who is basically uncertain of the natural bodily functions that come with maturation. Jones (1965) has shown that early maturers were poised, responsible, successful, and conventional, and late maturers were active, exploratory, insightful, independent, and impulsive—all due to individual physical differences.

Adolescents need the help and understanding of mature adults—parents and teachers alike. Adams (1968) has noted that each person's growth is not dependent on his chronological age, but rather on physiological age, and the extent of his sexual development. To agree with Adams is all the more reason for "tuning in" to the educational needs of these students. Sex education and health classes should be stressed at this point. Middle school children are usually alert and energetic. DeVita (1970) discusses that because of their rapid growth, activity, and awkwardness, they seem to be minor-accident prone. Personal hygiene, awareness of body growth, outdoor participation, and some tests of strength become important to boys of this age range.

Psychological and Social Development

Following or paralleling the sexual development of the adolescent are the psychological stresses that come with this transitional age. The adolescent is preoccupied with who he is and where he belongs. He has become self-conscious with his developing or non-developing body.

In many respects, the school has a more strategic position than the home to influence lives of adolescents. Thus, educators are placed in the position to accept the responsibility of the guidance of these students when problems developing from his physical being are apparent. Physical development is often connected with social and psychological problems. Jersild (1963) agrees that guidance should be the responsibility of the educational system. Guidance and education have the potential to complement each other. More and more schools are realizing that education encompasses the emotions as well as the intellect. In fact, the emotional or psychological health of the students effects the learning potential regardless of the students' ability. Thus, successful guidance can also encourage the students' tendency toward more meaningful and spontaneous learning whether the guidance comes from a designated school counselor or a concerned faculty member. Many schools try to remedy these problems by developing sex education classes to meet the psychological and social needs. However, the sex education classes do not always meet these needs. Bondi (1972) says that "a child's social development may be defined as the ability to adjust to those around him" (p. 21). Therefore, McCarthy (1972, p. 182) suggests that the middle school cover these areas of guidance:

1. Family Background
2. Individual Interests
3. Past Academic Success

4. Health Records
5. Mental Maturity Scores
6. Present Achievement Scores
7. Notes Summarizing Parental Conferences

DeVita (1970) adds the areas of leisure time and work and vocational plans to the above list. Reasons for guidance in these areas are brought about by the concern of this age group trying adult roles, being led by their peer groups, and being under parental pressure to make good grades. The goal of the guidance counselor is to be as objective as possible. The New York City Board of Education (1973) noted in their publication that "the guidance counselor observes each pupil as a unique personality" (p. 3). While the guidance counselor makes an effort to see each person as a unique individual, certain concerns do seem to occur more regularly than others. One of the major concerns of this age group is finding an individual independence absent from group pressure. Erickson (1960) has named this concern in the development of personality as identity versus identity diffusion in his eight stages in the life cycle of man. Erickson states:

The developmental task is to integrate childhood identifications with the basic biological drives, native endowment, and the opportunities offered in social roles. The danger is that identity diffusion, temporarily unavoidable in this period of physical and psychological upheaval (adolescence), may result in permanent inability to 'take hold' or, because of youth's tendency to total commitment, in the fixation in the young person of a negative identity, a devoted attempt to become what parents, class, or community do not want him to be (p. 45).

Leeper and Alexander (1974) report that middle school students' emotional needs show that they need to become more independent yet still feel the need for direction and regulation. This need for direction and regulation should be extended to the home. McGlasson (1973) agrees, and points out that the middle school tends to emphasize the importance of

guidance through a home base and team teaching arrangement. In a study done by Gellen (1972), the involvement with guidance as it applied to teaching worked effectively with boys who were capable of academic learning but who were socially and emotionally unable to relate effectively in the usual academic setting. In addition, a study done by Gjesme (1973) with girls found that the psychological, achievement-oriented females tend to have a greater probability of success and perform better than do failure-oriented females. The idea of self-fulfilling prophecy perhaps has some bearing on the student at this age, another reason for the importance of counseling. Pumerantz (1972) carries the guidance function another step by saying:

The guidance function can no longer be identified as being conceived almost exclusively with those students having more serious problems. It has become a visible part of the total educational program (p. 147).

Nevertheless, if the guidance techniques remain as similar to the preceding techniques just as the organization of the junior high remains similar to the new middle school programs as found by Gatewood (1971), they will be more of a burden than a benefit.

To conclude this discussion of the psychological and social needs of the "middlescent" and the importance of guidance at this age, Grooms (1967) suggests the middle school must recognize the existence of parental needs and attitudes. In her book Middle Schools, Murphy (1966) shows that one way to influence the attitudes toward the middle school by the parents is to involve them, to invite them to visit the teachers as well as the facility. So many of the buildings today emphasize the structure as a basic aid to the success of the educational program—truly a meeting of the educational and architectural mind. Even though parental support is desired, peer acceptance will still dominate the psychological security

of many students at this age. A study done by Cox (1974) showed that it was important that adolescents have peer-acceptance and those findings were contingent upon the rejecting-accepting behavior of their parents.

Intellectual Development

Jean Piaget is one of the most noted researchers and authors on cognitive development. Piaget suggests that cognitive development is a progression through periods or stages (Bondi, 1972). Practically all youngsters in the ten to fourteen age group make a certain amount of progress, but there is a widening gap between the successful student and the poor student. This is the time where chronological age should mean the least to educators and the child should be allowed to progress at his own rate. This is one goal of the middle school: the individualized programming is most necessary during these years.

