

THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES,
VIEWPOINT OF EDUCATION'S TASK, AND
SATISFACTION WITH LOCAL SCHOOLS

By

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CHAPTER I

THE PROBLEM

One of the most important issues in America today concerns the role of the public school. Recent studies have focused upon the viewpoint of various sub-publics concerning the task of public education and those factors which are related to the manner in which citizens view the tasks of public education.¹

To do an effective job of improving education, an educator must have an accurate perception of and be able to work within the framework of the social system of his community. In order to succeed, he must have a thorough knowledge and understanding of his community. He must be aware of the values and educational beliefs of his public and know which sub-publics are satisfied and which are not satisfied with their local school.

While the obtaining of this understanding has always been difficult, it has been complicated in recent years because of the complexities of our industrial society and the changing values held by our people. The diversity of values and beliefs of people in every community is great and thus the expectations they hold for the public schools might well be conflicting.

¹L. W. Downey, "The Task of the Public School as Perceived by Regional Sub-publics" (unpub. Ph.D. dissertation, University of Chicago, 1959).

The author of this study takes the view that choices people make with regard to their view of tasks and their satisfaction with their schools could to a large degree be influenced by the values they hold. This study is an attempt to examine the relationship between values and the tasks of public instruction and between values and the satisfaction of educators and non-educators.

Background

Role theory serves as a base for the present study. The understanding and use of role theory has become a source of concern to the educational administrator. This concern for theory is of recent origin. Before World War II few studies, such as those of Chester Barnard,² Mary Follett,³ and F. J. Roethlisberger,⁴ had found their way into the hands of the majority of those men doing work in the social sciences. During the war years social science research came into its own and the importance of new knowledge about administration was definitely noticed. Along with this knowledge came a growth in the social scientist's own sophistication about the role of theory in the study of administration. Halpin⁵ suggests that efforts toward the development of theory in the field of educational administration have just begun, but definite

²Chester I. Barnard, The Functions of the Executive (Cambridge, 1938).

³Mary Parker Follett, Dynamic Administration, ed. H. C. Metcalf and L. Urwick (New York, 1951).

⁴F. J. Roethlisberger and W. J. Dickson, Management and the Worker (Cambridge, 1941).

⁵Andrew W. Halpin, Administrative Theory in Education (Chicago, 1958) p. xiv.

progress has been made in the last few years.

Kurt Lewin's⁶ concept of cognitive structure has implication for this study. Lewin suggests that change within the individual's cognitive structure depends upon the environment or field in which the individual finds himself and also upon his needs as an individual. Lewin's hypothetical construct of cognitive structure found in his field theory has contributed directly to the development of role theory.

Sweitzer⁷ points out that

Broadly conceived, role theory holds that almost every activity of an individual may be viewed as being in conformity with or in opposition to the expectations of his role. These expectations include his own concept of his role and the role-expectations of others regarding his behavior. The role is the resulting complex of the varied specific activities made incumbent on a person in a particular position in a social system. This role tends to be defined in terms of the behavior and attitudes which others expect and think appropriate for the role incumbent in the performance of that role. Thus, the role of the individual is defined not by himself alone, but also by the role expectations of others with whom he associates and by his reactions to his perceptions of these role expectations. Thus role expectations have personal as well as group dimensions.

Role theory⁸ served as a base from which Guba and Bidwell⁹ studied the school as a social institution. Their study was viewed within the framework of a theoretical model which describes the role structure of

⁶Kurt Lewin, Field Theory in Social Sciences (New York, 1951).

⁷Robert E. Sweitzer, "The Fulfillment of Role Expectations and Teacher Morale" (unpub. Ph.D. dissertation, University of Chicago, 1957).

⁸For a summary of the literature in role theory, see T. R. Sarbin, "Role Theory," Handbook of Social Psychology, ed. Gardner Lindzey (Cambridge, 1954) or Bruce J. Biddle, "The Present Status of Role Theory" Volume A: Studies in the Role of the Public School Teacher (Columbia, Missouri, 1961).

⁹Egon G. Guba and Charles E. Bidwell, Administrative Relationships (Chicago, 1957).

an organization.¹⁰ This model, designed by Getzels and Guba,¹¹ helped them to explain and to predict the behavior of members of a specific enterprise. Getzels¹² suggests that this model can also be useful in studying the school as a social system. Three variables that are examined in this study relative to various school groups are found within the dimensions of this model: (1) Satisfaction, (2) Values, (3) Task of Public Education.

Several studies have been carried out in the last few years that involve one or more of these variables, some using field theory and the attending concepts of cognitive theory and role theory as the bases for examination. Downey, Seager, and Slagle¹³ conducted a national study to determine the viewpoints of various groups about their public schools. The purpose of the research was to determine priority among sixteen functions commonly expected of the public schools. This research shows that differences of opinion concerning the task of public education exist among various sub-publics according to age, position, and amount of schooling.

French and associates conducted a study "to determine for educators, curriculum planners, test makers, and interested citizens the

¹⁰Guba and Bidwell, p. 5.

¹¹J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (1957), pp. 423-441.

¹²J. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Educational Review, XXII (1952), pp. 235-246.

¹³L. W. Downey, R. C. Seager, and A. T. Slagle, The Task of Public Education (Chicago, 1960).

objectives of general education in American secondary schools."¹⁴ They identified two coordinate purposes of general education. The first purpose of general education

is based upon the proposition that the various common capabilities of young people should be developed as soon and as fully as possible through education so that they will be able to utilize them as needed in the planning and the living of their own lives.¹⁵

The second purpose is "that education in this country should be designed to help all young people become responsible citizens..."¹⁶

Goldman suggests that while the purposes of general education are widely accepted, "disagreements arise when an attempt is made to determine how these purposes are to be achieved."¹⁷

Many reasons may be given to explain why the various sub-groups view the task of the public high school differently. One reason may be that people tend to respond to situations in terms of their own values and expectations."¹⁸

Since the people of the local level play a major role in determining and influencing educational programs, the expectations they hold for the public schools are often conflicting.

Schools are found in communities or neighborhoods in which there are many people and many organized groups. These individuals and organizations have sets of values and ways of doing... In each community there are many publics. These publics may differ by way of occupation, income, politics, religious affiliation,

¹⁴W. French, Behavioral Goals of General Education in High School (New York, 1957), p. 15.

¹⁵Ibid, p. 27-28.

¹⁶Ibid, p. 28.

¹⁷Samuel H. Goldman, "Sub-Public Perceptions of the High School Graduate and the Roles of Institutions in His Development." (unpub. Ph.D. dissertation, University of Chicago, 1961), p. 3.

¹⁸Ibid, p. 4.

organizational membership, residential areas, national background, race, and other factors... It may be that in the number and diversity of his publics the school administrator stands in a unique position among other administrators. The position becomes even more complex when we begin to assess the various expectations which many of these publics have for schools and school administrators. These various sub-publics...have certain values, beliefs and feelings which determine the way they look at schools and school problems.¹⁹

The role of the school administrator is complicated further because of the changing values, beliefs, and feelings evident in our society. "Since schools are an instrument of society, new demands on school leadership are resulting from change which is occurring along a broad front."²⁰

Getzels suggests that the central neglected issue facing the schools today is the problem of values. He states that

the specific forms that our child-rearing and educational practices have taken from among the almost infinite range of possibilities cannot be understood outside the context of our dominant values and the shifts and cleavages these values are presently undergoing.²¹

We have, side by side in the community and in the educational institutions, a kaleidoscope of shifting and confusing, if not absolutely contradictory, assumptions about life and the values that are really ours.²²

Scherich²³ suggests the method of reconciliation as a possible solution

¹⁹R. F. Campbell, J. E. Corbally, and J. A. Ramseyer, Introduction to Educational Administration (Boston, 1958), p. 127.

²⁰Professional Administrators for America's Schools, American Association of School Administrators, Thirty-Eighth Yearbook, 1960, p. 117.

²¹J. W. Getzels, "The Acquisition of Values in School and Society," The High School in a New Era, ed. F. S. Chase and H. A. Anderson (Chicago, 1958), p. 146.

²²J. W. Getzels, "Changing Values Challenge the Schools," School Review, Spring, 1957, pp. 92-102.

²³Millard Scherich, Reconciliation in Educational Philosophy (Stillwater, Oklahoma, 1959).

to this problem of contradictory assumptions about life and values as they relate to education. His method is one of clarification of the ends and means of education in American society through identification, compromise, and harmonization.

Getzels,²⁴ Lynd,²⁵ Riesman,²⁶ and Spindler²⁷ are among those authors recognizing the problems of changing values in our American society. The editors of the American Association of School Administrators 38th Yearbook feel that "since the teaching program of every school is of necessity based on some value system, the choosing among competing goals and values must fall to the lot of somebody in the leadership role."²⁸ Thus the rational school administrator is forced into the position of determining his administrative goals so that they are compatible with his personal value system and the value systems of the various people and groups in the community.

Pressey and Jones²⁹ furnish evidence that our values have changed and cleavages appear among various age groups. Prince³⁰ presents

²⁴J. W. Getzels, "Changing Values Challenge the Schools," School Review, LXV (1957), pp. 92-102.

