

ATTITUDES TOWARD AND PARTICIPATION  
IN IN-SERVICE EDUCATION  
IN THE STATE OF  
OKLAHOMA

by

ERMA JEWEL MILLER AUSTIN

Bachelor of Science  
Paul Quinn College  
Waco, Texas  
1958

Master of Arts  
University of Missouri, Kansas City  
Kansas City, Missouri  
1971

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
July, 1981

Thesis  
1981D  
A935a  
cop. 2



ATTITUDES TOWARD AND PARTICIPATION  
IN IN-SERVICE EDUCATION  
IN THE STATE OF  
OKLAHOMA

Thesis Approved:

*Carl R. Anderson*

Thesis Adviser

*Thomas J. Smith*

*Kenneth H. Davis*

*Russell D. Brown*

*Norman N. Burkham*

Dean of the Graduate College

1099189

## ACKNOWLEDGMENTS

This study is concerned with the attitudes toward and participation in in-service education in the state of Oklahoma. The primary objective is to determine the relationship between attitudes toward and participation in in-service education as exhibited by the teachers and principals throughout the state and to identify some of the common opinions concerning in-service as it is now and how teachers and principals feel it should be. The Pearson Product Moment Correlation was used to determine the relationship of the two variables by computing the frequency of attendance and dividing it by the frequency of opportunity provided for participation within the district which produced a ratio that was correlated against the opinionnaire developed for this study.

I wish to take this opportunity to express my appreciation to the members of the faculty and staff of Oklahoma State University; the Department of Educational Administration and Higher Education; the faculty and staff of Phillips University of Enid, Oklahoma, for guidance and library assistance; administrators and teachers of the many public schools throughout Oklahoma; administrators, faculty, and secretarial staff of the Enid Public Schools for their time, patience, and understanding; and Mrs. Margie Pyle and Mrs. Shirley Goertz for their assistance as proof-readers.

My sincerest appreciation is expressed to Dr. Carl Anderson, who served as Chairman of my doctoral committee, whose tireless and most valuable time was spent in guiding me through this program. Also, my

warmest appreciation is expressed to Dr. Kenneth St. Clair, Dr. Russell Dobson, and Dr. E. Moses Frye who were always available for assistance and advice while serving as members of my committee and whose encouragement gave me the needed fortitude to continue. I am most grateful to Dr. Thomas Smith for his service as a replacement on my committee due to the extended illness of Dr. Frye.

A most sincere note of thanks is given to Dr. Patrick Forsyth, Dr. James Sweeten, Tim Bir, James Parker, and Marsha Edmonds who gave their time and assistance in the preparation of the statistical programming for this study. Thanks are expressed to members of my local church and pastor for their prayers and encouragement.

Finally, special gratitude is given to the members of my family for their finances, understanding, sacrifices, and encouragement throughout this undertaking. Without the help of my husband, Ray; son, John Cornell; nephew, Samuel Oliver; parents, Rev. and Mrs. E. D. Miller; brother-in-law and sister, Harry and Mary Square; brother and sister-in-law, Herbert and Ruth Miller; brother-in-law and sister, Stokes and Leborah Anderson and niece, Deirdre; sisters, Faith Oliver and Dorothy O'Gilvie; and cousins, Floyd and Bobbye Anderson, this accomplishment could not have been made.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	3
Basic Assumptions . . . . .	4
Limitations . . . . .	5
Hypothesis . . . . .	5
Operational Definitions . . . . .	5
Summary . . . . .	6
II. REVIEW OF THE LITERATURE . . . . .	7
Summary . . . . .	23
III. METHODOLOGY . . . . .	25
The Purpose of the Study . . . . .	25
Sample . . . . .	25
The Instrument . . . . .	26
Analysis of the Information . . . . .	27
IV. ANALYSIS OF THE DATA . . . . .	29
Introduction . . . . .	29
Description of Subjects . . . . .	30
Opinionnaire Responses . . . . .	40
Analysis of Demographic Data . . . . .	45
V. SUMMARY, REPORTED FINDINGS, AND RECOMMENDATIONS . . . . .	47
Summary . . . . .	47
Reported Findings . . . . .	49
Recommendations . . . . .	50
BIBLIOGRAPHY . . . . .	52
APPENDIXES . . . . .	55
APPENDIX A - CORRESPONDENCE . . . . .	56
APPENDIX B - CHECKLIST . . . . .	57
APPENDIX C - INSTRUMENT AND COVER LETTER . . . . .	59

## LIST OF TABLES

Table	Page
I. Distribution of Participants by District . . . . .	31
II. Distribution of Respondents by School Size . . . . .	33
III. Distribution of Participants by Class Size . . . . .	34
IV. Distribution of Respondents by Population . . . . .	35
V. Distribution of Respondents by Building-Level and Job Assignment . . . . .	36
VI. Distribution of Respondents by Experience . . . . .	37
VII. Distribution of Respondents by Degree Held . . . . .	37
VIII. Distribution of Respondents by Service on a Planning Team . . . . .	38
IX. Distribution of Respondents by Desire to Plan In-Service . . . . .	39
X. Distribution of Participants Willing to Conduct a Workshop or Building Session . . . . .	39
XI. Distribution of Respondents to Items Related to Opinions Regarding In-Service Education . . . . .	41
XII. $\chi^2$ Table Relating Demographic Variables to Opinionnaire Scores . . . . .	46

## CHAPTER I

### INTRODUCTION

Each human being is, by nature, a unique person with both the creative potential and inner resources for guiding one's process of becoming and/or professional development.

--Dobson, Dobson, and Kessinger (1980, p.xi).

In-service, in the broad sense, has been previously defined as activities planned and designed for the improvement of instructional staff members. For many years, the programs have been goal oriented activities with lists of specific objectives to be mastered, lectures, uncoordinated games, and mini-workshops with mercenary consultants--most of the time--spouting fancy jargon and providing irrelevant entertainment at the expense of school districts and the loss of teachers' time, money, and patience.

With each irrelevant workshop, the gap tends to widen between in-service planners and teachers. Harris (1969) indicates that,

Changing people in significant ways is a complex leadership task involving many difficulties for professional leaders such as principals, supervisors, and superintendents. Goals must be selected for their genuine significance and staff members must be guided and stimulated toward these goals  
(p.30)

Mangieri and McWilliams (1976) reported that according to Hass (1957),

In-service education of teachers is defined as all activities engaged in by the professional personnel during their service and designed to contribute to the improvement on the job. However, based upon the experiences of most public school teachers, in-service has taken on a different meaning. As recipients of numerous administration-initiated in-service offerings, teachers



have redefined in-service in terms of its irrelevancy, ineffectiveness, and inefficiency (p. 5)

Denemark and McDonald (1967) reported that,

A survey which analyzed 397 brief reports on current and promising practices in in-service education and discerned trends toward:

- a. more released time during the school day for in-service education;
- b. compensation for time when outside the regular school day, week, or year;
- c. extending the school year to provide in-service program time;
- d. greater use of school system personnel to staff such programs;
- e. regular budgeting for such activities;
- f. participant involvement in planning; and,
- g. a continued absence of systematic evaluations using concrete data (p. 233).

From the above-gathered data in this study, it was suggested that in future planning,

educators need to look at the roles of the teachers as we move beyond the grade level and subject field distinction--one for beginning teachers and a second for career teachers to include program innovations and studies of current issues and problems (p. 243).

In order to provide for the needs of the participants in in-service programs, the planner must know the basic professional needs, know what resources are available, and coordinate the parts to produce maximum efficiency. Jones and Hayes (1980) made some very critical points in determining needs. They concluded that:

Asking teachers what in-service they want may produce an accurate assessment of needs. If needs are to be formally assessed, the assessor must be careful not to establish inappropriate expectations regarding what services will be delivered or how they will be delivered. Questions should be asked in a form that identifies symptoms of needs as one may not be aware of actual needs. Needs must be analyzed by objective means to determine the underlying conditions that resulted in the expressions of the symptoms (p. 1).

In spite of the many efforts fostered by school districts, many

teachers tend to search for answers to problems that might change the effectiveness of their jobs in the classrooms. Most of the present in-service formats utilized by local school districts--one-hour, one day, after school workshops without follow-up sessions--are not meeting most of those needs. It is felt that there is a basic need for more research of the problem surrounding the individual as a human being in order to discover the underlying attitudes and opinions of teachers as adult learners. Since in-service efforts for teachers focus on changing behavior in some form, there is a need to know the foundation of adult learning. The attitudes or opinions of teachers toward any program involving change should be a matter of great concern for the planners of in-service programs in Oklahoma schools.

With the passage of HB 1706 requiring the institution of an in-service plan for each district in Oklahoma, the effectiveness of the program will depend upon the commitment of all persons involved in the implementation of the proposed in-service plan. Therefore, it is very important that the atmosphere surrounding in-service be conducive to the optimum learning for and mutual acceptance by the participants.

#### Statement of the Problem

The decision to make this study was based on an experience of the writer and the attitudes teachers exhibited when they were notified of an upcoming subject-matter workshop. Many sighed, some moaned, and others were verbally irritated. As inquiries were made concerning these reactions, many teachers felt it was a waste of time, many felt that it was ill-timed, some felt just imposed upon because it was scheduled during "their time," while only a few felt the need for attending. In spite of the negative attitudes, most of the teachers attended.

Because of the amount of research that has been done, the current data available, and the concerns of Oklahoma educators and legislators regarding the need for in-service education for classroom teachers, there appears to be a societal problem as well as an administrative one. As teachers are becoming more disillusioned by ill-planned, non-productive lectures and workshops that have little value to their job effectiveness, some solutions must be offered.