Leeper and Alexander (1974) quote from Michael Tobin saying that in relation to their intellectual experiences, students of the middle school age tend to be curious and inquisitive; relate intellectual activities with immediate and short range goals; be interested in both concrete and abstract exercises and be more able to deal with abstract concepts than formerly. Adolescents in the middle school age are entering the stage Jean Piaget has termed "formal operations." Eichhorn (1966) says:

It is important to analyze some of the basic intellectual characteristics of formal operations since the majority of the transescents enter this level of cognitive development during their stay in the middle school (p. 28).

Entering the stage of "formal operations" makes it possible for one to reverse mental operations, to acquire logical or propositional thinking, and to acquire the intellectual function of combinatorial analysis. Some students reach the formal operations stage later than others;

therefore, it is necessary for individualized instruction by educators at this time.

Teacher Effectiveness

One of the most important influences upon intellectual functioning is the teacher and her/his ability to convey information and instructions to his/her students. Clarity is extremely important at the middle school level. Unfortunately, Schoo (1973) reports that most states do not require special teacher certification to teach in the junior high or the middle school. However, reports by Robinson (1975) reported that middle school teachers were slightly more likely to believe that teaching in a middle school was a desirable career and that their school was a good career setting.

Adolescents have been credited with being able to reliably rate teachers, as earlier mentioned, on the dimensions of teaching effectiveness (Somers, 1974). More often than not, the self-fulfilling prophesy begins to influence the teacher expectations and attitudes toward their students. A study done by Kester (1972) showed that teachers' expectancies did influence their interaction with students. Kester's homogenous sample of average intelligence students was divided into an experimental group labeled "brighter" and a control group labeled "average" in intelligence. The teachers began to have a more positive-accepting-supportive manner with the students labeled "brighter."

Middle school students and traditional school students have also expressed attitudes toward various kinds of teaching media, including textbooks, computer assisted instruction and television news. Hess and Tenezakis (1973) reported that students in 7th and 9th grades who had

experience with computer assisted instruction preferred that instruction method over the teacher at the .05 significance level. Perhaps the machine will take the place of the teacher in the near future. Machines show no racial bias and Grooms (1967) notes that electronics is improving the effectiveness of the school's report to the parents relative to the students' progress. Report cards are being discarded and electronics is making it possible for the parents to view their child on hidden monitors during activities and examinations.

Summary of Literature Relating to Student Attitude Research

More recently, the two major studies relating to student attitudes were done by Philip Schoo (1970) and Trauschke (1970). Schoo found, with the Student Opinion Poll II, that middle school students in Michigan in grades 5-8 had significantly more positive attitudes than junior high students or students in 6-8 schools toward education. In addition, pupils in both types of schools (5-8, 6-8) evidenced more positive attitudes toward school than pupils in junior high schools. Schoo concluded that the 5-8 middle schools studied provided an easier transition for students from elementary schools. Trauschke's study (1970) compared middle school pupils' attitudes with pupils in grades five and six of elementary school and grades seven and eight of junior high school, measured by the Battle's Student Attitude Scale (Trauschke, 1970). Trauschke found that middle school pupils had a more favorable attitude toward school, teachers, other students, and themselves and that the attitude scores of middle school pupils improved with longer experience in the middle school program.

In addition, Case's (1970) study with fifth graders showed that both middle school and elementary school fifth graders' attitudes toward education declined during the year, but it was shown to decline somewhat less for the middle school students. Wood (1973) found no significant differences in attitudes between middle school and junior high school students in the Saint Louis area.

Weiner (1968) found no significant differences among ability groupings' mean scores on attitudes toward school and self-concept between seventh grade students in West Lafayette Junior High School in Indiana. She used Jackson and Getzels (1959) Student Opinion Poll II in her research, too.

Finally, Jackson and Getzels (1959) found no significant differences in attitudes toward education with seventh grade students.

CHAPTER III

PROCEDURE

Selection of Subjects

This study utilized 214 seventh grade male and female students with a minimum grade point of 3.00 average or above on a 4.00 scale. The author assumed that students with a grade point average lower than 3.00 would have a tendency to reply more negatively to the Student Opinion Poll II. This assumption equates low grades with a natural dissatisfaction with education among the majority of the students who make low grades. However, the author also notes the possibility of peer pressure influencing a pre-adolescent or "middlescent" to verbalize dissatisfaction with school regardless of high or low grade achievement. The middle schools from the McAlester Public School System, Puterbaugh Middle School and Parker Middle School, contributed 102 participants. The Bartlesville Public School System which has a junior high organization contributed 112 participants from Central Junior High and Madison Junior High. These schools were chosen for their distinct middle school (grades 6-8) and junior high school (grades 7-9) grade distinctions, and so that travel expense to obtain the data would be feasible. The McAlester middle schools had begun their third year when these data were collected; therefore, it seemed that the effects of the organization and administration had been present long enough so the seventh grade students would not have been exposed to a transition from a junior high to the middle

school environment.

The McAlester middle schools were grouped with the sixth, seventh, and eighth grade organization. The Bartlesville junior high schools were grouped with the traditional seventh, eighth, and ninth organization. Even though the two middle schools and the two junior high schools were different in organization and name, their practices were extremely similar. Neither had team teaching classes, nor did McAlester have much financial support for special education facilities or support personnel. However, special education facilities in the Bartlesville Public School System were very impressive. Both schools had short periods which allowed for more exploratory subjects or classes to be offered. Nevertheless, both systems were very similar, although the McAlester middle schools were not as populous as the Bartlesville junior high schools.