²⁵R. S. Lynd and E. L. Koos, Families in Trouble (New York, 1946), pp. vii-viii.

²⁶David Riesman, The Lonely Crowd (New Haven, Connecticut, 1950).

²⁷G. D. Spindler, "Education in a Transforming American Culture," Harvard Educational Review, XXV (1955), pp. 145-153.

²⁸Professional Administrators for America's Schools, p. 123.

²⁹S. T. Pressey and A. W. Jones, "1923-1953 and 20-60 Age Changes in Moral Codes, Anxieties and Interests," Journal of Psychology, XXXIX (1955), pp. 485-502.

³⁰Richard Prince, "A Study of the Relationship Between Individual Values and Administrative Effectiveness in the School Situations," (unpub. Ph.D. dissertation, University of Chicago, 1957).

similar evidence that cleavages in values may be found among teachers of various ages. McPhee³¹ found a relationship between the type of values which an individual holds and the type of educational viewpoint to which he subscribes.

The Midwest Administration Center at the University of Chicago has devoted a considerable amount of attention to factors affecting the job satisfaction of teachers.³² Chase³³ found that stimulating professional leadership, opportunity to participants in policy making, clearly defined goals, recognition of good work, conditions conducive to effective teaching, and reasonably adequate salaries form a pattern almost certain to produce satisfaction and enthusiasm for the school system.

Few studies deal with the problem of non-educators dissatisfied with their schools. Goldman suggests that

when the expectations society holds for the graduate are not realized the high school is often blamed for not fulfilling its responsibility. This failing may not be wholly the result of a weak educational program but rather the result of the differences in expectations which teachers, parents, and students hold for the graduate and in turn for the high school.³⁴

He suggests that these differences in expectations may well be affected by the differences in values held by these groups.

Empirical evidence is needed to either lend support or to question

³¹Roderick F. McPhee, "The Relationship Between Individual Values, Educational Viewpoint and Local School Approval," (unpub. Ph.D. dissertation, University of Chicago, 1959).

³²For a review of these studies, see Charles E. Bidwell, "Administration and Teacher Satisfaction," Phi Delta Kappan XXXVII (1956), pp. 285-288.

³³Francis S. Chase, "Factors Productive of Satisfaction in Teaching," (unpub. Ph.D. dissertation, University of Chicago, 1951).

³⁴Goldman, p. 4.

these statements and studies. The task of this study is to assess the perceptions of educators and non-educators with regard to:

1. Their viewpoints as to the task of public education in regard to elementary and secondary schools.
2. Their satisfaction with their local school system.
3. The values they hold.

Questions Under Investigation

This study is primarily concerned with:

1. The degree of relationship between values and satisfaction.
2. The degree of relationship between values and elementary school task differences.
3. The degree of relationship between values and secondary school task differences.
4. The degree of relationship between values and elementary school tasks.
5. The degree of relationship between values and secondary school tasks.

This study is also concerned with:

1. The degree of relationship between the values held by an individual and his position, age, and level of education.
2. The degree of relationship between the amount of satisfaction an individual verbalizes relative to his local school and his position, age, and level of education.
3. The degree of relationship between the differences indicated by respondents relative to perceived and expected tasks of elementary schools and his position, age, and level of education.
4. The degree of relationship between the differences indicated

by respondents relative to perceived and expected tasks of secondary schools and his position, age, and level of education.

The research design and the method used for gathering data to answer these questions are described in Chapter II. The data analyses and findings regarding the relationship between Individual Values and Satisfaction, Elementary Task Differences, Secondary Task Differences, Elementary Tasks and Secondary Tasks, are reported in Chapter III. The analyses of data and findings of the relationship between Values, Satisfaction, Elementary Task Differences and Position, Age, and Level of Education are reported in Chapter IV. Chapter V contains discussions and conclusions drawn from Chapters III and IV. The summary and implications are presented in Chapter V.

CHAPTER II

DESIGN, METHODOLOGY, AND INSTRUMENTATION

In order to answer the research questions posed in the previous chapter it was necessary to (1) obtain the participation of appropriate groups of people, (2) identify, develop, and test instruments which would provide the necessary information, (3) administer the instruments, and (4) analyze the responses to them. In this chapter the first three steps will be discussed.

Identification of the Sample

The public schools of Oklahoma are organized into 677 school districts, located in 77 counties,³⁵ operated by 21,361 teachers,³⁶ 1,631 principals, 576 superintendents, and 77 county superintendents.³⁷

All superintendents, principals, school board chairmen, and a sample of teachers and Parent-Teacher Association members of 92 selected districts were included in this study.³⁸

³⁵Oklahoma Educational Directory, 1961-62, State Department of Education Bulletin No. 109-K (Oklahoma City, 1961), pp. 98-103.

³⁶Trends in Qualification of Teachers, State Department of Education, (Oklahoma City, 1960).

³⁷Oklahoma Educational Directory, 1961-62, pp. 25-103.

³⁸The data used for this study were collected in conjunction with a statewide survey, Educational Administration in Oklahoma: Status and Problems, 1961, sponsored by the Oklahoma Commission on Education Administration. The author of this paper assisted in this survey.

To facilitate the selection of a sample, certain socio-economic factors were considered in order to insure variability among teachers and P.T.A. respondents. An analysis of public school districts in Oklahoma relative to these factors may be seen in Table I.

School districts were classified as to size in terms of the number of teachers employed according to the following breakdown: 1-10, 11-20, 21-30, 31-40, 41-50, 51-75, 76-100, 101-200, 201-300, 301-400, 401-500, 501 plus. This information was obtained from the Oklahoma Educational Directory, 1960-61.

Communities were classified as rural, town, suburban, urban, relative to population and adjacency to urban centers according to the following divisions: rural - 1,000 population or less; town - 1001 to 25,000 population; suburban - area adjacent to urban area, seemingly dependent upon urban centers for identification; urban - 25,001 population or over. This information was obtained from the 1957 Oklahoma Almanac.

Areas were classified economically relative to the following categories: manufacturing and industry, business and commercial agriculture, mining and diversified farming, diversified farming and manufacturing. These classifications were determined by a denotation of the most prominent economic characteristics for each area of the state in relation to the following sources of information:

1. Agricultural regions of Oklahoma.³⁹

³⁹ John W. Morris, Oklahoma Geography (Oklahoma City - Chattanooga, 1954), p. 59.

TABLE I
ANALYSIS OF PUBLIC SCHOOL DISTRICTS IN OKLAHOMA
RELATIVE TO CERTAIN SOCIO-ECONOMIC FACTORS

SIZE OF DISTRICT			ECONOMIC CLASSIFICATION OF COMMUNITY		
No. of Teachers Employed	Number	Percent		Number	Percent
1 - 10	281	41.5	Manufacturing and Industry	35	5.2
11 - 20	213	31.5	Business and Commercial Agri.	14	2.1
21 - 30	73	10.8	Industry and Commercial Agri.	19	2.8
31 - 40	37	5.5	Commercial Agriculture	181	26.7
41 - 50	14	2.1	Mining and Industry	70	10.3
51 - 75	24	3.5	Diversified Farming	188	27.8
76 - 100	12	1.8	Manufacturing and Commercial Agri.	67	9.8
101 - 200	14	2.1	Mining and Diversified Farm.	41	6.1
201 - 300	3	.4	Diversified Farm. and Manufacturing	62	9.2
301 - 400	2	.3	Total	677	100.0
401 - 500	2	.3			
501 - Plus	2	.3			
Total	677	100.0			
TYPE OF COMMUNITY in which District is Located					
	Number	Percent		Number	Percent
Rural (1000 & Less)	540	79.7			
Town (1001-25,000)	114	16.8			
Suburban (adjacent to Urban Community)	18	2.8			
Urban (25,001 & Over)	5	.7			
Total	677	100.0			

2. State economic areas.⁴⁰
3. Trade and service center areas.⁴¹
4. Economic features of trading centers.⁴²

Selection and Description of Sample

Ninety-two school districts were selected by inspection, relative to type of community, economic characteristics, and number of teachers, from which a ten percent stratified-random sampling of teachers and an equal number of P.T.A. members were identified. Table II shows the relationship of the 92 districts to all 677 districts relative to the above mentioned factors.

A total of 4,415 instruments were distributed to superintendents, secondary principals, elementary principals, school board chairmen, teachers, and P.T.A. members. Questionnaires were returned by approximately twelve per cent of those to whom they were sent as indicated by Table III.

Some respondents chose not to complete all parts of the questionnaire, thus causing the N to vary for each part. The tables which report the results in subsequent chapters indicate the exact number of respondents for each part of the instrument.

Table IV classifies superintendents, secondary principals,

⁴⁰Donald J. Bogue, State Economic Areas (Washington, D.C., 1951) pp. 1-3, 33-34, 69-70.

⁴¹James Avery Adams, "Proposal for the Creation of Desirable Intermediate Units of Educational Administration for Oklahoma" (unpub. Ed.D. dissertation, Oklahoma State University, 1960), pp. 38-39.

⁴²"Counties," Oklahoma Almanac (Oklahoma City, 1957).