The effectiveness of the school district to offer in-service programs will be a difficult task if they are to meet the needs of the participants and lend itself to the creation of positive attitudes toward in-service programs. The success of any program is dependent on many factors surrounding the needs of the participants as adult human beings with values, interests, concerns, experiences, and needs that must be recognized. The total program is contingent upon the amount of staff involvement permitted in the planning of such programs and the total commitment made by the teachers on the basis of prioritized goals.

#### Basic Assumptions

Based on the assumptions listed below, it is believed that voluntary participation in in-service education will increase significantly if teachers are allowed more freedom to decide on the program(s) to be offered based on their needs and are relevant to their jobs.

- a. Teachers have a basic desire to improve their classroom skills.
- b. Teachers participate in activities that are relevant to their job effectiveness.
- c. Teachers receive a certain amount of satisfaction from activities that they are permitted to assist in planning.
- d. Teacher-loyalty to the administration affects participation.

- e. Teachers expect to learn new methods and/or researched trends that will assist them in doing a better job in the classroom.

### Limitations

The basic limitations experienced during this study were:

1. The lack of previously validated instruments and useful data in the field of education to lend support to the study re-attitudes of teachers concerning in-service education.
2. Obtaining sufficient subjects eligible to participate in the sample.
3. The expense involved in extensive research when undertaken by an individual.
4. The control of the distribution and collection of instruments used in the collection of data.
5. The inability to measure "attitudes" with consistent reliability.
6. The possible "bias" on the part of the researcher and the respondents.

### Hypothesis

Based on the assumptions previously given, it is hypothesized that:

There is no significant relationship between the attitudes of teachers toward in-service programs and teacher-participation in in-service programs in Oklahoma public schools.

### Operational Definitions

For the purpose of this study the following definitions were used:

In-service--Harris (1980)

Any planned program of learning opportunities offered staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions (p. 21).

Attitude--(Sherif et al., 1965). "The stands the individual upholds and cherishes about objects, issues, persons, groups, or institutions" (p. 4).

Teacher-participation--Barnhart (1953), "A taking part, as in some action or attempt by teachers, instructors" (p.883).

#### Summary

The basic idea of in-service should be to stress the interdependence which exist among different employees. Roles and relationships should be explained so that each person can develop understanding of his contribution to the effective operation of the educational program. The basic steps in developing such a program involves (a) determining the purposes to be served; (b) determining the activities to be undertaken in order to achieve the determined goals; (c) determining the resources available and essential to the program; (d) allocating the responsibilities for implementing the planned program; (e) making provisions for administering and coordinating the activities necessary for the success of the program; (f) determining and financing the essentials for goal attainment; and, (g) planning for and evaluating the progress of the program.

## CHAPTER II

### REVIEW OF THE LITERATURE

It is believed that the teacher must be considered as a human being with a variety of needs and values. First, and foremost, in-service programs for teachers must be concerned with the persons involved as well as the changes desired. When teachers work with students, they take them from where they are and gear instructions to meet the individual needs of the learner. Why, then, can't this be done for teachers? It is unfair to fit all teachers into the same mold when in-service is planned and to assume that their needs will be met.

Knowles (1951) concluded:

The planners of educational programs involving adults should be aware of real needs, motivators, interests, and modes of learning. Programs are often based on what an individual or small group 'think' people 'ought' to be interested in rather than on what they really want and need (p.11).

Probably the most important fact about adults is the great variety of differences among them. They vary in their endowment, they vary in their opportunities, and they vary in their speed and direction of their growth. Underlying these differences are forces that seem to be at work universally in human development (p. 11).

Many researchers report needs of workers ranging from the simple to the complex. Quick (1976) reported the findings of three such researchers: Maslow (1954) in his book, Motivation and Personality, McGregor (1960) in The Human Side of Enterprise, and Herzberg (1956 and 1966, respectively) in The Motivation to Work and Work and the Nature of Man. Maslow

defined a Hierarchy of Needs as:

Psychological: Bodily needs such as food, sex, drink, sleep;

Safety: The desire to be secure, to have stability, protection, freedom from fear; the need for structure and order;

Belongingness and Love: The wish to have friends, family, contact, intimacy;

Esteem: The desire to have the esteem of others as well as to feel self-esteem, to be competent and to be regarded as useful, important;

Self-Actualization: To grow to become what one is capable of being, a process in which one's potential is realized (pp. 13, 14).

When the above needs are analyzed, they hinge on the moving from the lower to the higher order with the levels of satisfaction being based on, predominantly, the amount of satisfaction obtained as we move from the lower to the higher order. He contends that the satisfaction of any level of need has a bearing on the onset of the other. There are occasions that these needs can run concurrently. The validity of this research has yet to be established as human beings tend to vary their needs from time to time, day to day, and circumstance to circumstance.

The second theory, fostered by McGregor (1960), is known as Theory X and Theory Y. Theory X is based on the assumption made about people in general and has to do with how people are viewed by others, as:

1. The average human being has an inherent dislike for work and will avoid it if he can.
2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all (p. 17).

Theory Y is another way of looking at people. Although, it is not

the other end of the spectrum as one might hastily believe. As these two theories do not make up the total perspectives of people, they do reflect two different sets of values. The following is a description of Theory Y which sees people from another angle.

1. The expenditure of physical and mental effort in work is as natural as in play or rest.
2. External control and the threat of punishment are not the only means of bringing about effort toward organization objectives. Man will exercise self-direction and self-control in service of objectives to which he is committed.
3. Commitment of objectives is a function of the rewards associated with achievement of those objectives.
4. The average human being learns, under proper conditions, not merely to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y sees people having to work not because someone is making them, but because it is built into them as human beings. It is natural. People work not to avoid something--punishment, for example--but to achieve something that is valuable to them (pp. 18-19).

Herzberg, lastly, described the theory of 'job satisfiers' or 'motivators' based on his findings (1956, 1966), thusly: Motivators are

**Achievement:** The successful completion of a job or task; a solution; the result of one's work.

**Recognition of Achievement:** An act of praise or some other notice of the achievement.

**Responsibility:** For one's own work or that of others; new tasks and assignments.

**Advancement:** An actual improvement in status or position.

**Possibility for growth:** Potential to rise in the organization (p. 22)



Quick (1976) further reported that:

Maslow had suggested that people have needs and that they work to satisfy those personal needs. McGregor took the motivation theory further and said that 'people work in a job to achieve objectives to which they are committed.' McGregor made it 'respectable' to think in terms of people achieving personal objectives through their efforts to help organizations achieve theirs. The work itself could, therefore, be a powerful motivator (pp. 19, 21).

Quick concluded that:

These are factors that motivate and satisfy people (motivators) however, their absence will not necessarily demotivate or cause dissatisfaction. Herzberg used another set of influences on how an employee views his job which he called dissatisfiers or maintenance factors which do not motivate nor will their presence provide job satisfaction. Their absence, however, will create dissatisfaction (p. 22).

Even though it is shown that there is a definite relationship between job satisfaction and motivation--Herzberg's Two-Factor Theory--there is not solid evidence that either will increase or decrease individual productivity. However, it is felt that these factors could have a direct or indirect influence on the commitment individuals are willing to make toward achieving organizational goals.

Dobson, Dobson, and Kessinger (1980), in reference to why people perform as they do on the job, relate to values. They state that:

Values are an important element in an individual's life. And yet, many schools do not provide the freedom nor encourage individuals (teachers and students) to express and live by their own values. Students are often viewed not as total human beings but as producers and are judged on the number of correct answers or assignments completed. Likewise, teachers are often forced to accept or at least play a role that they accept the values of a particular school system in order to keep their jobs. Therefore, students and teachers alike may be engaging in self-betrayal of values (Moustakas, 1967) and forcing themselves to fit into another's plan and to interact with others in ways that have no personal meaning or value (p. 82).

They further state that according to Combs (1978), McDonald (1977), Orlich and Shermis (1965) gave us a further insight into teachers as

human beings by projecting the following conclusions:

1. Combs emphasizes a 'self as instrument' concept of teaching; that is, teacher education is viewed as a problem in personal becoming. He holds that good teaching is a product of teacher beliefs or perceptions.  
  
Good teaching is not, it seems, a question of right methods or behaviors, but a problem solving matter, having to do with the teacher's unique use of self as he/she finds appropriate solutions to carry out the teacher's own and society's purpose.
2. McDonald argues that values are central to curriculum work. He tends to believe that these values are derived from one's conception of the basic aims of education. He challenges current curriculum theorists to make their value commitments clear. He identifies what he believes to be two fundamental value questions: (a) What is the meaning of human life? and, (2) How shall we live together? (pp.23-24).
3. Orlich and Shermis state that teachers generally do not consciously choose a better teaching method to employ in the classroom. Rather, the teacher's temperament, the feelings of administrators, local tradition or other factors affect the teaching methods actually used (p. 25).

Combs (1962) describes the comprehensiveness of this turmoil in referring to the explicit values underlying all educational practices as: Whatever we do in teaching depends upon 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. It has always been so (p. 25).

How one feels about himself has a bearing on how much commitment he is willing to accept from regarding the objectives of others. Dobson, Dobson, and Kessinger (1980) further quotes Dobson and Dobson (1976) as concluding in this vein: "(1). The human is the center of the educational process, and (2) by focusing on human needs, wants and desires, a positive learning climate will flourish" (p. 94).

Since in-service for teachers focus on changing some of the behavior of teachers in some form, there is a need to know the foundation of modern adult learning. Knowles (1978) quoted Lindeman's identification of

several key assumptions about adult learners that have been supported by later research. The foundation stones are:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
3. Experience is the richest resource for adult learning; therefore, the core methodology of adult education is the analysis of experience.
4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning (p.31).