Description of the Instrument

Degree of satisfaction with education was measured by the Student Opinion Poll II developed by Jacob Getzels and Philip W. Jackson in the Department of Education at the University of Chicago in 1959. This standardized instrument is a 49-item questionnaire which is a revision of an earlier 60-item instrument developed by Jackson and Getzels. The questionnaire measures students' attitudes which show satisfaction or dissatisfaction with school. Responses to the items were made by circling a letter next to the response which most likely reflected the attitude of the student toward his teacher, fellow students, and principal. The most favorable response in terms of the most positive attitude toward an item received a weight of one. The remaining response choices received a neutral

valence as a score. The number of scores was counted to evolve a total score for each respondent. The weighting system may be observed in Table IV with the asterisks distinguishing the most favorable response.

The reliability of the Weiner sample (1968) of the Student Opinion Poll II, based on the Kuder-Richardson formula was .88. In the Jackson and Lahaderne (1967) sample with sixth graders, they found a reliability of .86. The original source (Jackson and Getzels, 1959) did not have a statement of validity. This is true of all the studies that have used the Student Opinion Poll II which the author has received. However, the reliability of the questionnaire found by Jackson and Getzels (1959) using a team of psychologists was .84.

Administration of the Instrument

The questionnaire was given at a predetermined time and place by the investigator and an assistant. At the middle schools, the questionnaire was administered in the cafeteria/auditorium as classroom size prohibited testing of the total group. At the junior high schools, the questionnaire was administered in a classroom setting with two separate testing groups to facilitate the change of one class to study hall and vice versa. The subjects participating in the study were informed that the purpose of the study was to learn about their attitudes toward education. They also were informed that the investigator was conducting this study for the completion of a master's degree through the Family Relations and Child Development Department of the Division of Home Economics at the Oklahoma State University.

The questionnaires were distributed after the introductions were made and instructions were read to the group as they followed along.

The investigator stressed the point that the respondent's name was not required; however, they were instructed to make the distinction whether they were male or female on the instruction sheet. The examiner and the assistant were present to aid the students individually with statements they did not understand. After the questionnaires were collected, the students were thanked and they proceeded to their next classes. The students had been selected by the cooperating school for the investigator. The criteria for the selection of students were that an equal amount of girls and boys were desired and that they were to have at least a 3.00 grade point average. The time required for the administration of the Student Opinion Poll II and the reading of instructions did not exceed one-half hour.

CHAPTER IV

RESULTS

Description of the Subjects

Table I presents a description of the subjects. The 214 subjects were from four schools; two were middle schools (n=102) and two were from junior high schools (n=112). Approximately half of the respondents were male (45.33%) and half were female (54.67%) as presented in Table I. All of the subjects were in the seventh grade and held a B or above average on a 4.00 grading scale.

TABLE I
ANALYSIS OF SAMPLE ACCORDING TO SEX AND SCHOOL

Sample	Frequency N=214	Percent
<u>School Type</u>		
Middle School ₁	50	23.36
Middle School ₂	52	24.30
Junior High School ₁	57	26.64
Junior High School ₂	55	25.70
Total		<u>100.00</u>
<u>Sex</u>		
Females	117	54.67
Males	97	45.33
Total		<u>100.00</u>

Results of Hypotheses

It was hypothesized in this study that there were no significant differences in attitudes toward education between the following: (1) middle school students and traditional school students; (2) middle school girls and traditional school girls; (3) middle school boys and traditional school girls; (4) middle school boys and traditional school boys; (5) middle school girls and traditional school boys; and (6) middle school and traditional school girls and traditional and middle school boys. Utilizing analysis of variance, comparisons were made of the responses to the Student Opinion Poll II (Jackson and Getzels, 1959) between the above groups. The following were not found to have significant differences: (1) middle school girls and traditional school girls; (2) traditional school girls and middle school boys; (3) traditional school boys and middle school boys; (4) middle school and traditional school boys and middle school and traditional school girls; and (5) traditional school boys and girls and middle school boys and girls (see Table II). The comparison of scores was not significant between any grouping of male-female, male-male, or female-female regardless of the type of school he/she attended except a comparison of traditional school boys and middle school girls did show a significant difference ($p = .05$) with the traditional school boys having a more positive attitude toward education. In comparing mean scores the girls in both schools as compared to the boys in both schools, the girls, combined, showed more positive attitudes toward education. A larger sample might prove this variable significant.

The median score for the junior high groups was 27.50, while the median was 24.50 for the middle school group. Thus, the middle school students' median and modal scores were lower than the junior high stu-

dents'. This reflects slightly more positive attitudes among the junior high group toward education. However, there was not a statistically significant difference between the two groups.

TABLE II
DIFFERENCES IN RESPONSE TO STUDENT OPINION POLL II
CLASSIFIED BY SEX AND SCHOOL TYPE

Sex	School Type	Number of Cases	Mean	S.D.	F	P
Girls	Junior High	67	28	9.01	1.10	N.S.
Girls	Middle School	50	26	9.47		
Girls	Junior High	67	28	9.01	1.12	N.S.
Boys	Middle School	52	25	8.51		
Boys	Junior High	45	26	6.89	1.89	0.05
Girls	Middle School	50	26	9.47		
Boys	Junior High	45	26	6.89	1.53	N.S.
Boys	Middle School	52	25	8.52		
Girls	Junior High & Middle School	117	27	9.23	1.41	N.S.
Boys	Junior High & Middle School	97	25	9.23		
Girls & Boys	Junior High	112	27	8.23	1.18	N.S.
Girls & Boys	Middle School	102	25	8.96		

Analysis of mean scores of the four groups differed slightly as reported in Table III. Schools one and two are middle schools and schools three and four are junior high schools.