TABLE II
COMPARISON OF SAMPLE AND POPULATION
RELATIVE TO SOCIO-ECONOMIC FACTORS

NUMBER OF TEACHERS WITHIN SCHOOL DISTRICT				ECONOMIC CLASS OF COMMUNITY IN WHICH SCHOOL IS LOCATED			
No. of Teachers	No. of Schools	Sample % Popula- tion %		Economic Class	No. of Schools	Sample % Popula- tion %	
1 - 10	34	36.96	41.5	Mfg. & Industry	5	5.10	5.2
11 - 20	27	29.35	31.5	Bus. & Com. Agri.	2	2.18	2.1
21 - 30	6	6.52	10.8	Ind. & Com. Agri.	3	3.38	2.8
31 - 40	8	8.70	5.5	Com. Agri.	28	30.43	26.7
41 - 50	1	1.09	2.1	Min. & Industry	6	6.58	10.3
51 - 75	5	5.43	3.5	Div. Farm.	23	25.00	27.8
76 - 100	0	0	1.8	Mfg. & Comm. Agri.	11	11.95	9.8
101 - 200	5	5.43	2.1	Min. & Div. Farm.	7	7.60	6.1
201 - 300	0	0	.4	Div. Farm. & Mfg.	7	7.60	9.2
301 - 400	2	2.17	.3	Total	92	100.00	100.0
401 - 500	2	.3	.3				
501 plus	2	2.13	.3				
Total	92	100.00	100.0				

COMMUNITY TYPE			
Type	Number	Sample %	Population %
Rural	70	76.08	79.76
Town	16	17.39	16.83
Suburban	1	1.09	2.66
Urban	5	5.43	.74
Total	92	100.00	100.00

TABLE III

SAMPLE TO WHICH QUESTIONNAIRES WERE SENT AND FROM WHICH QUESTIONNAIRES
WERE RETURNED BY MEMBERS OF EACH OF SIX POSITIONS

Position	Distributed	Returned	Percent Returned
Superintendents	576	104	18.06
Secondary Principals	762	126	16.52
Elementary Principals	869	89	10.24
Teachers	754	86	11.41
Non-Educators (PTA Members & Board Chairmen)	1423	124	8.71
Total	4,415	529	11.98

TABLE IV

DISTRIBUTION OF RESPONDENTS BY AGE AND POSITION

Age	Superin- tendents	Secondary Principals	Elementary Principals	Teachers	Non- Educators	Total	%
20-29	4	11	2	16	1	34	6.46
30-39	31	27	16	13	44	131	24.91
40-49	35	37	29	22	55	178	33.84
50-59	27	40	34	26	17	144	27.38
60 Plus	8	6	10	8	7	39	7.41
Total	105	121	91	85	124	526	

elementary principals, teachers, and non-educators who returned the questionnaire by age. There seems to be a rather normal distribution within each age group. Teachers have a greater percent of respondents in the 20-29 age group than do other positions. Elementary principals have a greater percent of respondents in the 60 plus age group than do other positions.

In order to determine the distribution of respondents as to level of education, superintendents, principals, teachers, and non-educators were grouped into four categories according to the amount of formal education they have acquired. From Table V it may be seen that only three categories were discernible for superintendents. All superintendents had at least some graduate work and only one did not have a master's degree. For the five groups shown, Table V indicates that only non-educators had a majority of respondents with less than a master's degree.

Instrumentation

Three instruments were used in this study, of which two are modifications of instruments used previously in similar studies and the third was used without modification. General information about the individual respondent relative to age, position, and level of education was also obtained.

The Tasks of Public Institutions

The instrument used in this study to assess school tasks is a modification of The Tasks of Public Education developed by Downey,

TABLE V
 DISTRIBUTION OF RESPONDENTS BY LEVEL OF EDUCATION
 AND POSITION

Level of Education	Superintendent		Secondary Principal		Elementary Principal		Teachers		Non-Educators		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
College Grad. or Less	0	0.	4	3.30	2	2.20	12	14.12	99	79.84	117	22.24
Graduate Work	1	0.95	6	4.96	4	4.40	25	29.41	8	6.45	44	8.36
Master's Degree	64	60.95	63	52.07	54	59.34	35	41.18	7	5.65	223	42.40
Work Beyond Master's	40	38.10	48	39.67	31	34.06	13	15.29	10	8.06	142	27.00
Total	105		121		91		85		124		526	100.00

Seager, and Slagle.⁴³ This instrument synthesized the many notable statements by individuals and groups relative to the tasks of public education in America. From this synthesis one comprehensive statement was constituted which is assumed by the authors "to contain the basic elements of education's task and thus becomes the conceptual framework for subsequent instrumentation and data analysis."⁴⁴

The conceptual framework of the dimensions of the Task of Public Education used in the original and in the modified instrument is as follows:

Intellectual Dimensions⁴⁵

1. Possession of Knowledge: A kind of information.
2. Communication of Knowledge: Skill to acquire and transmit.
3. Creation of Knowledge: Discrimination and imagination, a habit.
4. Desire of Knowledge: A love for learning.

Social Dimensions

5. Man to Man: Cooperation in day-to-day relations.
6. Man to State: Civic rights and duties.
7. Man to Country: Loyalty to one's own country.
8. Man to World: Inter-relationship of peoples.

Personal Dimensions

9. Physical: Bodily health and development.
10. Emotional: Mental health and stability.
11. Ethical: Moral integrity.
12. Aesthetic: Cultural and leisure pursuits.

Productive Dimensions

13. Vocation-Selection: Information and guidance.
14. Vocation Preparative: Training and placement.
15. Home and family: Housekeeping, do-it-yourself, family.
16. Consumer: Personal buying, selling and investment.

⁴³Downey, Seager, and Slagle, pp. 80-88.

⁴⁴Ibid., p. 21.

⁴⁵Ibid., p. 24.

From this conceptual framework emerged one of the instruments used in this study, with some modification necessary because of the need to administer this test by mail. In the original instrument, the Q-Sort methodology devised by William Stephenson⁴⁶ was used. With such a technique, a number of items are presented to the subject on a deck of cards and he is asked to place the items in order of his preference into categories, according to a forced distribution.

The modified form⁴⁷ of the Q-Sort technique used in this study was one developed by Jackson⁴⁸ with the consulting help of Stephenson.

Three factors of this technique gave it special appeal for this study: (1) it did not violate any of the assumptions of the Q-Sort technique, (2) the sixteen items in the Tasks of Public Education Questionnaire could be printed on one sheet of paper with appropriate space for hand marking of symbols representing the five levels of priority, and (3) analysis was facilitated by the ease of coding the instrument.

The participants in the study were given the following instructions:

You are being asked in this instrument to indicate your opinions about the job of educational institutions in Oklahoma. This opinionnaire is not a test of your knowledge or skill; there are no right or wrong answers or responses. You are merely asked to indicate your opinion as to what emphasis you think should be given to various educational tasks and what emphasis you think is being given to these tasks today.

⁴⁶William Stephenson, The Study of Behavior: Q-Sort Technique and Its Methodology (Chicago, 1953).

⁴⁷A copy of the T.P.I. instrument used in this study may be found in the Appendix.

⁴⁸David M. Jackson, "Development of a Measure of Orientation Toward Core and Subject Curriculum Theories," School Review, LXIV (1956), pp. 250-255.

On the following pages you are asked to indicate your feelings about the task of elementary and secondary education in Oklahoma. Each of the following pages presents a list of sixteen functions or tasks regarding one of these levels of education, (i.e., one page deals with elementary schools and another page with secondary or high schools).

FOR EACH PAGE (or level of education) PLEASE DO THE FOLLOWING:

1. Read the list of items and ask yourself the question, "Which are the most important functions and which are the least important functions?" or "Which functions should be emphasized and which should not be emphasized?"
2. Indicate the importance of these items in the following manner (in space provided):
 - a. Place a plus mark (+) in the space opposite those five (5) functions that you think are most important.
 - b. Place a zero (0) in the space opposite those five (5) functions that you think are least important.
 - c. That means that there should be six functions that are not marked.
 - d. Now go back to those items you have marked with a plus mark (+) and place another plus mark in the space representing the function that you think is the most important function of all. (++)
 - e. Then go to the items you have marked with a zero (0) and place another zero in the space representing the function that you think is the least important of all. (00)
3. Now re-read the list of items and indicate what emphasis is being given to these functions in your schools in the following manner:
 - a. Place a plus mark (+) in the space opposite the five (5) functions that are being given the greatest emphasis.
 - b. Place a zero (0) in the space opposite the five (5) functions that are being given the least emphasis.
 - c. Place another plus mark (++) in the space opposite the function that is being given the greatest emphasis of all.
 - d. Place another zero (00) in the space opposite the function that is receiving the least emphasis of all.

Differential Values Inventory

Values were measured by the Differential Values Inventory.⁴⁹

This instrument owes its existence to recent conceptualizations of

⁴⁹A copy of this instrument may be found in the Appendix.

Spindler⁵⁰ and Getzels⁵¹ who provided a theoretical framework which Prince⁵² was able to utilize in devising a method of studying values empirically. Spindler pointed out that controversies in education can best be understood as a series of complex but very real conflicts in some values. He suggested that there are essentially two basic types of value systems, that they are internally consistent and that they are diametrically opposed.⁵³

Spindler labeled these two basic value systems "traditional" and "emergent." The systems as he conceptualized them may be understood clearly when placed into traditional and emergent values categories and defined as follows:⁵⁴

Traditional Values

Individualism...developing the self of extreme importance. Self-determination, self activity and self perfection were the measures of personal worth.