The above assumptions led to the belief that adult learners might be receptive to in-service programs if their needs and interest, life situations, experiences, self-concepts, and individual differences are taken into account when planning the activities to be engaged in during such in-service. Knowles (1978) lends support to this belief by reporting the findings of many theorists one of which is Ben M. Cherrington, Chief of the Division of Cultural Relations, United States Department of State:

. . . Democratic adult education employs the method of self-directing activity with free choice of subject matter and free choice in determining outcomes. Spontaneity is welcome. Behavior cannot with certainty be predicted and therefore is not standardized. Individual, critical thinking is perhaps the best description of the democratic method and it is here that the gulf is widest between democracy and the authoritarian system (p. 36).

When planning in-service for teachers, why is it necessary to

concentrate on adult learners? Teachers are adults. It is important keep foremost in mind that adult learners are human beings with identifiable wants, interests, experiences, and needs. As designs for in-service programs are being considered, Morphet, Johns, and Reller (1967) state that:

Any program of planning improvements in education involves an understanding of changes in human relations within an organization and how they occur. People who are complacent and satisfied are usually unwilling to change even when what they are doing is ineffective. On the other hand, a person who becomes dissatisfied with the results he is attaining or who begins to believe he has not kept pace with progress is likely to be willing to examine his procedures and to attempt to determine what changes should be made.

Good human relations tend to facilitate improvements, because the threat to the security of individual members of the staff is far less than when relationships are unsatisfactory. Changes based on arbitrary action of the board or by administrative decree are far more threatening to members of the staff than changes that come about as a result of participation and consensus. The greatest progress, therefore, should be expected in those schools in which (1) effective administrative leadership is provided; (2) there is good understanding between teachers, members of the staff, and the board; (3) teachers feel that both the community and the board want and expect a better program in education, and (4) satisfactory cooperative procedures have been developed for planning and implementing improvements (pp. 369-370).

The attitude of teachers toward any program for change should be a matter of great concern for the planners of in-service programs within the district. It is necessary to make the atmosphere surrounding the in-service activities one of mutual acceptance to the participants. In order to meet the needs postulated by previous researchers, rigidity of authority is not conducive to the stimulation of teacher-participation. Herzberg (1966), in his search for answers to the dilemma of the effects of attitudes on job satisfaction sheds some light on a long-needed solution to the many problems arising in in-service participation. He

concludes that:

To industry, the payoff for a study of job attitudes would be increased productivity, decreased turnover, decreased absenteeism, and smoother working relations. To the community, it might mean a decreased bill for psychological casualties and an increase in the overall productive capacity of our industrial plant and in the proper utilization of human resources.

To the individual, an understanding of the forces that lead to improved morale would bring greater happiness and great self-realization. To discover, and then diminish, the kind of things that make people happy is indeed a worthy end.

Believers in a 'modern' human relations approach to motivation and morale will find abundant support in studies which demonstrate that the basic need of the worker is to be treated with dignity and with an awareness of his unique personality (p. 108).

For decades, educators have been searching for ways to meet the needs of teachers that are compatible with their psychological and their professional growth levels. It has been proven that professional education needs to be continuous. As society changes, modes of teaching and learning change. Much work has been done in the field of individual teacher-growth and must be continued as the search for answers to questions plaguing school districts throughout Oklahoma and the nation increases. Why do teachers continue to attend in-service activities although they may conceive it as an imposition? What creates negative and/or positive attitudes toward in-service?

Olivero (1976) could well have found some of the solutions by stating that: "Two cornerstones to professional growth may be the right of educators to say 'I don't know how,' and their use of the appropriate planning tools for learning new skills and knowledge" (p. 194). It is believed that attitudes toward in-service soon permeate the ranks and sour teachers toward active participation in programs planned for them.

Reluctantly, teachers attend workshops and other activities hoping each experience will be different and more relevant to their jobs and needs. Olivero's studies substantiate this belief by listing the following miscellaneous comments about in-service made by teachers:

"Well, wonder what they have decided we need this time!"

"We'll have another in-service consultant who will blow-in, blow-off, and blow-out."

"Just once I wish our staff development days could be used to meet some of 'my' needs; there are so many areas where I need help."

"Is there credit on my salary schedule for this in-service" (p. 194).

As these are real comments reported by Olivero, it is common to hear similar comments reported in other areas by other teachers throughout the state of Oklahoma. As with the Olivero study, it is concurred that in-service has not been a top priority in many districts and to substantiate this assumption, he states that:

In-service has been scheduled for the masses in the school district rather than attempting to individualize and personalize professional growth plans;

In-service has too often been taught at the college level by professors who have neglected to cross school-site thresholds in recent years;

In-service has too often taken place at the close of the busy school day when creative and imaginative thinking is nearly impossible;

In-service has too often been designed to supply instantaneous solutions to complex problems (complex problems require complex solutions);

In-service has too often assumed 'cut-first' positions within budget limitations that inevitably occur (p. 194).

The irony of in-service is that most educational institutions see the need for providing it, but the implementation of it leaves a lot to be desired as dissatisfaction is continuously being compounded.

Harris, (1969), states that:

The in-service education program is not only a tool of progress; it is also a symbol of faith in the improvability of the individual.

The needs of teachers and other staff members should be central to all in-service efforts. Practices violate this basic idea in many ways. There is no simple method of program planning to avoid the violations, but to be conscious of them may be helpful (pp. 4-5).

Some ways to avoid many of the problems encountered through in-service planning were listed by Harris as follows:

1. In-service should be planned with the active participation of those who are to be the benefactors.
2. Surveys of interest should be only one approach to determining the needs and interests.
3. Leaders should recognize the need to stimulate interest and assist staff members in recognizing needs.
4. All in-service programs should be designed to maximize freedom of response by individuals.
5. In-service involves costs in terms of time and money for staff, materials, and facilities. Short faculty meetings lasting less than an hour after a long hard teaching day will not suffice. Staff members must be freed by whatever administrative devices are necessary so that individuals and groups can engage in in-service in earnest.
6. Staff members must be assigned in-service leadership responsibilities with high priority labels attached. Furthermore, budgetary allocations of significant amounts to provide for released time, visiting specialists, and materials must be provided (pp. 5-6).

Mangieri and McWilliams (1976) state that:

While the consensus among educators is that staff involvement plays a significant role in the success of any in-service program, the fact remains that this practice is more the exception than the rule. In reality, most in-service programs have been planned on the basis of one or two factors: (a) the administrator's personal perception of the district's in-service needs; and/or (b) the availability of resources at the local college of education level.

The success of any in-service program depends upon the

the commitment of the district's staff to the goals and objectives of that program. This commitment is to a very large degree, contingent upon the amount of staff involvement prevalent in the planning stages of a program.

In-service programs traditionally have utilized eminent educators employed on a daily consulting basis, with the objective of sharing expertise with district staff members. Since employment of a consultant is relatively a substantial investment, it has been the practice for a school district to have consultants share the 'message' with the total district staff. While school districts justify this procedure by claiming that everyone in attendance at the session will 'get something out of it' is not the case (pp. 5-6).

Howey (1976) states that:

In-service teacher education in many respects resembles a patchwork quilt. As in the case with the quilt, it is not a first order of business but rather something which can be worked on at the end of the day in a more relaxed and restful setting. The time allotted and the frequency of the activity suggests that but 'remnants' of larger ideas and ideals are dealt with. Rarely are institutional goals coordinated with personal needs in these activities but approached rather in a random pattern. Finally, the intent is not one of major reform as much as a basic maintenance--a protective cover.

He further quotes Edelfelt's expansion upon the problem:

Piecemeal, patchwork, haphazard, and ineffective are the harsh words we have used thus far in pressing our indictment of in-service education. The words suggest, but do not clearly state, the fundamental problem: There has never been a broad scheme of in-service education with a clear concept of purpose, appropriate undergirding of policy, legitimacy in commitment, and fixed responsibility for attaining agreed-upon goals. It is with a broad scheme that we now want to deal; lesser schemes will be too incomplete to work. The broad scheme must include at least four frameworks: Conceptual, legal-organizational, design, and support (money, etc.); and all must be seen in context (p. 102).

Howey summarized his study by pointing out that:

There is little doubt that traditional approaches to in-service are giving way to contexts that reflect a greater degree of teacher control. Training is more frequently on-site and in response to specific teacher needs. The teacher is moving from a passive participant to a self-styled architect. These changes are largely commendable



and quite understandable given the pre-eminence of political concerns and teacher power today. Nevertheless, there are a variety of other legitimate modes of in-service, including traditional as well as the evolving models. In-service must be related more directly to basic beliefs, long-term patterns of behavior, and more diverse career profiles. Increasingly it will have to be demonstrated not only to the teacher but to the taxpayer that this activity contributes directly or indirectly to more effective schooling.

\*Finally, in-service should be seen as a rather natural concomitant of any professional endeavor--an activity which can be engaged in a variety of settings at a variety of times. Expert services can always be bought; commitment to participation in new directions in the school cannot (p. 102).

Ainsworth (1976) state:

In spite of lofty ideals about teacher involvement, many in-service programs are planned for the teacher rather than with or by the teacher. Sometimes teachers are asked to evaluate the proceedings, but usually not much happens to the forms, and many teachers suspect they are simply used as an attendance check anyway.

How do teachers feel about in-service programs? Sixty percent of the 732 participating teachers indicated a greater concern for quality in-service presentations than about the possibility of pay or credit fro their attendance. In order to determine more closely what 'quality' in-service education meant to these teachers, 146 were interviewed.

The five qualities mentioned by more teachers were: practicality (79.5%), support and encouragement (56.2%), systematic program (48.6%), variety (45.9%), and teacher-sharing (42.5%). Least frequently mentioned by the 146 interviewed teachers were choice (19.9%) and self-direction are not necessarily available. Whether teachers are capable of, or prepared for, self-diagnosis appears to be debatable (p. 107).

Zigarmi, Betz, and Jensen (1977), in their study concerning teacher preferences in and perceptions of in-service, state that:

Recognizing that there are many approaches to staff development, the teachers were asked to react to a listing of 21 different types of in-service activities.