TABLE III
DIFFERENCES OF MEAN SCORES CLASSIFIED BY SCHOOL

School	N=214	Mean Score
School ₁	50	26.22
School ₂	52	24.81
School ₃	57	27.49
School ₄	55	27.16
Overall Mean		26.46

Therefore, the mode, median and mean were all lower for the middle school group which reflects a less positive attitude toward education. The mean scores of the two middle school groups were further apart, the first being 26.22 and the second being 24.81. The junior high students' mean scores showed more consistency with means of 27.49 and 27.16 (see Table III).

Two similar studies with sixth and seventh grade students (Jackson and Lahaderne, 1967; Weiner, 1968) showed that there were no significant differences in attitudes about going to school between the samples in their studies which were compared according to grade differentiation.

Responses to the Student Opinion Poll II

Students' responses to the Student Opinion Poll II (Jackson and Getzels, 1959) are listed in Table IV. The subjects were separated into two main categories: middle school and junior high school with a more

detailed separation of male and female for comparison of attitudes between the two types of schools. Responses are listed for each of the 49 items for the middle school students and the junior high school students. The higher the respondent's score, the more positive were the respondent's attitudes toward education. The percentages on the tables may not always total to be 100% because of round-off error. The key to the headings in Table IV are as follows: JHF is the junior high frequency; JHP is the junior high percentage; MSF is the middle school frequency; MSP is the middle school percentage; and TP is the total percentage.

In general, the students reported no significant differences in attitudes toward going to school; however, a wide range of scores was present with the middle school having a range of 4 to 44, while the junior high school range was from 11 to 44. The most positive response, as indicated by an asterisk in Table IV, receives one point to obtain the students' total score. Thus, a perfect score would be 49. The modal score of the middle school students was a 20 with the frequency being nine and showing that 8.82% of the students received that score. The junior high students had a modal score of 27 occurring eight times and 7.14% of the students received that score.

TABLE IV

FREQUENCY AND PERCENTAGE OF RESPONSES TO STUDENT OPINION POLL II

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
1. This school listens to parents' opinions	a. too much	10	08.93	1	00.98	11	05.14
	*b. just enough	76	67.85	69	67.65	145	67.76
	c. too little	25	22.32	32	31.37	57	26.64
	e. no response	1	00.89	0	00.00	1	00.47
2. The number of courses given at this school is	a. too many	7	06.25	19	18.62	26	12.15
	*b. just about right	99	88.39	80	78.43	179	83.64
	c. Not enough	6	05.36	3	02.94	9	04.21
3. Although teachers differ in this school, most are	*a. very good	24	21.43	21	20.59	45	21.03
	b. good	60	53.57	34	33.33	94	43.93
	c. fair	27	24.11	44	43.18	71	33.18
	d. poor	1	00.89	3	02.94	4	01.87
4. In some schools the principal sees and talks with the students often, while in other schools he rarely sees them. In this school the principal sees and talks with students	a. too often	7	06.25	5	04.90	12	05.61
	*b. just about the right amount	79	70.54	79	77.45	158	73.83
	c. too little	25	22.32	18	17.65	43	20.09
	e. no response	1	00.89	0	00.00	1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
5. The chance to say or do something in class without being called upon by the teacher is	a. too little	48	42.86	44	43.14	92	42.99
	b. too much	17	15.18	8	07.84	25	11.68
	*c. about right	47	41.96	50	49.02	97	45.33
6. The things that I am asked to study are of	*a. great interest to me	14	12.50	13	12.75	27	12.62
	b. average interest to me	78	69.64	71	69.61	149	69.63
	c. little interest to me	17	15.18	17	16.67	34	15.89
	d. no interest to me	2	01.78	1	00.98	3	01.40
	e. no response	1	00.89	0	00.00	1	00.47
7. Getting to know other students in this school is	*a. easier than usual	54	48.21	46	45.10	100	46.73
	b. about the same as in other schools	51	45.54	44	43.14	95	44.39
	c. more difficult than usual	7	06.25	12	11.77	19	08.88
8. As preparation for college, the program of this school is	a. too tough	4	03.57	7	06.86	11	05.14
	*b. about right	97	86.61	89	87.25	186	86.92
	c. too easy	11	09.82	6	05.88	17	07.94

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
9. The class material from year to year	a. repeats itself too much; you learn the same material over and over	26	23.21	21	20.58	47	21.96
	*b. repeats itself just enough to make you feel what was learned before helps you now	80	71.43	75	73.53	155	72.43
	c. is so new that the things learned in the last grade do not help much in this one	6	05.35	6	05.88	12	05.61
10. In this school the teachers' interest in the students' school work is	a. too great	9	08.04	5	04.90	14	06.54
	*b. just about right	84	75.00	70	68.63	154	71.96
	c. not great enough	18	16.07	27	26.47	45	21.03
	e. no response	1	00.89	0	00.00	1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
11. When students in this school get bad grades, their classmates usually	a. feel sorrier for them than they should	5	04.46	6	05.88	11	05.14
	b. admire them more than they should	19	16.96	19	18.63	38	17.76
	*c. show the right amount of concern	82	73.21	77	75.49	159	74.30
	e. no response	6	05.36	0	00.00	6	02.80
12. Students in this school are	a. too smart—it is difficult to keep up with them	9	08.04	4	03.92	13	06.07
	*b. just smart enough—we are all about the same	85	75.89	81	79.41	166	77.57
	c. not smart enough—they are so slow I get bored	17	15.18	17	16.67	34	15.88
	e. no response	1	00.89	1		1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
13. Most of the subjects taught in this school are	a. very interesting	16	14.29	23	22.55	39	18.22
	*b. above average in interest	62	55.36	49	48.04	111	51.87
	c. below average in interest	24	21.43	23	22.55	47	21.96
	d. dull and uninteresting	6	05.36	7	06.86	13	06.07
	e. no response	4	03.57	0	00.00	4	01.87
14. The teachers' interest in what the students do outside of school is	a. too great	18	16.07	29	28.43	47	21.96
	*b. about right	63	56.25	46	45.10	109	50.94
	c. too small	30	26.79	27	26.47	57	26.64
	e. no response	1	00.89	0	00.00	1	00.47
15. The student who shows a sense of humor in class is usually	a. admired by the teacher more than he should be	11	09.82	9	08.82	20	09.35
	b. punished by the teacher more than he should be	50	44.64	55	53.92	105	49.06
	*c. given about the right amount of attention	49	43.75	38	35.25	87	40.65
	e. no response	2	01.79	0	00.00	2	00.93