Puritan Morality...respectability, thrift, self denial, hard work and personal virtue were important. There is an absolute difference between right and wrong.

Work Success Ethic...achievement of goals was the most important. Any one could get to the top if he tried hard enough and everyone had the obligation to try hard enough.

Emergent Values

Conformity...not the self but compliance and conformity to the group is very important. One must adjust to the group and not do anything without group consensus.

Moral Relativism...no commitment to a particular set of values. There is no absolute difference between right and wrong...everything is relative.

Sociability...importance on being sociable and avoid friction in interpersonal relations. Do only things that won't offend or hurt anyone.

⁵⁰Spindler, Harvard Educational Review, XXV, pp. 145-156.

⁵¹Getzels, School Review, LXV, pp. 97-102.

⁵²Prince, dissertation.

⁵³Spindler, The Transmission of American Culture (Cambridge, 1959).

⁵⁴Samuel Goldman and Larry K. Hayes, "Our Changing Values," Oklahoma Teacher (December, 1961), p. 22.

Future-Time Orientation...the future was more important than the past or present. Satisfaction of immediate needs was denied for greater satisfaction to come. "A penny saved is a penny earned" was the slogan.

Present-Time Orientation...concern is for now and let the future take care of itself. The slogan here appropriately might be "No down payment necessary."

Respondents were asked to respond to the values instrument by adhering to the following instructions:

This instrument consists of a number of statements about things which you may think you ought or ought not to do and feel. These statements are arranged in pairs as in the example below:

1. A. Be reliable
B. Be friendly
2. A. Work on a project with others
B. Work on a project alone

To help you make the required choice, when reading the item to yourself, precede each statement with the phrase, "I ought to..;" that is, in the example given, you choose the item which is the most desirable for you. If you feel that you ought to work on a project with others more strongly than you feel you ought to work on a project alone, you should mark X in the space opposite A of the main opinionnaire. If you feel more strongly about B than A, mark X in the space opposite B.

Explanation for forced choice:

There are three kinds of choices to be made on this test:

1. An item with which you agree
vs
An item with which you disagree
2. An item with which you agree
vs
An item with which you agree to a less degree
3. An item with which you disagree
vs
An item with which you disagree to a greater degree.

The respondent does not necessarily agree with all those answers he checks, but in some cases he indicates the lesser of two evils.

Satisfaction

The instrument used in this study to assess respondents' satisfaction with the local school system is a modification of an instrument

used by Guba and Bidwell.⁵⁵ They viewed satisfaction of the staff member with his job as a variable which operates independently of his effectiveness or his efficiency. They define satisfaction as

what might be called the worker's contentment with his job situation, his evaluations of the adequacy of such factors as the physical environment of work, the personalities of fellow workers, and the tractability of clients.⁵⁶

Satisfaction is a function, as seen by Guba and Bidwell, of the congruence of needs and expectations as they are perceived by the role incumbent. To measure this congruence they used the same techniques used in the before-mentioned TPE.

Modification of this instrument was done by the research staff of the O.C.E.A. Project, to phrase questions in such a way that they could be answered by both educators and non-educators. Two instruments were the result,⁵⁷ one instrument answerable by educators and another answerable by non-educators. No attempt is made to compare the results of these two measurements of satisfaction. Respondents were asked to answer the satisfaction instrument using the following instructions:

EDUCATORS

You are asked to indicate the degree of your satisfaction with the conditions listed below as they exist in your school and school system. On the Answer Sheet indicate your satisfaction by placing an (X) in the space that best represents your degree of satisfaction with the area indicated. The spaces represent a range of satisfaction ranging from enthusiastic to very dissatisfied. Place an (X) in only one space opposite each item.

⁵⁵Guba and Bidwell, p. 108.

⁵⁶Ibid, p. 9.

⁵⁷Both instruments may be found in the Appendix.

NON-EDUCATORS

The following section is aimed at assessing how satisfied you are with your local public schools.

The row or boxes opposite each item below represents a range of satisfaction ranging from enthusiastic to very dissatisfied. Opposite each item place an (X) in the box that best represents your degree of satisfaction with the topic of that item.

Testing the Instruments

To test the comprehensibility of the instructions for the values instrument and the task instrument, the investigator conducted two pilot studies.

The values instrument was given to a group of college students, the majority being sophomores, and the responses elicited indicated that the respondents were able to follow the instructions.⁵⁸

The task instrument was given to two groups, faculty members in the College of Education and graduate students working toward an Ed.D. degree. Their responses indicated they could follow the instructions and that the instrument was able to elicit responses which would answer the research questions posed relative to tasks.⁵⁹

In addition to the above mentioned pilot studies, the author of this paper asked several superintendents and principals who were members of a class in educational administration to critically read and answer the complete questionnaire and to suggest ways to clarify

⁵⁸In this pilot study, values measured by the DVI were compared with responses to the Adorno "F" scale. There was a .01 correlation between scores indicating high traditional values and scores indicating high authoritarianism.

⁵⁹There was no attempt made to treat the results of this pilot study statistically.

instructions and to react to the questionnaire as a whole.⁶⁰ Their response to this request suggested that the instructions were clear. Even though they thought the questionnaire was quite long, they became interested in the questions being asked and had no trouble completing the instrument.

Administering the Instrument

Questionnaires⁶¹ were mailed to all superintendents, principals, school board chairmen, and to teachers in the sample, together with a stamped self-addressed envelope to encourage returns. P.T.A. members received questionnaires from their school principal, who had instructions to distribute them as randomly as possible. Because of limited finances, a follow-up letter to facilitate returns was not considered feasible.

Limitations

Because of the small percent of instruments returned, the results of this study can apply to those persons from which responses were received. There will be no attempt on the part of the investigation to generalize the findings of this study to the total population of Oklahoma.

⁶⁰The complete questionnaire included the instruments used in this research plus additional information used in the before mentioned O.C.E.A. Study.

⁶¹A copy of the complete questionnaire for both educators and non-educators is included in the Appendix.

CHAPTER III

ANALYSIS OF RESULTS: RELATIONSHIPS BETWEEN INDIVIDUAL VALUES
AND SATISFACTION, ELEMENTARY TASK DIFFERENCES, SECONDARY
TASK DIFFERENCES, AND INDIVIDUAL TASK RANKING

In this chapter the relationships between Individual Values and Satisfaction, Elementary Task Differences, Secondary Task Differences, and Individual Task Ranking will be examined. The findings are organized to show:

1. The relationship between the values held by an individual and the degree of satisfaction he expresses relative to his local school.
2. The relationship between the values held by an individual and the difference between the responses given by him as to what he perceives is being done and what he expects should be done in his local elementary school.
3. The relationship between the values held by an individual and the difference between the responses given by him as to what he perceives is being done and what he expects should be done in his local secondary school.
4. The relationship between values held by a respondent and the way he ranks individual task items as to what is being done and what should be done in his local secondary school.

Analysis of Variance

Kruskal-Wallis's One-way Analysis of Variance (H)⁶² was used to describe statistically the degree of relationship between k (any number) independent samples. A high (H) would indicate that the difference among the samples signifies genuine population differences as to the rank ordering of the dependent variable, while a low (H) would indicate merely chance variations such as are to be expected among several random samples from the same population. This statistical technique seems to be appropriate for the present study which contains ordinal data and thus requires the use of a non-parametric statistic.⁶³

M-Tiles⁶⁴ which are similar to Quartiles were used for grouping Satisfaction, Elementary Task Differences, and Secondary Task Differences data for analysis.

Definition of Terms

"Values" as used in this section and throughout the study refers to the type of values held by an individual as measured by the Differential Values Inventory. An individual score indicates a point on a continuum that ranges from highly Emergent to highly Traditional. This instrument is scored by counting the number of traditional responses and using this number as the value score. Thus the higher scores represent the traditional response and the lower score the emergent

⁶²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956) pp. 184-194.

⁶³Ibid, pp. 21-29.

⁶⁴Charles D. Hodgman, Standard Mathematical Tables (Cleveland, Ohio, 1931), pp. 329-330.

response. Theoretically the scores could range from 0 to 64. The mean values score for the entire sample of this study was 35.126.

"Satisfaction" refers to the degree of satisfaction an individual indicates for his local school. The higher the score, the higher is the indication of satisfaction by a person or a group. The satisfaction instrument for non-educators and educators was worded slightly different. For this reason analysis that involves satisfaction scores will be made separately for these groups. For both of these instruments the score could range from 17 to 102. The mean satisfaction score for educators was 77.67 and the mean score for non-educators was 80.00.

"Elementary task differences" refers to the difference between the responses given by an individual as to what he perceives is being done and what he expects should be done in his local elementary school relative to the sixteen common tasks of public education found in the Tasks of Public Institutions instrument. The lower the score for elementary task differences, the less difference an individual or a group indicates there is between what he perceives is being done and what he expects should be done in his school and the higher the score the greater the difference. The scores for this instrument could range from 0 to 64. The mean score for the entire sample of this study was 07.98.