\* Another way to understand what teachers do like and find useful is to look at what they don't like and don't find useful. Teachers rated bulletins, programs conducted by outside consultants, faculty meetings planned by administrators, and

presentations by educational sales representatives as not useful. None of these activities build on teachers' resources or sharing. Often these kinds of activities are required. It is probable that they provide few, if any, choices to teachers. Generally, there is no continuity or follow-up to these kinds of staff development experiences, since they are so short, and in most cases, are simply used to fill a designated amount of time set aside for in-service activities are frequently used, they don't generate a lot of excitement and teachers don't find them very useful (p. 26).

Howey and Joyce (1978) suggest some items about teachers with regards to their personal perception:

1. Expectations attached to the teaching role and deteriorating conditions in schools appear increasingly to dampen the spirit of inquisitiveness and playfulness--which Montague views as so critical to the mental health of an individual and to his or her desire and ability to grow.
2. Rarely has in-service been presented to or perceived by the teacher as a rather natural and on-going activity that is designed to help one be 'very very good at something that is very very hard (challenging) to do,' but . . . rather it is seen more often as remediative and patchwork in nature and . . .
3. If the status of teachers (and the sense of individual dignity and privilege that goes with this status) is currently of dubious stock then one should consider very carefully just what changes are in order, what the touchstones for these changes might be, and just who is in the best position to make them at this time in the matter of 'inservice' (p. 211).

Wilen and Kindsvatter (1978) project:

A set of guidelines synthesized from the five studies suggest significant ways by which in-service education can be improved:

- \*School districts must allocate specific funds for in-service education sufficient to maintain comprehensive and continuous programs.
- \*The needs of teachers must directly influence the nature and design of in-service education programs.
- \*Teachers need to be directly involved in planning the goals, content, and instructional approach of in-service education programs.

Objectives of in-service education programs must be written and specified in clear and specific terms.

Area colleges and universities should serve as a major source for program directors and consultants.

In-service education programs should be held during the regular school day when possible and when not, teachers should be financially compensated for their participation.

In-service education program evaluation must be assessed immediately upon completion based on objectives and again later to determine the extent to which objectives have been translated into teacher behaviors in the classroom.

According to Zenke (1976), regarding the Florida in-service plan that was developed because of state mandated regulations:

A great deal of emphasis has been placed on 'school-based' staff development programs in many Florida school systems. John Thurber described the school-based staff development programs in the Palm Beach County, Florida, school system. He said:

The school-based staff development program initiated in 1974-75 was based upon the concept that it is desirable for teachers to be involved in the identification and articulation of their own training needs. Allocation of flexible funds to school centers, for staff development activities allowed inservice activities to be carried on, for the most part, within the setting in which the learners normally work together. In essence, each school center now had the potential to become a professional self-renewal center, thus providing a major step towards the goal of program improvement through effective staff development. (p. 179).

Gordon Lawrence, as reported by Zenke, presented many findings that lends support to the school-based programs. Nine of his findings are as follows:

1. Teacher attitudes are more likely to be influenced on school-based than in college-based in-service programs.
2. School-based programs in which teachers participate as helpers to each other and planners of in-service activities tend to have greater success in accomplishing their objectives than do programs which are conducted by college or other outside personnel without the assistance of teachers.

- \*3. School-based in-service programs that emphasize self-instruction by teachers have a strong record of effectiveness.
  - \*4. In-service education programs that have differentiated training experiences for different teachers (that is, 'individualized') the more likely to accomplish their objectives than are programs that have common activities for all participants.
  - \*5. In-service education programs that place the teacher in active roles (constructing and generating materials, ideas, and behavior) are more likely to accomplish their objectives than are programs that place teachers in preceptive role (accepting ideas and behavior prescriptions not of their own making).
  - \*6. In-service education programs that emphasize demonstrations, supervised trials, and feedback are likely to accomplish their goals than are programs to which the teachers are expected to store up ideas and behavior prescriptions for a future time.
  - \*7. In-service education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs which each teacher does separate work.
8. Teachers are more likely to benefit from in-service education activities that are linked to a general effort of the school than they are from 'single-shot' programs that are not part of a general staff development plan.
  9. Teachers are more likely to benefit from in-service programs in which they can choose goals and activities for themselves, as contrasted with programs in which the goals and activities are pre-planned.

Concerned educators and lay people in other states may want to look to Florida with its experience in improving professional staff competencies and in providing more satisfying work places, both of which are expected to lead to improved learning opportunities for students (pp. 180-181).

Harris (1980) related studies relative to in-service for teachers and concluded that:

What the many in-service events of the 1970s seem to portend is a breakthrough in understanding, by parents and classroom teachers on one hand, and administrators, boards, legislators, and associations on the other.

Understanding is growing that improvement in education must be pursued and can result only from improvement in the people operating the schools. Convictions emerge that in-service education is the primary vehicle for such people improving and that we must become serious about building new programs. The technical know-how for developing in-service programs that are highly effective is available, in large measure. Obviously, there is much left to learn, but the knowledge base is quite adequate for designing to meet a large array of urgent, obvious in-service needs (p. 38).

Because of the negative responses from teachers regarding in-service activities, it has been felt that there is a universal dislike for the programs provided for teacher-improvement. However, Sherif, et al. (1965) state that:

An individual's attitude on an issue can be assessed adequately only if the procedures yield the limits of the positions he accepts (latitude of acceptance) and the limits of the position he rejects (latitude of rejection), relative to the bounds of available alternatives defined by the extreme positions on the issue.

When objects of attitudes are encountered in specific situations, the individual's behavior takes on a more characteristic and consistent or predictable pattern. Events out of line with them are dismaying, annoying, disappointing. Events in line with the directions of his attitudes are desired, pleasing, satisfying. . . . It is only from behavior that we can infer that an individual has an attitude (pp. 3, 6).

Since in-service is for the purpose of improving performances of the individual, this suggests that changes in the individual will take place. According to Sherif, et al., regarding change of attitude, it is stated that:

The problem of whether an individual will change his attitude depends, therefore, on how he categorizes a communication and communicator. To the extent that an individual is highly involved in a stand toward the object of communication, his own stand will serve as an anchor for his evaluations and his placements will reveal assimilation-contrast effectives relative to his reference scale

To the extent that the individual is less committed to

a position, the range of assimilation will be greater. This assimilation trend occurs particularly in that segment of positions on which he is committed at the outset.

An attitude cannot be observed directly. It denotes a variable within the individual that affects his behavior in a pertinent situation together with other motives operative at the time and the properties of the situation itself. We infer an attitude from an individual's behavior, his words, and deeds. Specifically, attitudes are inferred from characteristics or consistent patterns of behavior toward objects or, more usually, classes of objects.

The behaviors from which attitudes are inferred are evaluative in the sense of favoring or disapproving, agreeing, or objecting, striving in one direction and avoiding another (pp. 17-22).

#### Summary

Based on the review of the literature, it is easy to conclude that the problem of in-service for teachers is one that has been with educators for a long time and shall continue to be so as long as it deals with programs that affect change in individuals. It must be realized that each individual is different with respect to values, interests, experiences, and needs that must be addressed if headway is to be made in the dilemma of productive in-service. It is not advocated that each district individualize in-service, but there is a possibility that needs, interests, and values can be prioritized in order to take advantage of the experiences of individuals involved in group situations.

The solution to the problem of in-service inadequacy that has produced some negative attitudes toward participation is not going to be an easy task. It is the intent of this study to produce some significant data that will aid in the creation of some positive attitudes toward in-service programs in Oklahoma. It is believed that by assessing the make-up of the staff, analyzing the assessed needs of the staff, and defining

and evaluating the reasons for individual participation, the needs of most teachers can best be met at minimal cost to the districts in time and resources.

From the standpoint of research, the problems have been identified and recommendations for remediation have been given. Therefore, future in-service programs should be geared more to teacher-needs with more teacher-involvement in the planning and decision-making process.

## CHAPTER III

### METHODOLOGY

#### The Purpose of the Study

The purpose of the study is to determine the relationship between attitudes toward and participation in in-inservice programs in the Oklahoma public schools. If the purpose is met, it will be found that there is no relationship between teacher attitudes and the amount of participation exhibited by teachers in in-service activities that are planned by and for teachers within the independent school districts in Oklahoma.

#### The Sample

The sample population for this study was taken from the independent school districts of Oklahoma as listed in the Oklahoma Educational Directory, 1980-81. By placing the names of 75 counties in Oklahoma in a box, 50 counties were randomly chosen. Oklahoma and Tulsa counties were omitted because of their size in relation to the size and composition of other districts within the state and it was felt that their situation was unique with regards to in-service programming.

After selecting the counties, the names of the independent school districts were placed in the box by district and in a like manner, two school districts were chosen for participation. In an effort to lessen the cost of mailing the instruments to the respondents, a letter soliciting the assistance of the districts was mailed to each superintendent of



schools (Appendix A). To encourage prompt responses, a checklist of two items denoting acceptance or rejection and one item to be checked if they desired a copy of the results, was enclosed with a self-addressed, stamped envelope (Appendix B).

In response to the pre-survey, thirty-five superintendents responded favorably to the request to distribute, collect, and return 8 instruments within the districts--6 teachers and 2 principals on the elementary, middle school, and secondary levels. Of the 280 instruments distributed, 238 instruments were returned and analyzed in this study.

#### The Instrument

In an effort to ascertain the relationship between the attitudes toward and participation in in-service, a 10-item Opinionnaire was designed and submitted to a team of committee members for this project to study, adjust, and critique each item for clarity, possible bias, and double meaning. With the approval of the committee, after corrections were made, a pilot study of the instrument was made. One hundred copies of the instrument and a self-addressed, stamped envelope were mailed to five randomly chosen districts from the group of 35 respondents. Sixty-five usable responses were returned and utilized in the pilot study.