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
16. When teachers "go too fast," students do not know what is going on. In this school, most teachers teach	a. too slowly	6	05.36	5	04.90	11	05.14
	*b. about right	85	75.89	72	70.58	157	73.36
	c. too fast	20	17.86	25	24.51	45	21.03
	e. no response	1	00.89	0	00.00	1	00.47
17. Students who are good in sports are respected by classmates	a. more than they should be	36	32.14	35	34.31	71	33.18
	b. less than they should be	9	08.04	8	07.84	17	07.94
	*c. neither more or less than they should be	66	58.93	59	57.84	125	58.41
	e. no response	1	00.89	0	00.00	1	00.47
18. The practice of competing against each other or of working together in this school	a. leans too much toward competition	24	21.43	21	20.58	45	21.03
	b. leans too much toward working together	7	06.25	9	08.82	16	07.48
	*c. is well balanced	79	70.54	72	70.58	151	70.56
	e. no response	2	01.78	0	00.00	2	00.93

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
19. On the whole, the things we study in this school	*a. are about right	50	44.64	44	43.14	94	43.92
	b. should be changed a little	60	53.57	55	53.92	115	53.74
	c. should be completely changed	1	00.89	3	02.94	4	01.87
	e. no response	1	00.89	0	00.00	1	00.47
20. The teachers I have had in this school seem to know their subject matter	*a. very well	56	50.00	44	43.14	100	46.73
	b. quite well	43	38.39	40	39.22	83	38.78
	c. fairly well	13	11.61	15	14.71	28	13.08
	d. not as well as they should	0	00.00	3	02.94	3	01.40
21. Students may work either by themselves or in groups. In this school we work in groups	a. too often	1	00.89	0	00.00	1	00.47
	*b. just enough	29	25.89	18	17.65	47	21.96
	c. too little	82	73.21	84	82.35	166	77.57
22. Students get along together in this school	*a. very well	33	29.46	14	13.72	47	21.96
	b. about average	72	64.29	71	69.60	143	66.82
	c. not too well	7	06.25	14	13.72	21	09.81
	d. very badly	0	00.00	3	02.94	3	01.40

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
23. The amount of "school spirit at this school is	a. more than enough	39	34.82	37	36.27	76	35.51
	*b. about right	59	52.68	42	41.18	101	47.20
	c. not enough	14	12.50	23	22.55	37	17.30
24. On the whole the school pays attention to the things you learn from books	a. too much	34	30.36	39	38.23	73	34.11
	*b. just enough	68	60.71	61	59.80	129	60.28
	c. not enough	9	08.04	2	01.96	11	05.14
	e. no response	1	00.89	0	00.00	1	00.47
25. Teachers in this school seem to be	*a. almost always fair	26	23.21	19	18.63	45	21.03
	b. generally fair	49	43.75	47	46.08	96	44.86
	c. occasionally fair	31	27.68	30	29.41	61	28.50
	d. often unfair	6	05.36	6	05.88	12	05.61
26. The things we do in class are planned	a. so badly that it is hard to get things done	10	08.93	4	03.92	14	06.54
	*b. so well that we get things done	59	52.68	48	47.06	107	50.00
	c. so completely that we hardly ever get to do what we want	43	38.39	49	48.04	92	42.99
	e. no response	0	00.00	1	00.98	1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
27. Our seats in class	a. change too much; we can never be sure where we will sit and who will sit next to us	3	02.68	3	02.94	6	02.80
	*b. change about the right number of times	70	62.50	71	69.61	141	65.88
	c. never change; we stay in the same place all year	39	34.82	27	26.47	66	30.84
	e. no response	0	00.00	1	00.98	1	00.47
28. The students who receive good grades are	a. liked more than they should be by their classmates	4	03.57	11	10.78	15	07.01
	b. disliked more than they should be by their classmates	10	08.93	10	09.80	20	09.35
	*c. neither liked nor disliked more than they should be	98	87.50	81	79.41	179	83.65

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
29. In this school the teachers' interest in the students' school work is	*a. just about right	81	72.32	68	66.67	149	69.63
	b. not great enough	19	16.96	26	25.49	45	21.03
	c. too great	12	10.71	8	07.84	20	09.35
30. In my opinion, student interest in social affairs, such as clubs, scouts, and the "Y" is	a. too great	8	07.14	5	04.90	13	06.07
	*b. about right	72	64.29	62	60.78	134	62.62
	c. too little	32	28.57	35	34.31	67	31.31
31. In general the subjects taught are	a. too easy	9	08.04	6	05.88	15	07.01
	*b. about right in difficulty	101	90.18	85	83.33	186	86.92
	c. too difficult	2	01.79	11	10.78	13	06.07
32. When students need special attention, teachers in this school are	*a. always ready to help	30	26.79	22	21.57	52	24.30
	b. generally ready to help	42	37.50	40	39.22	82	38.32
	c. ready to help if given special notices	28	25.00	26	25.49	54	25.23
	d. ready to help only in extreme cases	12	10.71	14	13.72	26	12.15