"Secondary task differences" refers to the difference between the responses given by an individual as to what he perceives is being done and what he expects should be done in his local secondary school relative to the sixteen common tasks of public education found in the Tasks of Public Institutions instrument. The lower the score for secondary

task differences the less difference an individual or a group indicates there is between what he perceives is being done and what he expects should be done in his school and the higher the score the more the difference. The possible range of scores was from 0 to 64. The entire sample of this study had a mean score of 11.18.

"Individual task rank" refers to the rank given by respondents to individual task items of the sixteen items that make up the T.P.I. instrument.

Relationship Between Values and Satisfaction

Table VI indicates that the degree of difference (H) in the average values score of individual educators from different satisfaction groups is not statistically significant.

TABLE VI

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
VALUES SCORE OF INDIVIDUAL EDUCATORS FROM
DIFFERENT SATISFACTION GROUPS

Satisfaction "M" Tiles	Values		Relationship
	Number	Mean Score	
69 and under	80	34.600	H = 2.01
70 - 77	87	35.850	
78 - 84	80	35.056	P = .70 ^a
85 & over	104	34.746	

^aP.05 for 3 degrees of freedom requires an H of 7.82

This analysis pertains only to educators. Table VII provides information that indicates that the degree of difference in the average values score of individuals from different satisfaction groups of non-educators also is not significant.

TABLE VII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
VALUES SCORE OF INDIVIDUAL NON-EDUCATORS FROM
DIFFERENT SATISFACTION GROUPS

Satisfaction "M" Tiles	Values		Relationship
	Number	Mean Score	
73 & under	15	37.317	H = 1.91
74 - 80	26	36.508	
81 - 85	44	37.327	P = .80 ^a
86 & over	38	37.185	

^aP.05 for 3 degrees of freedom requires an H of 7.82

A common assumption is that if an administrator is aware of an individual's values he can predict his educational viewpoint and from this predict his approval of the local schools. McPhee⁶⁵ suggests that this is a false assumption. He found that while values may be related to a general educational viewpoint, they are not sufficiently nuclear in terms of education to have any appreciable effect on the way an individual responds to questions about his local school.

The findings of the present study would support the view that there is very little relationship between values and satisfaction.

Relationship Between Values and Elementary Task Differences

Table VIII reveals that the difference in the average values score of individuals from different elementary task differences groups is not statistically significant.

These results are rather surprising when compared with previous studies and statements concerning values and tasks found in the

⁶⁵McPhee, dissertation, p. 75.

literature. McPhee⁶⁶ found a relationship between individual values and educational viewpoint. He suggested that people with emergent values tended to agree with the modern viewpoint in terms of educational practice. While the relationship he found when comparing values and educational viewpoint scores of all respondents was not great, there was a statistical significance at the .05 level of confidence.

TABLE VIII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
VALUES SCORE OF INDIVIDUALS FROM DIFFERENT ELEMENTARY
TASK DIFFERENCE GROUPS

Elementary Task Differences "M" Tiles	Values		Relationship
	Number	Mean Score	
00 - 03	66	35.470	H = 1.06
04 - 07	74	34.176	
08 - 11	90	35.233	P = .80 ^a
12 & over	106	35.170	

^aP.05 for 3 degrees of freedom requires an H of 7.82

One factor that might help to explain the difference in the findings of these two studies is the difference in values scores. McPhee dealt with a sample which contained some groups whose mean score indicated they held emergent values and other groups who held traditional values. In this present study all groups indicated that they held traditional values, so the likelihood of finding difference was slight.

Perhaps the results found in this study can be better understood if we consider this statement by Prince concerning the lack of significance he found between values and other variables: "This may be

⁶⁶McPhee, Administrators Notebook, VII.

because the concept (variable) has impersonal characteristics...is a global concept and involves many things."⁶⁷

The concepts contained in the items that make up the T.P.I. instrument are impersonal, are rather global, and involve many things. It is quite possible that values would be related to these items if they were more personal and more specific.

Another factor to be considered is the relatively small degree of difference indicated by respondents between what elementary schools should be doing and what they are doing. The mean score of this relationship between "should" and "does" for all groups is a relatively low 07.98.

Relationship Between Values and Secondary Task Differences

In Table IX is displayed the degree of difference in the average values score of individuals from different secondary task difference groups. This difference is not statistically significant.

TABLE IX

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE VALUES SCORE OF INDIVIDUALS FROM DIFFERENT SECONDARY TASK DIFFERENCE GROUPS

Secondary Task Differences "M" Tiles	Values		Relationship
	Number	Mean Score	
00 - 05	71	34.577	H = 3.97
06 - 11	82	35.207	
12 - 14	71	34.099	P = .30
15 & over	90	36.111	

^aP.05 for 3 degrees of freedom requires an H of 7.82.

⁶⁷Prince, Administrators Notebook.

While the relative difference between what secondary schools are doing and what they should be doing is perceived as being greater than for the elementary school, this difference does not seem to be related to the relationship between values and secondary task differences.

Relationship Between Values and Individual Task Ranking

An analysis of variance was made to determine the degree of difference in the average values scores of individuals from different elementary individual task rank groups. The findings reported in Table X reveal that only one task of thirty-two was statistically significant at the .05 level of confidence. This significance must be disregarded because of the fact that by chance alone it could be expected that more than two would be significant.

Similar results are reported in Table XI for secondary task rank groups. Only one task of thirty-two was statistically significant, and thus must be disregarded.

This analysis suggests that there is no relationship between values and individual tasks as expressed in the T.P.I. instrument. An examination of the individual tasks suggest that they are impersonal, global, and are not specific to the local school. McPhee found a relationship between individual values and educational viewpoint. Perhaps the items of the instrument he used were more specific than those of the T.P.I.

Summary

There seems to be no statistically significant relationship between individual values and (1) satisfaction, (2) elementary task difference,

TABLE X

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
VALUES SCORE OF INDIVIDUALS FROM DIFFERENT INDIVIDUAL
ELEMENTARY TASK RANK GROUPS

TASKS	SHOULD			DOES		
	H	df*	P**	H	df	P
<u>A. Intellectual Dimensions</u>						
1. POSSESSION OF KNOWLEDGE: A fund of information. Concepts.	5.68	3	.20	2.24	4	.70
2. COMMUNICATION OF KNOW- LEDGE: Skill to acquire and transmit.	3.32	4	.70	6.92	4	.26
3. CREATION OF KNOWLEDGE: Discrimination and imag- ination, a habit.	1.91	4	.80	4.56	4	.50
4. DESIRE FOR KNOWLEDGE: A love for learning.	4.62	3	.30	2.37	4	.70
<u>B. Social Dimensions</u>						
5. MAN TO MAN: Cooperation in day-to-day relations.	6.37	3	.10	2.40	3	.50
6. MAN TO STATE: Civic right and duties.	2.50	4	.70	.36	4	.99
7. MAN TO COUNTRY: Loyalty to one's own country.	3.50	3	.50	3.97	4	.50
8. MAN TO WORLD: Inter- relationships of peoples.	5.01	3	.20	2.42	3	.50
<u>C. Personal Dimensions</u>						
9. PHYSICAL: Bodily health and development.	4.05	4	.50	3.60	4	.50
10. EMOTIONAL: Mental health and stability.	1.64	4	.90	3.58	4	.50
11. ETHICAL: Moral integrity.	8.94	4	.10	5.68	4	.30
12. AESTHETIC: Cultural and leisure pursuits.	1.34	3	.80	3.61	4	.50
<u>D. Productive Dimensions</u>						
13. VOCATION-SELECTIVE: Information and guidance.	3.88	4	.50	5.79	3	.20
14. VOCATION-PREPARATIVE: Training and placement.	2.87	4	.70	3.71	4	.50
15. HOME AND FAMILY: House- keeping, do-it-yourself, family.	8.57	3	.05 ^a	3.97	3	.30
16. CONSUMER: Personal buying, selling and investment.	4.88	4	.30	6.17	4	.20

* df = degree of freedom

** ^ap.05 for 3 degrees of freedom requires an H of 7.82.

TABLE XI

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
VALUES SCORE OF INDIVIDUALS FROM DIFFERENT INDIVIDUAL
SECONDARY TASK RANK GROUPS

TASKS	SHOULD			DOES		
	H	df*	P**	H	df	P
<u>A. Intellectual Dimensions</u>						
1. POSSESSION OF KNOWLEDGE: A fund of information. Concepts.	1.84	4	.80	3.18	4	.20
2. COMMUNICATION OF KNOWLEDGE: Skill to acquire and transmit.	4.34	4	.50	6.00	4	.20
3. CREATION OF KNOWLEDGE: Discrimination and imagination, a habit.	3.47	4	.50	3.10	4	.70
4. DESIRE FOR KNOWLEDGE: A love for learning.	8.96	4	.40	1.67	4	.80
<u>B. Social Dimensions</u>						
5. MAN TO MAN: Cooperation in day-to-day relations.	7.38	4	.20	2.27	4	.70
6. MAN TO STATE: Civic rights and duties.	2.33	4	.70	4.75	4	.50
7. MAN TO COUNTRY: Loyalty to one's own country.	4.35	3	.30	7.58	4	.20
8. MAN TO WORLD: Inter-relationships of peoples.	5.27	4	.30	7.40	4	.20
<u>C. Personal Dimensions</u>						
9. PHYSICAL: Bodily health and development.	.32	4	.99	.84	4	.95
10. EMOTIONAL: Mental health and stability.	9.86	4	.05 ^a	6.14	4	.20
11. ETHICAL: Moral integrity.	5.39	4	.30	3.47	4	.50
12. AESTHETIC: Cultural and leisure pursuits.	1.24	3	.80	6.25	4	.20
<u>D. Productive Dimensions</u>						
13. VOCATION-SELECTIVE: Information and guidance.	2.64	4	.70	4.14	4	.50
14. VOCATION-PREPARATIVE: Training and placement.	.58	4	.98	.70	4	.98
15. HOME AND FAMILY: House-keeping, do-it-yourself, family.	2.52	4	.70	2.96	4	.70
16. CONSUMER: Personal buying, selling and investment.	1.86	3	.70	1.39	3	.90