With the assistance of the computer for accuracy of computation, a reliability analysis was made that resulted in a Cronbach's Reliability Coefficient Alpha of 0.808 with a Standardized Item Alpha of 0.802. A final form of the instrument (Appendix C) was mailed to the respondents in a group of 8 per district--6 teachers and 2 principals--with a cover letter and a self-addressed manila envelope.

Demographic data of 12 variables were used to assist in the analysis

of responses in terms of attitude toward and participation in in-service. Eleven statements were a part of the written survey to the districts and the twelfth item was directed to each superintendent by telephone. Questions 11 and 12 were used as the basis for comparison of instrument items on the survey--in-service participated in by the respondents and the number of in-service programs available within the district. The comparative questions were used to determine the relationship of the two variables of the study (Appendix C):

- Question 11      Frequency of in-service participation (by you)  
this year \_\_\_\_\_.
- Question 12      The number of in-service activities provided  
by the district this year \_\_\_\_\_. (answers  
obtained by telephone from the superintendents).

The information gained from the above questions was analyzed by computing the frequency of attendance and dividing it by the frequency of opportunity for participation which provided a ratio that was correlated against the opinionnaire. The data gathered would provide a basis for accepting or rejecting the hypothesis used in this study.

#### Analysis of the Information

Each statement on the opinionnaire was designed to show the relationship of attitudes, opinions, towards in-service programs provided in Oklahoma and their actual participation in those programs. A computer frequencies out was obtained to summarize the population's demographical characteristics as shown on Tables I through X. Pearson's Product Moment Correlations were utilized to analyze the elementary, middle school, and secondary teachers' and principals' responses to statements concerning attitudes toward and participation in in-service education. A correlation matrix was constructed and the data were measured against the

.05 level of significance. Cronbach's Reliability Coefficient Alpha was used to compute each subpart of the final opinionnaire to determine the reliability of the instrument used in the study. The instrument was shown reliable at the 0.96 level with a standardized item Alpha of 0.97.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The purpose of this study is to determine the significance of the relationship between attitudes toward and participation in in-service programs in the Oklahoma public schools. If the goal of the study is met, it will be found that there is no significant relationship between attitudes toward in-service and the amount of participation exhibited by the respondents in in-service that are planned by and for teachers within the independent school districts of Oklahoma.

The data used in this study were obtained from responses to an opinionnaire mailed to independent school districts within Oklahoma that had been randomly chosen. One hundred superintendents were contacted to gain consent to use six teachers and two principals within their districts in order to participate in the study. Thirty-five superintendents responded affirmatively.

This chapter is devoted to the findings related to 12 demographic variables as they relate to responses to the 10-item opinionnaire regarding attitudes toward and participation in in-service programs within the inclusive districts. The findings will be reported as to the respondent's characteristics, respondent's participation, and opinions concerning in-service education programs within individual school districts. The Pearson's Product Moment Correlation was used to analyze the relationship

between attitudes toward and participation in in-service education as exhibited by elementary, middle school, and secondary teachers and principals in Oklahoma.

#### Description of Subjects

The variables used in the study included: school size, class size (where applicable), size of city (town), job assignment and building level, years of experience, degree held, years of experience, service on planning team(s), willingness to serve on in-service planning team(s), willingness to conduct in-service workshop or building-level session(s), frequency of in-service participation, and (by telephone) the number of in-service activities available to the participants.

The population for this study was drawn from 75 counties within the state of Oklahoma. Oklahoma and Tulsa counties were omitted because of the uniqueness of size and make-up. Fifty districts were chosen, randomly, to obtain a representative number of responses from each geographical section of the state. Of the 100 letters mailed to these districts, 54 responses were returned--35 agreed to participate in the study, 19 wished not to participate, and the remaining 46 non-respondents were not replaced. Therefore, the sample size was adjusted accordingly.

Five superintendents repsonding favorably were randomly chosen to participate in the pilot study and were contacted by telephone. Twenty copies of the opinionnaire were mailed to each of these districts with a self-addressed envelope for prompt response. Sixty-five instruments were returned and used as a pilot study to validate the instrument. With the reliability of the instrument established by the use of the computer utilizing the Cronbach's Reliability Coefficient Alpha, a revised edition

of the instrument was mailed to the respondents. The response rate of 35 percent was accepted by the Committee as a representative sample and 280 opinionnaires were mailed with cover letters and a self-addressed envelope to the superintendents of each district included in this study. Of this number, 238 instruments were returned in time to be included in this study. To save time, follow-up telephone calls were made to the non-responding districts, but no additional returns were received in time to be included. The distribution of respondents and adjustments were made in the sample as shown on Table I.

With the adjustments made in the sample, it could be considered as small when one considers the total state of Oklahoma, but is believed to be a fair and representative number since it represents teachers and principals from all major sections of the state rather than specific concentrated or local areas. It is well to keep in mind that some of the areas are rural and some are suburban both requiring unique needs.

TABLE I  
DISTRIBUTION OF PARTICIPANTS BY DISTRICT

District	Number in Sample	Number of Respondents	Percentage
1	8	7	87.5
2	8	8	100.0
3	8	6	75.0
4	8	6	75.0
5	8	7	87.5

TABLE I (Continued)

District	Number in Sample	Number of Respondents	Percentage
6	8	8	100.0
7	8	8	100.0
8	8	8	100.0
9	8	5	62.5
10	8	8	100.0
11	8	7	87.5
12	8	8	100.0
13	8	8	100.0
14	8	7	87.5
15	8	8	100.0
16	8	8	100.0
17	8	7	87.5
18	8	6	75.0
19	8	8	100.0
20	8	6	75.0
21	8	6	75.0
22	8	8	100.0
23	8	8	100.0
24	8	8	100.0
25	8	8	100.0
26	8	8	100.0
27	8	7	87.5
28	8	7	87.5

TABLE I (Continued)

District	Number in Sample	Number of Respondents	Percentage
29	8	8	100.0
30	8	6	75.0
31	8	8	100.0
32	8	8	100.0
33	8	8	100.0
34	8	0	0.0*
35	8	0	0.0*
Total	280	238	85.0

\* no returns after follow-up calls

The school sizes ranged from 62 to 1180 students. The distribution of the sizes of schools of the respondents is shown on Table II.

TABLE II  
DISTRIBUTION OF RESPONDENTS BY SCHOOL SIZE

Category	Respondents	Percentage
Less than 200 students	66	27.7
200 - 500 students	108	45.3*



TABLE II (Continued)

Category	Respondents	Percentage
501 - 999 students	46	19.3
1000 or more students	18	7.7

\* Most respondents were from schools that ranged from 200 - 500 students.

Responses regarding class size did not apply to all participants as some principals in the state of Oklahoma do not teach classes as a part of their duties. However, as noted on Table III, there are those who are teaching-principals and are so designated.

TABLE III  
DISTRIBUTION OF PARTICIPANTS BY CLASS SIZE

Category	Respondents	Percentage
Less than 25 students	105	44.1
More than 25 students	83	34.9
Principals (not applicable)	50	21.0
Totals	238	100.0

\*Teaching principals included = 9 (3.8 percent)

The city (town) population ranged from 200 to 85,000. Many of the participants cited a school population that was larger than the town which suggests that it served students from other areas. The population ranges are shown on Table IV.

TABLE IV  
DISTRIBUTION OF RESPONDENTS BY POPULATION\*

Category	Respondents	Percentage
Less than 1000	42	17.6
1001 - 5000	121	50.8
5001 - 10,000	28	11.8
More than 10,000	47	19.8
Total	238	100.0

\* city (town)

Given on Table V is a summary of the distribution of respondents according to the building levels as the structure of elementary, middle school, and secondary student and the job assignment of principal or teacher lend depth to the responsibilities experienced on the job.

TABLE V  
DISTRIBUTION OF RESPONDENTS BY BUILDING LEVELS AND JOB ASSIGNMENTS

Category	Respondents	Percentage
Elementary teachers	74	31.1
Elementary principals	29	12.2
Middle School teachers	23	9.7
Middle School principals	11	4.6
Secondary teachers	82	34.5
Secondary principals	19	8.0
<b>Total</b>	<b>238</b>	<b>100.0</b>

Experience in the field of education has a possible relationship on teachers' attitudes and participation in in-service education. The responses received are recorded on Table VI. The experience levels were divided into the following categories: 1-3 years; 4-10 years; 11-17 years, and 18 or more years.

It was also felt that the degree of attainment earned by the respondents might have some bearing on the responses made regarding in-service education. As needs, interests, experiences, and goals change with years in the educational field, it is important to know how these variables might affect attitudes toward and participation in in-service programs planned for and by teachers. Table VII will lend some insight concerning the distribution of the degree-levels of the respondents.

TABLE VI  
DISTRIBUTION OF RESPONDENTS BY EXPERIENCE

Category	Respondents	Percentage
1 - 3 years	26	10.9
4 - 10 years	95	39.9
11 - 17 years	70	29.4
18 or more years	47	19.8
<b>Total</b>	<b>238</b>	<b>100.0</b>

TABLE VII  
DISTRIBUTION OF RESPONDENTS BY DEGREE HELD

Category	Respondents	Percentage
Bachelor	111	46.6
Master	120	50.4
Education Specialist	3	1.3
Doctorate	4	1.7
<b>Total</b>	<b>238</b>	<b>100.0</b>

Participants were asked to respond to the question, "Did you serve on any in-service planning team(s)?" The responses were <sup>be</sup> given as Yes or No. As responsibilities lent opportunities for service in different ways, it was felt that teachers and principals would respond according to their day-to-day availability. Therefore, Tables VIII, IX, and X will reflect tabulations according to teachers and principals.