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
33. The ability of the teachers in this school to present new material seems to be	*a. very good	22	19.64	18	17.65	40	18.69
	b. good	49	43.75	36	35.29	85	39.72
	c. average	37	33.04	40	39.22	77	35.98
	d. poor	4	03.57	8	07.84	12	05.61
34. In general, students in this school take their studies	a. too seriously	2	01.79	4	03.92	6	02.80
	b. not seriously enough	40	35.72	50	49.02	90	42.06
	*c. just about right	70	62.50	48	47.06	118	55.14
35. In this school teachers seem to teach	a. too many things that are <u>not</u> useful to us now	21	18.75	36	35.29	57	26.64
	b. too many things that are useful to us now but not later	13	11.61	11	10.78	24	11.22
	*c. both things that are useful now and can be useful later	78	69.64	55	53.92	133	62.15
36. When it comes to grading students, teachers in this school are generally	a. too "tough"	19	16.96	17	16.67	36	16.82
	*b. just "tough" enough	90	80.36	82	80.39	172	80.37
	c. not "tough" enough	3	02.68	3	02.94	6	02.80

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
37. The student who acts differently in this school is likely to find that most students	a. dislike him for being different	54	48.21	43	42.16	97	45.33
	*b. do not care whether or not he is different	43	38.39	47	46.08	90	42.06
	c. like him for being different	15	13.39	12	11.76	27	12.62
38. In my opinion, students in this school pay attention to their looks and clothes	a. too much	34	30.36	27	26.47	61	28.50
	*b. about right	69	61.61	65	63.72	134	62.62
	c. too little	9	08.04	10	09.80	19	08.88
39. In general, teachers in this school are	*a. very friendly	45	40.18	22	21.57	67	31.31
	b. somewhat friendly	59	52.68	65	63.72	124	57.94
	c. somewhat unfriendly	7	06.25	15	14.71	22	10.28
	d. very unfriendly	1	00.89	0	00.00	1	00.47
40. In general, I feel the grades I received in this school were	*a. always what I deserved	40	35.71	35	34.31	75	35.05
	b. generally what I deserved	56	50.00	49	48.04	105	49.06
	c. sometimes what I did <u>not</u> deserve	16	14.29	16	15.69	32	14.95

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
	d. frequently what I did <u>not</u> deserve	0	00.00	1	00.98	1	00.47
	e. no response	0	00.00	1	00.98	1	00.47
41. Teaching aids such as films, radio, and the like are used	a. more than they should be	1	00.89	0	00.00	1	00.47
	*b. as much as they should be	40	35.71	33	32.35	73	34.11
	c. less than they should be	71	63.39	69	67.65	140	65.42
42. Memory work and the learning of important facts are	a. stressed too much	40	35.71	35	34.31	75	35.05
	*b. used about right	64	57.14	63	61.76	127	59.35
	c. not stressed enough	8	07.14	3	02.94	11	05.14
	e. no response	0	00.00	1	00.98	1	00.47
43. In some classes the teacher is completely in control and the students have little to say about the way things are run. In other classes the stu- dents seem to be boss and the teacher contributes little to the control of	a. too much control	27	24.11	27	26.47	54	25.23
	*b. about the right amount of con- trol	80	71.43	70	68.63	150	70.09
	c. too little control	4	03.57	5	04.90	9	04.21
	e. no response	1	00.89	0	00.00	1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
the class. In general, teachers in this school seem to take							
44. Some schools hire persons in addition to teachers to help students with special problems. In my opinion, this type of service in this school is	a. more than enough—it is often forced upon us	5	04.46	4	03.92	9	04.21
	*b. enough to help us with our problems	86	76.79	77	75.49	163	76.17
	c. not enough to help us with our problems	20	17.86	21	20.58	41	19.16
	e. no response	1	00.89	0	00.00	1	00.47
45. When a new-comer enters this school, chances are that other students will	*a. welcome him	76	67.86	71	69.61	147	68.69
	b. ignore him	24	21.43	24	23.53	48	22.43
	c. dislike him	12	10.71	7	06.86	19	08.88
46. Homework assignments in this school usually	*a. help us to understand	67	59.82	39	38.23	106	49.53
	b. have little to do with what we learn in class	4	03.57	11	10.78	15	07.01
	c. are just "busy work"	40	35.71	52	50.98	92	42.99
	e. no response	1	00.89	0	00.00	1	00.47

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
47. In general, teachers in this school pay	a. too much attention to individual students and not enough to the class as a whole	13	11.61	29	28.43	42	19.63
	b. not enough attention to individual students and too much to the class as a whole	29	25.89	24	23.53	53	24.77
	*c. about the right attention to individual students and to the class as a whole	70	62.50	49	48.04	119	55.61
48. In general, my feelings toward school are	*a. very favorable—I like it as it is	29	25.89	21	20.59	50	23.36
	b. somewhat favorable—I would like to make a few changes	71	63.39	66	64.71	137	64.02

TABLE IV (CONTINUED)

Question	Response	JHF N=112	JHP	MSF N=102	MSP	TF N=214	TP
	c. somewhat un- favorable—I would like many changes	9	08.04	13	12.75	22	10.28
	d. very unfavorable —I frequently feel that school is pretty much a waste of time	2	01.79	2	01.96	4	01.87
	e. no response	1	00.89	0	00.00	1	00.47
49. In this school the teachers' interest in the students' school work is	a. not great enough	17	15.18	23	22.55	40	18.69
	b. too great	13	11.61	12	11.76	25	11.68
	*c. just about right	81	72.32	67	65.69	148	69.16
	e. no response	1	00.89	0	00.00	1	00.47

*Indicates the most positive response and a score of 1 point.