*df = degree of freedom

**a_p.05 for 4 degrees of freedom requires an H of 9.49.

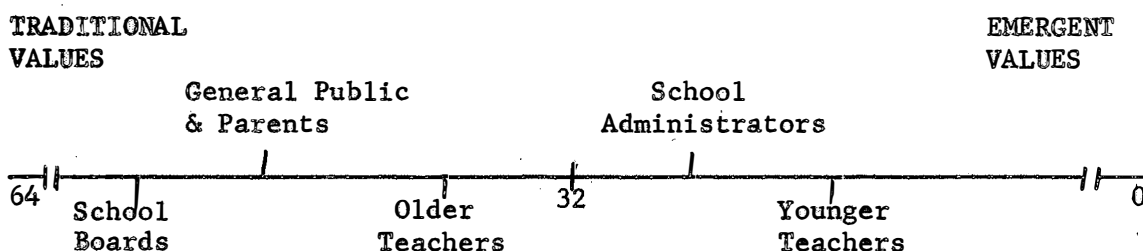
(3) secondary task difference, or (4) individual task rank.

It was surmised by the author that this lack of relationship might be due to the impersonal characteristics, the global nature, and the lack of specificity of the task items. It is possible that values would be related to these items if they were more personal and more specific.

While no significance was found relative to the major question of this chapter, several interesting findings did appear.

The mean values score for the entire sample of this study was 35.126 which indicates considerably more traditional values are held by these respondents than other groups tested over the nation. McPhee's⁶⁸ study dealt with a sample with a mean score of 32.66 and Prince⁶⁹ reported a mean score of 33.28 for teachers. Spindler's⁷⁰ findings, when compared with the results of this study, indicate obvious differences.

Spindler's findings may be seen on the continuum below showing where various groups stand with regard to their values:

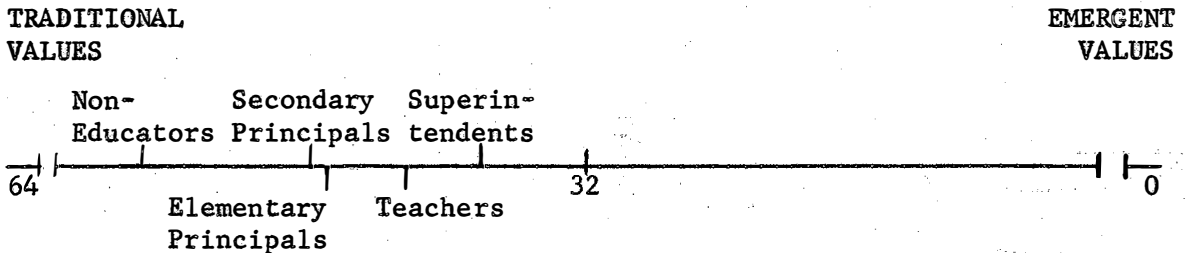


⁶⁸McPhee, Administrators Notebook.

⁶⁹Prince, Administrators Notebook.

⁷⁰Spindler, Harvard Educational Review, p. 151.

Findings of the present study may be seen on the continuum below, showing where various groups stand with regard to their values:



With values scores clustered so close together it would seem that differences relative to various variables would be difficult to obtain.

It is also interesting to note that the mean score for elementary task differences is 07.98 while the mean score for secondary task differences is 11.18. This observation would suggest that the respondents of this study see a greater difference between what is being done and what should be done in our secondary schools than in our elementary schools.

This chapter has presented findings relative to the relationship between individual values and satisfaction, elementary task differences, secondary task differences, and individual task rank.

The chapter to follow will present findings concerning the relationship among values, satisfaction, elementary task differences, secondary task differences, and position, age, and level of education.

CHAPTER IV

ANALYSIS OF RESULTS: RELATIONSHIP AMONG VALUES, SATISFACTION,
ELEMENTARY TASK DIFFERENCES, SECONDARY TASK DIFFERENCES,
AND POSITION, AGE, AND LEVEL OF EDUCATION

In this chapter the relationship among individual Values, Satisfaction, Elementary Task Differences, Secondary Task Differences, and position, age, and level of education will be examined. The findings are organized to reveal:

1. The degree of relationship between the values held by an individual and his position, age, and level of education.
2. The degree of relationship between the amount of satisfaction an individual verbalizes relative to his local school and his position, age, and level of education.
3. The degree of relationship between the differences indicated by respondents relative to perceived and expected tasks of elementary schools and his position, age, and level of education.
4. The degree of relationship between the differences indicated by respondents relative to perceived and expected tasks of secondary public schools and his position, age, and level of education.

Relationship of Values to Position, Age, and Level of Education

Position and Values

The data presented in Table XII indicate a significant degree of

difference in the average values score of individuals from different position groups.

TABLE XII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE VALUES
SCORE OF INDIVIDUALS FROM DIFFERENT POSITION GROUPS

Position	Values		Relationship
	Number	Mean Score	
Superintendent	101	33.752	H = 13.84
Secondary Principal	113	35.336	
Elementary Principal	83	34.964	P = .01 ^a
Teachers	75	34.653	
Non-Educators	114	37.123	

^ap.05 for 4 degrees of freedom requires an H of 9.49

The mean values score for each position indicates that all groups tend to hold traditional values. For the entire sample the mean values score was 35.126. The greatest difference is between non-educators who are the most traditional and superintendents who are the least traditional. Closest agreement is found between elementary principals and teachers.

While the figures presented in Table XII are statistically significant at the .01 level of confidence, the fact that there is relatively little difference indicated among educators who hold various positions places a limitation upon the generalizations which might be made concerning the relationships between position and values.

Age and Values

Table XIII presents information that indicates the degree of difference in the average values score of individuals from different age groups is not statistically significant.

TABLE XIII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE VALUES SCORE OF INDIVIDUALS FROM DIFFERENT AGE GROUPS

Age	Values		Relationship
	Number	Mean Score	
20 - 29	33	34.606	H = 8.70
30 - 39	123	35.057	
40 - 49	167	34.515	P = .10 ^a
50 - 59	129	35.519	
60 and over	32	38.437	

^aP.05 for 4 degrees of freedom requires an H of 9.49

Prince⁷¹ has suggested that there is a significant relationship between age and values, with older people tending to be more traditional and younger people tending to be more emergent. While the data in Table XIII indicates that the older people of the sample are more traditional than younger people, the lack of statistical significance limits generalizations which might be made. Here again the similarity of values held by all groups within the sample might tend to make difference insignificant. Another factor that might have had an effect upon the results of this analysis is the relatively small number of respondents in the extreme age groups.

Level of Education and Values

The degree of difference in the average values score of individuals from different educational level groups is presented in Table XIV.

The variance in the average values score of individuals from different educational level groups is not statistically significant. This finding is in accord with findings of previous studies which suggest

⁷¹Prince, Administrators Notebook.

relatively little relationship between values and level of education.⁷² Jacob's⁷³ suggestion that basic values remain constant through college and other studies indicating similar results are supported by this finding.

TABLE XIV

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE VALUES SCORE OF INDIVIDUALS FROM DIFFERENT EDUCATIONAL LEVEL GROUPS

Level of Education	Values		Relationship
	Number	Mean Score	
4 Years of College (or less)	106	36.660	H = 5.90
Graduate Work (No advanced degree)	37	35.757	
Master's Degree	210	34.529	P = .20 ^a
Graduate Work beyond Master's Degree Doctorate	129	34.558	

^aP.05 for 3 degrees of freedom requires an H of 7.82

Relationship of Satisfaction to Position, Age, and Level of Education

Position and Satisfaction

From Table XV it may be seen that the degree of difference in the average satisfaction score of individuals from different position groups is statistically significant at the .001 level of confidence.

An inspection of the data suggests that while teachers are the least satisfied and that elementary principals are the most satisfied, all groups scored relatively high on the satisfaction scale. The mean

⁷²Both Prince and McPhee found a lack of significance between values and level of education.

⁷³P. E. Jacob, Changing Values in College (New York, 1957), p.xii.

satisfaction score for all educators was 77.67.