TABLE VIII

## DISTRIBUTION OF RESPONDENTS BY SERVICE ON A PLANNING TEAM

Response	Teachers	Percentage	Principals	Percentage
Yes	40	22.3	39	66.1
No	139	77.7	20	33.9
Total	179	100.0	59	100.0

The greatest participation was exercised by principals in the tabulation.

The respondents were asked to answer the question, "Would you like to plan your own in-service program?" The responses given by teachers and principals are summarized on Table IX.

TABLE IX  
DISTRIBUTION OF RESPONDENTS BY DESIRE TO PLAN IN-SERVICE

Response	Teachers	Percentage	Principals	Percentage
Yes	107	59.8	45	76.3
No	72	40.2	14	23.7
Total	179	100.0	59	100.0

Respondents were asked to respond by circling Yes or No to the question, "If asked, would you conduct a workshop or building-level in-service session?" Responses are summarized on Table X.

TABLE X  
DISTRIBUTION OF PARTICIPANTS WILLING TO CONDUCT  
A WORKSHOP OR BUILDING SESSION

Response	Teachers	Percentage	Principals	Percentage
Yes	102	57.0	49	83.1
No	77	43.0	10	16.9
Total	179	100.0	59	100.0

Questions 11 and 12 were used as a comparative base for this study. Question 11 -- supply the frequency of in-service participation by you this year \_\_\_\_\_, and Question 12 -- supply the number of in-service activities made available to the respondents this year \_\_\_\_\_, were asked the respondents and the superintendents, respectively. By computing the frequency of attendance and dividing it by the frequency of opportunity to participate, a ratio was established which was correlated against the opinionnaire to determine the relationship of attitude toward and participation in in-service education in Oklahoma public schools. The frequency of participation ranged from 0 to 12 while the range of participation ranged from 0 to 100 percent. However, this comparison was computed to be highly significant for the 238 respondents with attitude measuring at the  $-0.7152$  level and participation measuring at the  $0.000$  level using Pearson's Product Moment Correlation. Of the 238 cases, the mean score for attitude was 57.16 with a standard deviation of 20.55 and the mean score for participation was 87.84 with a standard deviation of 55.82.

#### Opinionnaire Responses

The respondents were given a 10-item opinionnaire requiring them to give their opinions on an eight-point scale where they circled the degree of attitude as: (a) Strongly Agree (SA), 7-8; (b) Agree (A), 5-6; (c) Disagree (D), 3-4; and (d) Strongly Disagree (SD), 1-2. The instrument is found as Appendix C and the distribution of responses is found on Table XI. Question 10 was stated in the negative and for the purpose of computation, the responses were reversed. Each item was computed to show the number of responses for each degree and the corresponding percentage of responses.

TABLE XI  
DISTRIBUTION OF RESPONDENTS TO ITEMS RELATED TO  
OPINIONS REGARDING IN-SERVICE EDUCATION

item		8	SA	7	6	A	5	4	D	3	2	SD	1
1	R	75		69	43		40	5		1	3		2
	P	31.5		29.0	18.1		16.8	2.1		0.4	1.3		0.8
2	R	63		53	60		45	10		5	1		1
	P	26.51		22.3	25.2		18.9	4.2		2.1	0.4		0.4
3	R	131		46	38		18	3		1	0		1
	P	55.0		19.3	16.0		7.6	1.3		0.4	0.0		0.4
4	R	79		62	47		38	10		1	0		1
	P	33.2		26.1	19.7		16.0	4.2		0.4	0.0		0.4
5	R	49		53	57		49	21		7	1		1
	P	20.6		22.3	24.0		20.6	8.8		2.9	0.4		0.4
6	R	98		58	41		33	4		4	0		0
	P	41.1		24.4	17.2		13.9	1.7		1.7	0.0		0.0
7	R	70		68	60		25	11		2	0		2
	P	29.4		28.6	25.3		10.5	4.6		0.8	0.0		0.8



TABLE XI (Continued)

Item		8	SA	7	6	A	5	4	D	3	2	SD	1
8	R	82		62	54	31	7	0	0				2
	P	43.5	26.1	22.7	13.0	2.9	0.0	0.0					0.8
9	R	47		55	64	58	6	6	2				0
	P	19.7	23.2	26.9	24.4	2.5	2.5	0.8					0.0
10	R	30	20	29	57	44	15	17					26
	P	12.6	8.4	12.2	24.0	18.5	6.3	7.1					10.9

R = Respondents

P = Percentage

The following discussion explains the degree of opinions related to in-service education in Oklahoma public schools as reported to Table XI. The items were computed to produce a mean score and the standard deviation for each.

Questions arose whenever in-service was discussed regarding funding of activities, length of time involved, personnel, planning, scheduling, and responsibility. Therefore, it was felt that the items pertinent to these topics should be addressed.

Item 1 -- The school District Should Plan for In-Service Programs in Its Yearly Budget. It was found that degrees of agreement and disagreement ranged from a high of 31.5 percent who strongly agreed, level 8, to a low of 0.4 percent on level 3 in disagreement which produced a

mean score of 5.8 and a standard deviation of 2.4.

Item 2 -- Teachers Want to Participate in Planning, Organizing, and Implementing Activities Pertaining to Their Job Assignment. The majority of the participants strongly agree that teachers want to participate in in-service planning, organizing, and implementing at the 26.5 percent level. Only 0.4 percent strongly disagree. There was a mean of 5.7 in responses with a standard deviation of 2.3.

Item 3 -- In-Service Should Be Based on the Needs of the Teachers Involved. More than half, 55.0 percent of the respondents agreed that in-service should be based on the needs of the teachers involved in the program. The mean score was 6.4 with a standard deviation of 2.4. The percentage ranged from 55.0 percent who strongly agreed to 0.0 percent who strongly disagreed.

Item 4 -- In-Service Should Be A Continuous Process. Approximately one-third of the participants strongly agreed that in-service should be a continuous process. The mean score was 6.0 with a standard deviation of 2.3. Respondents who strongly agreed showed 33.2 percent while the lowest response who strongly disagreed measured 0.0 percent.

Item 5 -- In-Service Programs Should Be Evaluated on Specific Outcomes. Based on the responses, 24.0 percent agreed that in-service should have specific outcomes by which they should be evaluated with a mean score of 5.4 and a standard deviation of 2.3. Only 0.4 percent of the respondents strongly disagreed with this premise.

Item 6 -- In-Service Programs Should Be Planned With Building-Level Needs in Mind to Address the Problems Identified by the Teachers of That Building. It was strongly agreed that in-service programs should be planned to meet building-level needs identified by teachers of that

building at the 41.1 percent level. None of the respondents tended to strongly disagree. The mean score of 6.1 and a standard deviation of 2.4 was found.

Item 7 -- Strengths of Individual Teachers Should Be Utilized When Planning In-Service Activities. This item showed that 29.4 percent of the participants strongly agreed that teacher-strength should be utilized when planning in-service activities with disagreement measuring strongly at the 0.8 percent level. The mean of 6.0 and a standard deviation of 2.3 were computed.

Item 8 -- In-Service Should Attempt to Close the Gap Between Theory and Practice. The majority of the participants, 34.5 percent strongly agreed that in-service should attempt to close the gap between theory and practice. Strong disagreement showed to be 0.8 percent at level 1. The mean score showed 6.0 with a standard deviation of 2.4.

Item 9 -- Individual Differences of Adult Learners Should Be Considered When Planning In-Service Programs. It was agreed at level 6 by 26.9 percent that individual differences of adult learners should be considered when in-service programs are planned with no respondents strongly disagreeing at level 1. The mean score was 5.5 and the standard deviation was 2.2.

Item 10 -- Teachers are too Involved With Day-by Day Responsibilities to Have the Job of In-Service Planning Added to It. Because this statement is stated negatively, a reversed scoring procedure was used. Although the majority of the respondents felt this premise to be true, the greatest percentage of 24.0 percent fell at level 5 on the scale. However, 10.9 percent felt strong disagreement. A mean score of 4.1 and a standard deviation of 2.5 were computed.

### Analysis of Demographic Data

Using the mean (63.75) of the total score of responses on the 10-item opinionnaire given by the 238 participants, a chi-square analysis was run on five demographic variables to determine the interrelationship between and among the variables. The following variables--school size, size of town (city), level taught or supervised, job assignment, and experience--have no significant relationship to the responses given on the opinionnaire at the 0.05 level (Table XII).

When the size of school was related to the total mean score of the opinionnaire, a chi-square of 3.177 with a probability of 0.075 was shown.

The size of the town showed no significant relationship of urban and rural responses when tested against the total mean score on the opinionnaire as chi-square = 0.821 and a probability of 0.3648 was given.

The level taught or supervised by the respondents when tested against the mean score on the opinionnaire--elementary, middle school, and secondary teachers and principals--shows no significant relationship. The chi-square = 0.725 and the probability = 0.6959.

The job assignment (teacher or principal) shows no significant relationship to the responses given on the opinionnaire as chi-square = 1.675 and a probability = 0.433. However, a warning was given that over 20% of the cells have expected counts less than 5 and the chi-square test may not be valid due to the sparse table.

The experience of the respondents shows no significant relationship to the responses made on the opinionnaire--chi-square = 0.904 with a probability = 0.341. Table XII summarizes the chi-square analysis which relates the demographic data to the mean score of the opinionnaire.

TABLE XII  
 $\chi^2$  TABLE RELATING DEMOGRAPHIC VARIABLES  
TO OPINIONNAIRE SCORES

Variable	$\chi^2$	Probability
School Size	3.177	0.0750
Size of Town (City)	0.821	0.3648
Level Taught or Supervised	0.725	0.6959
Job Assignment	1.675	0.4330
Experience	0.904	0.3410

## CHAPTER V

### SUMMARY, REPORTED FINDINGS, AND RECOMMENDATIONS

#### Summary

The purpose of this study is to determine the significant relationship between attitudes toward and participation in in-service education in the Oklahoma public schools. Demographic information was used to determine the characteristics of the participants and to determine their involvement and willingness to become involved in future in-service programs.