CHAPTER V

SUMMARY

The purpose of this study was to investigate the differences in attitudes toward education between middle school and traditional school students in selected Oklahoma schools.

The sample was composed of 214 junior high and middle school students who were in the seventh grade at Puterbaugh Middle School and Parker Middle School in the McAlester Public School System and in Central Junior High and Madison Junior High in the Bartlesville School System. The sample included male and female students with a grade point of 3.00 or above on a 4.00 scale.

The questionnaire consisted of the Student Opinion Poll II (Jackson and Getzels, 1959), which measured degree of satisfaction with education. The only other question asked was whether the respondent was male or female. Names were not included to insure the respondent's anonymity.

Analysis of variance was used to determine differences in degree of satisfaction with education among the various sex and school combinations. Only one grouping had statistically significant differences in attitudes toward education. The junior high boys had more positive attitudes toward education than the middle school girls ($p=.05$, see Table II). In examining the mean scores of the various groups, the junior high school mean scores were higher than the middle school mean scores which reflects more positive attitudes toward education in the junior

high group of respondents. This was not statistically significant, however.

A more detailed look at the responses to individual questions revealed some unanimous comments from the middle school students and the junior high school students. In general, they both felt they would like to make a few changes in their present school situation. They also agreed that teaching aids such as radios, films, et cetera are used less than they should be; that a sense of humor could be tolerated a little more in the classroom; that the things they study in school should be changed a little; teachers should have an ability to present new material. The middle school students reported that they should be allowed to work in groups more often. The majority of the junior high students agreed that students who act differently in their school are likely to be disliked for being different. These replies were mentioned by the majority of the respondents. However, when the response did differ with the most positive answer, the students were in agreement.

Areas of Possible Future Study

The first middle school opened around 1910, and by 1971, it is estimated that more than 2,000 middle schools had been established, the number having quadrupled between 1965 and 1971 (Alexander, 1971). Therefore, an immediate need for research is necessary to explore the merits of the middle school organization before comparison junior high schools become extinct. It is reassuring that more schools are beginning to think in terms of "purposes and functions" rather than "philosophies and objectives" (McGlasson, 1973). It does not seem to matter so much what the school is called, junior high school, mid-high, middle school, as

much as the way in which the administrators, teachers, and curriculum meet the students' needs. Howard (1970) put this most aptly by saying:

The junior high and middle school has no need to justify its existence, but there is a distinct necessity to modify and alter its curriculum and methods of instruction in accord with the needs of today's world and those of the early adolescent in that world (p. 17).

It does not seem that administrators are considering the possible effects upon the students when changes as major as grade reorganization are occurring so rapidly. Whatever the reasons for justifying the middle school organization, the curriculum seems to be about the same, with few exceptions, as the junior high. And even if the changes are written into the program, it is not a promise that these changes will be implemented in a positive manner.

Future studies of this kind should include a greater grade span which would include the total middle school and total junior high grades for a comparison of ages, socio-economic classes, and grade points as they relate to attitudes, and a look at attitudes of teachers and attitudes of the administrators. Guidance techniques, now utilized in some middle schools, should facilitate an awareness of opportunities and potential instead of merely having a vocational-educational emphasis. Let educators consider a balanced program including psychological, social, intellectual, and personal emphasis, too. It is called "humanizing education."

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APPENDIX A

INSTRUCTION AND INFORMATION SHEET

STUDENT OPINION POLL (REVISED)*

This is not a test. The answer to each question is a matter of opinion. Your true opinion, whatever it is, is the right answer. You will be asked a lot of questions about the school in which you are now studying. Wherever the words "school," "teacher," and "student" appear, they refer to your school, the teachers you have had while studying here, and classmates, in your school.

Read each question carefully, and circle the response that is most like your true feelings. Do not spend a long time on any of the questions. If you have any questions, the researcher or the assistant will be glad to answer them for you. Do not put your name on this questionnaire. It is completely anonymous. The only information necessary is the sex of the person taking the questionnaire. Please circle whether you are MALE or FEMALE.

When you are finished, please place your test face-down on the table and remain seated until everyone is finished. Please be sure to answer every question.

*Jacob W. Getzels and Philip W. Jackson, Department of Education, University of Chicago. Reproduced by permission of the authors.

APPENDIX B

STUDENT OPINION POLL II

1. This school listens to parents' opinions
 - a. too much
 - b. just enough
 - c. too little
2. The number of courses given in this school is
 - a. too many
 - b. just about right
 - c. not enough
3. Although teachers differ in this school, most are
 - a. very good
 - b. good
 - c. fair
 - d. poor
4. In some schools the principal sees and talks with the students often, while in other schools he rarely sees them. In this school the principal sees and talks with students
 - a. too often
 - b. just about the right amount
 - c. too little
5. The chance to say or do something in class without being called upon by the teacher is
 - a. too little
 - b. too much
 - c. about right
6. The things that I am asked to study are of
 - a. great interest to me
 - b. average interest to me
 - c. little interest to me
 - d. no interest to me
7. Getting to know other students in this school is
 - a. easier than usual
 - b. about the same as in other schools
 - c. more difficult than usual
8. As preparation for college, the program of this school is
 - a. too tough
 - b. about right
 - c. too easy
9. The class material from year to year
 - a. repeats itself too much; you learn the same material over and over
 - b. repeats itself just enough to make you feel what was learned before helps you now
 - c. is so new that the things learned in the last grade do not help much in this one