TABLE XV

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SATISFACTION SCORE OF INDIVIDUALS FROM
DIFFERENT POSITION GROUPS

Position	Satisfaction		Relationship
	Number	Mean Score	
Superintendent	103	77.243	
Secondary Principal	120	78.408	H = 20.94
Elementary Principal	88	80.659	
Teachers	84	73.393	P = .001 ^a

^aP.05 for 3 degrees of freedom requires an H of 7.82

It would seem logical that those people in the school system who are paid the least, who have the smallest voice in decision making, and who are most directly affected by over-crowded conditions, would be the least satisfied. Sweitzer and Hayes⁷⁴ reported that these conditions do exist in the schools included in this study.

Non-educators were not included in this analysis of satisfaction and position.

Age and Satisfaction

Table XVI shows the degree of difference in the average satisfaction score of individuals from different age groups to be statistically significant at the .02 level of confidence.

Mean scores of these age groups indicate that younger people are relatively less satisfied with their local school than are older people, but this difference is evident only for the youngest group.

⁷⁴Robert E. Sweitzer and Larry K. Hayes, "Educational Administration in Oklahoma: Status and Problems" (unpub. study, Oklahoma State University, 1962).

Guba and Bidwell suggest that "the satisfaction which a teacher expresses in his job is a function of the extent to which the institutional expectations perceived by the teacher are congruent with the expectations which the teacher feels ought to be held for him..."⁷⁵

TABLE XVI

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SATISFACTION SCORE OF INDIVIDUALS FROM DIFFERENT
AGE GROUPS - EDUCATORS

Age	Satisfaction		Relationship
	Number	Mean Score	
20 - 29	31	69.882	H = 12.64
30 - 39	87	78.406	
40 - 49	120	78.927	P = .02 ^a
50 - 59	126	78.829	
60 and over	31	77.684	

^aP.05 for 4 degrees of freedom requires an H of 9.49

Non-educators were not included in the above analysis but were analyzed separately. Table XVII indicates that the degree of difference in the average satisfaction score of individuals from different age groups of non-educators is not significant.

There were no non-educators of the youngest age group included in this analysis, which tends to indicate a reason for finding no significance. The mean score for all non-educators relative to satisfactions was 80.00.

⁷⁵Guba and Bidwell, p. 66.

TABLE XVII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SATISFACTION SCORE OF INDIVIDUALS FROM DIFFERENT
AGE GROUPS - NON-EDUCATORS

Age	Satisfaction		Relationship
	Number	Mean Score	
20 - 29	0		H = 3.52
30 - 39	41	76.824	
40 - 49	52	77.613	P = .50 ^a
50 - 59	15	78.918	
60 and over	7	77.689	

^aP.05 for 4 degrees of freedom requires an H of 9.49

Level of Education and Satisfaction

Table XVIII provides information that the degree of difference in the average satisfaction score of individuals from different educational level groups is not statistically significant.

TABLE XVIII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SATISFACTION SCORE OF INDIVIDUALS FROM DIFFERENT
EDUCATIONAL LEVEL GROUPS - EDUCATORS

Level of Education	Satisfaction		Relationship
	Number	Mean Score	
4 Years of College (or less)	38	77.017	H = 5.35
Graduate Work (no advanced degree)	37	77.256	
Master's Degree	208	75.931	P = .20 ^a
Graduate Work beyond Master's & Doctorate	136	78.886	

^aP.05 for 3 degrees of freedom requires an H of 7.82

An inspection of mean satisfaction scores of different educational level groups suggests that people with master's degrees are relatively least satisfied with their local school and people that have done

graduate work beyond a master's or have a doctorate are relatively most satisfied.

The above analysis does not pertain to non-educators. Table XIX reveals a degree of difference in the average satisfaction score of individuals from different educational level groups of non-educators that is not significant.

TABLE XIX

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SATISFACTION SCORE OF INDIVIDUALS FROM DIFFERENT
EDUCATIONAL LEVEL GROUPS - NON-EDUCATORS

Level of Education	Satisfaction		Relationship
	Number	Mean Score	
4 Years of College (or less)	78	80.319	
Graduate Work (no advanced degree)	6	79.078	H = 3.56
Master's Degree	10	78.321	P = .50 ^a
Graduate Work beyond Master's & Doctorate	4	79.746	

^aP.05 for 3 degrees of freedom requires an H of 7.82

Relationship of Elementary Task Differences to Position, Age,
and Level of Education

Position and Elementary Tasks

In Table XX the degree of difference in the average elementary task differences score of individuals from different position groups was not statistically significant.

By inspection it is evident that superintendents and elementary principals see relatively less difference between what their school is doing and what it should be doing and teachers and non-educators see relatively greater difference.

The mean score for the entire sample as to elementary task differences was 07.98.

TABLE XX

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
ELEMENTARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT POSITION GROUPS

Position	Elementary Task Differences		Relationship
	Number	Mean Score	
Superintendent	72	07.958	H = 9.39
Secondary Principal	78	08.667	
Elementary Principal	63	07.048	P = .10 ^a
Teachers	61	09.492	
Non-Educators	82	09.561	

^aP.05 for 4 degrees of freedom requires an H of 9.49

Age and Elementary Tasks

The data presented in Table XXI indicate that the degree of difference in the average elementary task difference score of individuals from different age groups is statistically significant.

TABLE XXI

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
ELEMENTARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT AGE GROUPS

Age	Elementary Task Differences		Relationship
	Number	Mean Score	
20 - 29	29	12.00	H = 13.43
30 - 39	97	09.072	
40 - 49	123	08.220	P = .01 ^a
50 - 59	89	07.640	
60 and over	17	08.059	

^aP.05 for 4 degrees of freedom requires an H of 9.49

It is interesting to note that with one exception the degree of difference in the average elementary task differences score of individuals from different age groups decreases with age.

Level of Education and Elementary Tasks

Table XXII presents evidence that suggests that the degree of difference in the average elementary task differences score of individuals from different educational level groups is not significant.

TABLE XXII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
ELEMENTARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT EDUCATIONAL LEVEL GROUPS

<u>Level of Education</u>	<u>Elementary Task Differences</u>		<u>Relationship</u>
	<u>Number</u>	<u>Mean Score</u>	
4 Years of College (or less)	80	09.313	H = 4.32
Graduate Work (no advanced degree)	28	10.000	
Master's Degree	152	08.066	P = .30 ^a
Graduate Work beyond Master's & Doctorate	95	08.474	

^ap.05 for 3 degrees of freedom requires an H of 7.82

Relationship of Secondary Task Differences to Position, Age,
and Level of Education

Position and Secondary Tasks

The degree of difference in the average secondary task differences score of individuals from different position groups is presented in Table XXIII.

While this difference is not statistically significant, it is interesting to find that non-educators perceive relatively more difference

than do educators and that superintendents and secondary principals see relatively less difference than any other group. This pattern is similar to elementary task findings.

TABLE XXIII

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SECONDARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT POSITION GROUPS

Position	Secondary Task Differences		Relationship
	Number	Mean Score	
Superintendent	69	09.754	H = 8.70
Secondary Principal	78	10.423	
Elementary Principal	47	10.979	P = .10 ^a
Teachers	60	11.683	
Non-Educators	78	12.410	

^aP.05 for 4 degrees of freedom requires an H of 9.49

For the entire sample the mean score for secondary task differences was 11.18.

Age and Secondary Tasks

From Table XXIV it may be seen that the degree of difference in the average secondary task differences score of individuals from different age groups is statistically significant at the .02 level of confidence.

The average secondary task differences score of individuals from the youngest age group is greater than any other age group. Individuals in the 50 to 59 age group indicated the least amount of difference. If it can be assumed that those individuals in the lowest age group have had more recent contact with institutions of higher learning, the relatively greater difference indicated between what is being done and

what should be done might be explained in the following way. Institutions of higher learning emphasize research and trends that indicate new ways of doing things that are sometimes quite different from present practices. This knowledge of research and trends could be a factor in the ability of younger people to perceive greater differences.

TABLE XXIV

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SECONDARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT AGE GROUPS

Age	Secondary Task Difference		Relationship
	Number	Mean Score	
20 - 29	27	14.519	H = 12.14
30 - 39	87	10.644	
40 - 49	120	11.483	P = .02 ^a
50 - 59	80	09.900	
60 and over	17	10.765	

^aP.05 for 4 degrees of freedom requires an H of 9.49

Level of Education and Secondary Tasks

Table XXV shows the degree of difference in the average secondary task differences score of individuals from different educational level groups to be insignificant.

While the difference is not statistically significant, it is interesting to note that those groups with a master's degree or more indicate a relatively lesser degree of secondary task differences than do those with less than a master's degree.

TABLE XXV

ANALYSIS OF VARIANCE: DEGREE OF DIFFERENCE IN THE AVERAGE
SECONDARY TASK DIFFERENCES SCORE OF INDIVIDUALS
FROM DIFFERENT EDUCATIONAL LEVEL GROUPS

Level of Education	Secondary Task Difference		Relationship
	Number	Mean Score	
4 Years of College (or less)	75	11.933	H = 6.86
Graduate Work (no advanced degree)	28	13.107	
Master's Degree	140	10.514	P = .10 ^a
Graduate Work beyond Master's & Doctorate	88	10.648	

^aP.05 for 3 degrees of freedom requires an H of 7.82

Summary

An examination of the relationship between values and position, age, and level of education shows values to be related significantly only to position. All groups tended to hold to traditional values with superintendents being the least traditional.