The study was designed to discover some of the attitudes and opinions held by teachers toward in-service education and their willingness to participate in in-service activities. Information was solicited by the use of a 10-item opinionnaire developed for this study. To better understand the responses given on the opinionnaire, the following information was requested: number of students in your school, number in your class (if applicable), population of your city (town), job assignment, level taught or supervised by you, years of experience, highest degree held, service on in-service planning team(s), willingness to conduct a workshop or in-service building-level session, frequency of participation in in-service by you this year, and how many in-service activities were available to respondents this year (taken by telephone from superintendents).

The developed opinionnaire was mailed to 35 independent school districts requiring information from eight respondents--six teachers and

two principals from each district. The population of the survey included 280 elementary, middle school, and secondary teachers and principals employed in independent districts within the state of Oklahoma. A random sample of 50 counties was chosen by placing the names of the counties and districts listed in the Oklahoma Educational Directory, 1980-81, in a box and drawing from a total of 75 counties. Oklahoma and Tulsa Counties were excluded because of their size and composition in comparison to the others. The independent school districts were chosen in a like manner. Only 35 superintendents responded favorably to the request to participate. Others were not replaced. There were 238 (85 percent) respondents to the survey included in the study as two districts did not return the opinionnaires on time and some of the responding districts did not return all of the instruments mailed to them. Follow-up calls were made to the superintendents but no additional instruments were received. Cronbach's Reliability Coefficient Alpha was used to establish the reliability of the pilot study.

No instrument was located to assist in the study of the problem and very little evidence was found in recent research concerning attitudes of teachers toward in-service education. However, much research has been done on in-service, many designs are suggested, and a data base of varying degrees has been established from which to draw ideas.

As the school districts of Oklahoma approach the year of mandatory in-service at the district level as the result of the passage of HB 1706, planners may wish to take a look at the Florida Study reported by Zenke (1976) as it was an outgrowth of similar legislation.

For a systematic reporting of the findings, the analysis of the data was organized as to: respondent's characteristics, respondent's participation, and opinions concerning in-service education programs within the

individual school districts in the state of Oklahoma.

The comparative basis used to determine the relationship of the two variables--attitude toward in-service and participation in in-service-- was gained by analyzing the frequency of attendance and dividing it by the frequency of opportunity for participation which provided a ratio that was correlated against the opinionnaire used in this study. The data obtained provided a basis for accepting or rejecting the hypothesis used in this study.

### Reported Findings

The following findings are based on the items developed as part of the opinionnaire used in the study and responses from the sample.

Question 1 -- What are the respondent characteristics as they relate to the study?

The information received from teachers and principals in response to the survey used for this study provided the following data:

- a. All are employed as teachers and/or principals of public schools in the state of Oklahoma.
- b. All are employed in independent school districts.
- c. All respondents hold degrees ranging from bachelor's to doctorate's.
- d. Most respondents live in cities (towns) ranging in size from 1000 to 5000.
- e. Most of the respondents have class sizes less than 25.
- f. Most respondents have more than three years of experience.

Question 2 -- What was the status of respondent participation?

- a. Most respondents have not served on an in-service planning team.
- b. Most respondents would like to plan their own in-service programs.



- c. Most respondents would conduct a workshop or building-level in-service session.
- d. Most respondents attended at least two workshops or in-service activities during the year where provided.
- e. Most respondents provided in-service that was available for participation for teachers and principals.

Based on the findings of this survey, very few teachers were included in the planning of in-service programs within the districts. However, most of the principals responding indicated that they had served in this capacity. Both the teachers and principals expressed a desire to serve on in-service planning teams and are willing to conduct in-service workshops or building-level sessions, if given the opportunity.

Many teachers and principals attend in-service activities planned for and by them regardless of their attitudes. Based on experiences, both as a teacher and an administrator, this practice of participation is hinged greatly on loyalty to the planner and/or administrators. This gives credence to the findings that there is a significant relationship between attitudes toward in-service and participation in in-service education in the public schools in the state of Oklahoma. When the two variables were analyzed by use of Pearson's Product Moment Correlation, <it was found that the higher the attitude, the lower the participation.> For this reason, the hypothesis is rejected and the problem must be addressed.

#### Recommendations

Based on the findings of this study, the following recommendations are made:

- a. Teachers and principals should be given more opportunities in the decision-making process regarding in-service.

- b. The study showed that most teachers feel that they have too many day-to-day responsibilities to have in-service planning added to it. On the other hand, respondents felt that they want to be more involved in planning, organizing, and implementing in-service programs. It is, therefore, recommended that further study be made to determine how day-to-day responsibilities may be curtailed and in-service participation be increased.
- c. It is recommended that teachers and principals be given more opportunities to conduct in-service activities in areas where they show strength.

For whatever reasons given for the current trend used by school systems relative to in-service programming, it is found that negative attitudes do exist in most districts today. There are many reasons for dissatisfaction regarding in-service. The experiences of the writer bear out the fact that it is not a dislike for in-service per se, but most activities provided for teachers in an effort to promote professional growth are failing to increase classroom skills in the sense that they are designed by the program planner(s).

## BIBLIOGRAPHY

- Ainsworth, Barbara A. "Teachers Talk About Inservice Education." Journal of Teacher Education, Vol. XXVII, No. 2, Summer, 1976, pp. 107-109.
- Arends, Richard, Richard Hersh, and Jack Turner. "Inservice Education and the Six-O'Clock News." Theory Into Practice, Vol. XVII, No. 3, June, 1978, pp. 196-204.
- Barnhart, Clarence L., ed. The American College Dictionary, New York: Harper & Brothers Publishers, 1953.
- Bittel, Lester R. What Every Supervisor Should Know. The Basics of Supervisory Management. New York: Gregg Division, McGraw-Hill Book Company, 1980.
- Bradford, Luther E. and Leonard E. Kraft. The Elementary School Principal in Action. Scranton, Pa.: International Textbook Co., 1970.
- Denemark, George W. and James B. McDonald. "Pre-service and In-service Education for Teachers." Review of Educational Research, Vol. XXXVII, No. 3, June, 1967. pp. 233-243.
- Dillon-Peterson, Betty, ed. Staff Development/Organization Development. Virginia: Association for Supervision and Curriculum Development. 1981.
- Dobson, Russell, Judith Dobson, and John Kessinger. Staff Development: A Humanistic Approach. Lanham, Md.: University Press of America, Inc., 1980.
- Edelfelt, Roy A. and Margo Johnson. Rethinking In-Service Education. Washington, D. C.: National Education Association, 1975.
- Graduate College. Thesis Writing Manual. Stillwater, Oklahoma: Oklahoma State University, Revised, 1979.
- Harris, Ben M. Improving Staff Performance Through In-Service Education. Boston: Allyn and Bacon, Inc., 1980.
- Harris, Ben M., E. W. Bessent, and Kenneth E. McIntyre. Inservice Education: A Guide to Better Practice. Englewood Cliff, N. J.: Prentice-Hall, Inc., 1973.
- Herzberg, Frederick. Work and the Nature of Man. Cleveland, Ohio: The World Publishing Co., 1966.

- Herzberg, Frederick, Bernard Mausner, and Barbara Bloch Snyderman. The Motivation to Work. (2nd ed.), New York: John Wiley and Son, Inc., 1959.
- Herzberg, Frederick, Bernard Mausner, Richard O. Peterson, and Dora F. Capwell. Job Attitudes: Review of Research and Opinion. Pittsburgh, Pa.: Psychological Service of Pittsburgh. 1957.
- Howey, Kenneth and Bruce Joyce. "A Data Base for Future Directions in Inservice Education." Theory Into Practice, Vol. XVII, No. 3, June, 1978, pp. 206-211.
- Howey, Kenneth R. "Putting Inservice Teacher Education Into Perspective." Journal of Teacher Education, Vol. XXVII, No. 2, Summer, 1976, pp. 101-105.
- Jacobson, Paul B., James D. Logsdon, and Robert R. Wiegman. The Principalsip: New Perspectives. Englewoods Cliff, N. J.: Prentice-Hall, Inc., 1973.
- Johnston, D. J. Teachers' Inservice Education. New York: Pergamon Press, 1971.
- Knowles, Malcolm S. The Adult Learner: A Neglected Species. (2nd ed.), Houston, Texas: Gulf Publishing Co., 1978.
- Knowles, Malcolm S. and Harry A. Overstreet. Informal Adult Education. A Guide for Administrators, Leaders, and Teachers. New York: Association Press, 1951.
- Mangieri, John N. and David R. McWilliams. "Designing an Effective Inservice Program." Journal of Teacher Education, Vol. XXVII, No. 2, Summer, 1976, pp. 110-112.
- Mann, Dale. "The Politics of Inservice." Theory Into Practice, Vol. XVII, No. 3, June, 1978, pp. 212-217.
- Morphett, Edgar L., Roe L. Johns, and Theodore L. Reller. Educational Organization and Administration: Concepts, Practices, and Issues. Englewoods Cliff, N. J.: Prentice-Hall, Inc., 1967.
- Nadler, Leonard. "Learning from Non-School Staff Development Activities." Educational Leadership. Journal of the Association for Supervision and Curriculum Development, Vol. 34, No. 3, December, 1976, pp. 201-204.
- Neagley, Ross L., N. Dean Evans, and Clarence A. Lynn, Jr. The School Administrator and Learning Resources: A Handbook for Effective Action. Englewoods Cliff, N. J.: Prentice-Hall, Inc. 1969.
- Olivero, James L. "Helping Teachers Grow Professionally." Educational Leadership. Journal of the Association for Supervision and Curriculum Development, Vol. 34, No. 3, December, 1976, pp. 194-200.