10. In this school the teachers' interest in the students' school work is
 - a. too great
 - b. just about right
 - c. not great enough
11. When students in this school get bad grades, their classmates usually
 - a. feel sorrier for them than they should
 - b. admire them more than they should
 - c. show the right amount of concern
12. Students in this school are
 - a. too smart—it is difficult to keep up with them
 - b. just smart enough—we are all about the same
 - c. not smart enough—they are so slow I get bored
13. Most of the subjects taught in this school are
 - a. very interesting
 - b. above average in interest
 - c. below average in interest
 - d. dull and uninteresting
14. The teachers' interest in what the students do outside of school is
 - a. too great
 - b. about right
 - c. too small
15. The student who shows a sense of humor in class is usually
 - a. admired by the teacher more than he should be
 - b. punished by the teacher more than he should be
 - c. given about the right amount of attention
16. When teachers "go too fast," students do not know what is going on. In this school, most teachers teach
 - a. too slowly
 - b. about right
 - c. too fast
17. Students who are good in sports are respected by classmates
 - a. more than they should be
 - b. less than they should be
 - c. neither more or less than they should be
18. The practice of competing against each other or of working together in this school
 - a. leans too much toward competition
 - b. leans too much toward working together
 - c. is well balanced
19. On the whole, the things we study in this school
 - a. are about right
 - b. should be changed a little
 - c. should be completely changed

20. The teachers I have had in this school seem to know their subject matter
- very well
 - quite well
 - fairly well
 - not as well as they should
21. Students may work either by themselves or in groups. In this school we work in groups
- too often
 - just enough
 - too little
22. Students get along together in this school
- very well
 - about average
 - not too well
 - very badly
23. The amount of "school spirit" at this school is
- more than enough
 - about right
 - not enough
24. On the whole the school pays attention to the things you learn from books
- too much
 - just enough
 - not enough
25. Teachers in this school seem to be
- almost always fair
 - generally fair
 - occasionally unfair
 - often unfair
26. The things we do in class are planned
- so badly that it is hard to get things done
 - so well that we get things done
 - so completely that we hardly ever get to do what we want
27. Our seats in class
- change too much; we can never be sure where we will sit and who will sit next to us
 - change about the right number of times
 - never change; we stay in the same place all year
28. The students who receive good grades are
- liked more than they should be by their classmates
 - disliked more than they should be by their classmates
 - neither liked nor disliked more than they should be

29. In this school the teachers' interest in the students' school work is
- just about right
 - not great enough
 - too great
30. In my opinion, student interest in social affairs, such as clubs, scouts, and the "Y" is
- too great
 - about right
 - too little
31. In general the subjects taught are
- too easy
 - about right in difficulty
 - too difficult
32. When students need special attention, teachers in this school are
- always ready to help
 - generally ready to help
 - ready to help if given special notice
 - ready to help only in extreme cases
33. The ability of the teachers in this school to present new material seems to be
- very good
 - good
 - average
 - poor
34. In general, students in this school take their studies
- too seriously
 - not seriously enough
 - just about right
35. In this school teachers seem to teach
- too many things that are not useful to us now
 - too many things that are useful to us now but not later
 - both things that are useful now and can be useful later
36. When it comes to grading students, teachers in this school are generally
- too "tough"
 - just "tough" enough
 - not "tough" enough
37. The student who acts differently in this school is likely to find that most students
- dislike him for being different
 - do not care whether or not he is different
 - like him for being different

38. In my opinion, students in this school pay attention to their looks and clothes
- too much
 - about right
 - too little
39. In general, teachers in this school are
- very friendly
 - somewhat friendly
 - somewhat unfriendly
 - very unfriendly
40. In general, I feel the grades I received in this school were
- always what I deserved
 - generally what I deserved
 - sometimes what I did not deserve
 - frequently what I did not deserve
41. Teaching aids such as films, radio, and the like are used
- more than they should be
 - as much as they should be
 - less than they should be
42. Memory work and the learning of important facts are
- stressed too much
 - used about right
 - not stressed enough
43. In some classes the teacher is completely in control and the students have little to say about the way things are run. In other classes the students seem to be boss and the teacher contributes little to the control of the class. In general, teachers in this school seem to take
- too much control
 - about the right amount of control
 - too little control
44. Some schools hire persons in addition to teachers to help students with special problems. In my opinion, this type of service in this school is
- more than enough—it is often forced upon us
 - enough to help us with our problems
 - not enough to help us with our problems
45. When a new-comer enters this school, chances are that other students will
- welcome him
 - ignore him
 - dislike him
46. Homework assignments in this school usually
- help us to understand
 - have little to do with what we learn in class
 - are just "busy work"

47. In general, teachers in this school pay
- a. too much attention to individual students and not enough to the class as a whole
 - b. not enough attention to individual students and too much to the class as a whole
 - c. about the right attention to individual students and to the class as a whole
48. In general, my feelings toward school are
- a. very favorable—I like it as it is
 - b. somewhat favorable—I would like a few changes
 - c. somewhat unfavorable—I would like many changes
 - d. very unfavorable—I frequently feel that school is pretty much a waste of time
49. In this school the teachers' interest in the students' school work is
- a. not great enough
 - b. too great
 - c. just about right

4
VITA

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Candidate for the Degree of
Master of Science

Thesis: A COMPARISON: MIDDLE SCHOOL AND TRADITIONAL JUNIOR HIGH SCHOOL PUPILS' ATTITUDES TOWARD EDUCATION IN OKLAHOMA

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