- Tutherford, William L. and Susan W. Weaver. "Preferences of Elementary Teachers for Preservice and In-Service Training in the Teaching of Reading." Journal of Educational Research, Vol. 67, No. 6, February, 1974, pp. 271-275.
- Sherif, Carolyn W., Muzaffer Sherif, and Roger E. Nebergall. Attitude and Attitude Change. Philadelphia, Pa.: W. B. Saunders Co., 1965.
- State Department of Education. Oklahoma Educational Directory. Oklahoma City: Journal Record Publishing Company, 1980-81.
- Steers, Richard M. and Lyman W. Porter. Motivation and Work Behavior. New York: McGraw-Hill Book Co., 1975.
- Taylor, Bob L. "Factors Influencing In-Service Teacher Education Programs." Journal of Educational Research, Vol. 52, No. 9, May, 1959, pp. 336-338.
- Wilens, William W. and Richard Kindsvatter. "Implications of Research for Effective In-Service Education." The Clearing House, Vol. 51, 1978.
- Williams, Robert T. "Teacher Motivation and Satisfaction." NASSP Bulletin, December, 1976, pp. 89-94.
- Yeatts, Edward H. "Staff Development: A Teacher-Centered In-Service Design." Educational Leadership. Journal of the Association for Supervision and Curriculum Development, Vol. 33, No. 6, March, 1976, pp. 417-421.
- Zenke, Larry L. "Staff Development in Florida." Educational Leadership. Journal of the Association for Supervision and Curriculum Development, Vol. 34, No. 3, December, 1976, pp. 177-181.
- Zigarmi, Patricia, Loren Betz, and Darrell Jensen. "Teachers' Preferences in and Perceptions of In-Service Education." Educational Leadership. Journal of the Association for Supervision and Curriculum Development, Vol. 34, No. 7, April, 1977, pp. 545-551.

**APPENDIX A**

**CORRESPONDENCE**

3922 Oakcrest  
Enid, Oklahoma 73701  
February 6, 1981

To: Superintendents of Schools

Re: Doctoral Survey  
Random Sampling

Dear Sir:

As a doctoral student at Oklahoma State University, I would like to obtain your permission and cooperation in the data-gathering process of my dissertation: "Attitudes Toward and Participation in In-Service Education in the Oklahoma Public Schools."

I am in the process of preparing the Opinionnaire and would like to include your school district in the Sample. Your schools were chosen by pooling the names of all independent school districts, by counties, using 50 such districts in Oklahoma, excluding Oklahoma and Tulsa Counties.

Each participating school district will be mailed eight (8) copies of the Opinionnaire to be distributed, completed, and returned to me for tabulation as follows:

2 principals  
6 classroom teachers

The teachers should be a composite as to tenure, non-tenure, male and female, age range, and experience. This study should be helpful in finalizing plans for implementing your proposed HB 1706 In-Service Plan in your district as I shall be happy to furnish copies of the results of the statistical findings to superintendents stating a desire to receive them.

Please return the enclosed form at your earliest convenience as I would like to have all data collected on or before March 6, 1981. I appreciate your time and consideration in this matter and would be very grateful for your affirmative consent.

Very truly yours,

(Mrs.) Erma J. Austin

eja

Enclosures: 2  
Response Form and Envelope

**APPENDIX B**

**CHECKLIST**



Dear Mrs. Austin,

\_\_\_\_\_ I would like to have my staff participate in this project. I will return the completed instruments.'

\_\_\_\_\_ I would not like to participate at this time.

\_\_\_\_\_ I would like a copy of the statistical results.

Sincerely,

Superintendent of Schools

\_\_\_\_\_, Oklahoma

Date \_\_\_\_\_

**APPENDIX C**

**INSTRUMENT AND COVER LETTER**

3922 Oakcrest  
Enid, Oklahoma 73701  
April 17, 1981

To: Superintendent of Schools,

I would like to take this opportunity to express my gratitude for your help in the distribution and return of the enclosed instruments that are so valuable to the completion of my study on in-service education. I regret that the validation of the items took longer than I anticipated and that this comes at a very busy time of year for you and your staff. However, I would be very appreciative if you would return the instruments to me on or before April 27, 1981.

Very truly yours,

(Mrs.) Erma J. Austin

eja

Enclosures: 9

8 instruments -- 2 principals, 6 teachers  
1 self-addressed, stamped manila envelope

EJA ATTITUDE OPINIONNAIRE  
1981

DIRECTIONS: Circle the answer that best describe your job situation.

1. Number of students in your school
  - a. Less than 200
  - b. 200-500
  - c. 501-999
  - d. 1000 or more
2. Number of students in your class(es)
  - a. Less than 25
  - b. 25 or more
3. Approximate population of your city or town
  - a. Less than 1000
  - b. 1000-5000
  - c. 5001-10,000
  - d. More than 10,000
4. Level taught or supervised by you
  - a. Elementary
  - b. Middle School
  - c. Secondary
5. Job Assignment
  - a. Teacher
  - b. Principal
6. Years of experience
  - a. 1-3 years
  - b. 4-10 years
  - c. 11-17 years
  - d. 18 or more
7. Highest degree held
  - a. Bachelor's
  - b. Master's
  - c. Ed. Spec.
  - d. Doctorate
8. Did you serve on any in-service planning team(s)?
  - a. Yes
  - b. No
9. Would you like to plan your own in-service program?
  - a. Yes
  - b. No
10. If asked, would you conduct a workshop or building in-service session?
  - a. Yes
  - b. No
11. Frequency of in-service participation by you this year? \_\_\_\_\_  
(designate by number)

INTRODUCTION TO THE OPINION INSTRUMENT. The purpose of this instrument is to allow you to identify your opinions regarding in-service programs as they are, or how they should be in order to affect teacher-participation

in future programs. By completing this instrument and returning it (in the attached envelope, sealed), to your superintendent, your information along with similar responses from other teachers and principals throughout the state of Oklahoma will supply data necessary to complete this study on "Attitudes Toward In-Service and Participation in In-Service in Oklahoma Public Schools." Your responses will be kept strictly confidential. I am very grateful for your assistance and timely responses.

**DIRECTIONS FOR COMPLETING THE INSTRUMENT:**

1. Read each statement carefully.
2. Indicate your responses by circling a number indicating the degree to which you (a) Strongly Agree, SA; (b) Agree, A; (c) Disagree, D; or (d) Strongly Disagree, SD, on the 8-point scale following each statement.

	8 SA 7	6 A 5	4 D 3	2 SD 1
1. The school district should plan for in-service programs in its yearly budget.	8 7	6 5	4 3	2 1
2. Teachers want to participate in planning, organizing, and implementing activities pertaining to their job improvement.	8 7	6 5	4 3	2 1
3. In-service should be based on the needs of the teachers involved.	8 7	6 5	4 3	2 1
4. In-service should be a continuous process.	8 7	6 5	4 3	2 1
5. In-service programs should be evaluated on specific outcomes.	8 7	6 5	4 3	2 1
6. In-service programs should be planned with building-level needs in mind to address the problems identified by teachers of that building.	8 7	6 5	4 3	2 1

	8 SA 7	6 A 5	4 D 3	2 SD 1
7. Strengths of individual teachers should be utilized when planning in-service activities.	8 7	6 5	4 3	2 1
8. In-service should attempt to close the gap between theory and practice.	8 7	6 5	4 3	2 1
9. Individual differences of adult learners should be considered when planning in-service programs.	8 7	6 5	4 3	2 1
10. Teachers are too involved with day-to-day responsibilities to have the job of in-service planning added to it.	8 7	6 5	4 3	2 1

VITA

Erma Jewel Miller Austin

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES TOWARD AND PARTICIPATION IN IN-SERVICE EDUCATION IN  
THE STATE OF OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Marvell, Arkansas, May 24, 1936, the  
daughter of Rev. and Mrs. E. D. Miller.

Education: Graduated from Lincoln High School, Chickasha, Oklahoma,  
in May, 1953; received Associate of Arts degree in education  
from Shorter Junior College, North Little Rock, Arkansas, 1956;  
received Bachelor of Science degree in Business Education from  
Paul Quinn College, Waco, Texas, 1958; received Masters of Arts  
degree in Educational Administration from the University of  
Missouri-Kansas City, Kansas City, Missouri, 1971; enrolled in  
the doctoral program at the University of Kansas, Lawrence,  
Kansas, 1975; completed requirements for the Doctor of Education  
degree at Oklahoma State University, Stillwater, Oklahoma, July,  
1981.

Professional Experience: Teacher of Business Education at Booker T.  
Washington High School, Enid, Oklahoma, 1958-60; teacher, Busi-  
ness Education and Military Correspondence, USAFE Army Educa-  
tion Center, Karlsruhe, Germany, 1960-63; teacher, High School  
Preparatory Center, Ft. Leonard Wood, Missouri, 1963-65; teacher,  
Williams Elementary School, Ft. Leonard Wood, Missouri, 1965-  
68; teacher, Francis Willard Elementary School, Kansas City,  
Missouri, 1968-71; Assistant Principal, Chester A. Franklin  
Elementary and Henry Clay/Manchester Elementary Schools, Kansas  
City, Missouri, 1971-75; principal, Marlborough Elementary  
School, Kansas City, Missouri, 1975-76; principal, Hoover Ele-  
mentary School, Enid, Oklahoma, 1976-present.

Professional Organizations: Oklahoma Association of Elementary  
School Principals (OAESP), Enid Association of Elementary  
School Principals (EAESP), Association for Supervision and  
Curriculum Development (ASCD), National Association of Ele-  
mentary School Principals (NAESP), AAUW, and Zeta Phi Beta.