A relationship was found between satisfaction and position with elementary principals being the most satisfied and teachers being the least satisfied. Age was also found to be related to satisfaction with the younger respondents being the least satisfied and the older respondents being generally more satisfied.

Age was found to be related to both elementary and secondary task differences with the younger respondents indicating a greater gap between what is being done and what should be done in the public schools.

In Chapter V the findings of the study will be summarized, an attempt will be made to draw some conclusions relative to these

findings, and some implications which the present research has for education will be presented.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The Problem

One of the most important issues in America today concerns the role of the public school. Recent studies have focused on the viewpoint of various sub-publics concerning the task of public education and those factors which are related to the manner in which citizens view the tasks of public educators.

To do an effective job of improving education, an educator must work within the framework of the social system of his community. In order to succeed, he must have a thorough knowledge and understanding of his community. He must be aware of the values and educational beliefs of his public and know which sub-publics are satisfied and which are not satisfied with their local schools.

While this understanding has always been difficult, it has been complicated in recent years because of the complexity of our industrial society and the changing values held by our people.

This study was primarily concerned with:

1. The degree of relationship between values and satisfaction.
2. The degree of relationship between values and elementary task differences.
3. The degree of relationship between values and secondary task differences.

4. The degree of relationship between values and individual elementary task rank.

5. The degree of relationship between values and individual secondary task rank.

This study was also interested in:

1. The degree of relationship between the values held by an individual and his position, age, and level of education.

2. The degree of relationship between the amount of satisfaction an individual verbalizes relative to his local school and his position, age, and level of education.

3. The degree of relationship between the differences indicated by respondents relative to perceived and expected tasks of elementary schools and his position, age, and level of education.

4. The degree of relationship between the differences indicated by respondents relative to perceived and expected tasks of secondary schools and his position, age, and level of education.

Methodology and Instrumentation

In order to carry on this study it was necessary to:

1. Obtain the participation of appropriate groups of people.

2. Obtain, modify, and test instruments which would provide the necessary information.

3. Administer the instruments.

4. Analyze the responses in terms of the questions to be answered.

The Sample

Questionnaires were sent to all Oklahoma School Administrators

and to a 10 per cent stratified-random sampling of teachers and non-educators from ninety-two school districts selected relative to size, type of community, and the general economic characteristics of the area in which it was located.

Questionnaires were obtained from 114 superintendents, 126 secondary principals, 89 elementary principals, 86 teachers, and 124 non-educators.

Instrumentation

The instruments used in this study were:

1. The Differential Values Inventory was used without modification to ascertain to what degree respondents held traditional or emergent values.

2. The Tasks of Public Institutions, a modification of the T.P.E., designed to reveal what respondents perceive is being done and what they expect should be done in their local elementary and secondary schools relative to sixteen comprehensive statements that contain the basic elements of education's task.

3. The satisfaction instrument was used to assess respondents' satisfaction with the local school system and is a modification of an instrument used by Guba and Bidwell.

Two forms of the satisfaction instrument were used because of the necessity of re-wording certain statements so that they could be answered by non-educators.

4. Background information was obtained from respondents relative to age, position, and level of education.

Findings

The major questions of the study are concerned with the

relationship between the type of values which an individual holds and the degree of satisfaction he expresses for his local school, the differences indicated between what is being done and what should be done relative to sixteen tasks of his local elementary and secondary school, and the individual task rank given to each of the sixteen elementary and secondary tasks by the individual. Five specific questions were examined and the results are as follows:

1. The degree of relationship found between values and satisfactions were not statistically significant.

2. Values did not seem to be related significantly to elementary task differences.

3. A statistically insignificant degree of relationship was found between values and secondary task differences.

4. Individual task rank of sixteen elementary tasks, both should and does, proved to be unrelated to individual values.

5. The relationship between values and individual task rank of sixteen secondary tasks, both should and does, was not statistically significant.

In addition to the examination of the major questions, a number of other questions were raised in an attempt to shed further light upon factors related to these instruments. These findings are presented below:

1. There is a relationship between the values held by an individual and the position he occupies. Non-educators are significantly more traditional as to values than are superintendents, though both groups are traditional. Age and level of education do not seem to be significantly related to the values.

2. A relationship exists between the degree of satisfaction a person has for his local school and the position he occupies. Teachers are the least satisfied and elementary principals are the most satisfied. Age is also related to satisfaction, with the younger people being least satisfied. Level of education was found not to be related to satisfaction.

3. No relationship was found between position and elementary task differences, but a statistically significant relationship was found between age and elementary task differences. Younger people perceived the greatest differences between perceived and expected emphasis for tasks. Level of education was found not to be related to elementary task differences.

4. Position and level of education show no relationship to secondary task differences but a statistically significant relationship was found between age and secondary task differences. Here again, younger people indicated the greatest difference between perceived and expected emphasis given to secondary tasks.

Conclusions

The conclusions drawn from the data of this study must be viewed with the limitation of the study in mind. Opinionnaire instruments under the best of conditions do not measure all aspects of a person's values, satisfaction, or his viewpoint of education. However, instruments used in this study had been tried, tested, and found useful in previous studies. A major problem in social science research is the obtaining of an adequate sample. There is always an element of bias introduced because of those who answer. This problem is especially

evident in this study because of the relatively small return.

Major Conclusions

These data reveal that the type of values held by an individual is not related to the amount of satisfaction he expresses for his local school or to the way he views what his local school is doing and should be doing relative to education's task.

This conclusion is the same for both elementary and secondary schools relative to the rank given for individual task items and for the total difference seen between what is being done and what should be done.

Other Conclusions

The age of an individual does not seem to be highly related to the type of values he holds but is seemingly related to the amount of satisfaction he expresses for his local school and the way he views what his local school is doing and should be doing relative to education's task.

According to the data of this study, the position held by an individual is related to the type of values he holds and to the amount of satisfaction he expresses for his local school. It does not seem that the position held by an individual is related to the way he views what his local school is doing and should be doing relative to education's task.

The level of education attained by an individual has no apparent relationship to the type of values he holds, the amount of satisfaction he expresses for his local school, or the way he views what his local school is doing and should be doing relative to education's task.

Implications

This study has added to our knowledge of values, satisfaction, and viewpoints of education. It has substantiated findings of some previous studies and raised certain questions concerning the generalizations that can be made from others.

In the process of the present study, a number of problems worthy of further research were identified. These include:

1. Since schools appear to have little effect on values, what are the factors most significant to the application of values held by individuals?
2. Do people, within or outside of the school, have accurate perceptions of what the school is doing? Are their perceptions limited because of their particular relationship to the school? How do values or opportunity to observe influence these perceptions?
3. Is it a valid assumption that there are two basic types of value systems operating at the present time? Are the dimensions of the D.V.I. listed as traditional and emergent really internally consistent and diametrically opposed?
4. Can a person associate general values to general concepts or must he be given a specific concept in order to allow him to evaluate the concept in light of his values?

Implications pertinent for administrators are also indicated:

1. More difference is seen between what should be done and what is being done in secondary schools than in elementary schools. This greater difference may be due to the increased interest in secondary education, especially as it relates to the national necessity, but whatever the reason, the administrator must be aware of expectations

of others concerning education's task.

2. An administrator must be aware of the fact that younger teachers tend to be less satisfied with the school than older teachers. Complaints by the younger teachers should be viewed with tolerance and patience and steps taken to work with and counsel with younger teachers.

3. An administrator must also be aware of the difference that exists in people's perception as to what is being done and what should be done in the schools. He must take all possible measures to communicate accurately with other individuals and groups concerning what the school is doing and to be aware of the various opinions of individuals and groups as to what should be done.

4. Educators should be aware of the fact that the people of Oklahoma tend to hold traditional values and, according to McPhee, would tend to have a traditional view of education.

In addition to the implications for research and administrators given above, implications for teachers are as follows:

1. Those persons responsible for the training program for teachers should make teachers aware of differences that may exist between older teachers and themselves relative to what should be done in our schools.

2. Teachers should be briefed as to the likelihood of their being relatively dissatisfied with what the school is doing, that no school will be doing exactly what they, as a teacher, would suggest they should do.

3. Teachers on the job should be aware of the varying viewpoints toward education that exist in a school district.

While the major findings of this study are not statistically significant and some of the minor findings are contrary to previous research, questions are raised that suggest that further investigation concerning values, educational viewpoint, and satisfaction is necessary. The development of theory in the field of educational administration has indeed just begun and much research such as the present study must be done before any real understanding can be realized.

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APPENDIX A

EDUCATIONAL ADMINISTRATION IN OKLAHOMA

An Opinionnaire

Dear Colleague:

The Oklahoma Commission on Educational Administration is sponsoring a study to discover what needs to be done to improve educational leadership in Oklahoma. This information is being sought from superintendents, school board members, teachers, parents, and principals. We need your cooperation.

The problems faced by school administrators and teachers are becoming more and more complex. Knowledge that was once sufficient to deal with problems is no longer adequate. Ideas about what should be the primary functions of elementary and secondary schools seem to change from year to year. Administrative and curricular modifications to meet problems may result in either higher or lower staff morale. Information is needed to discover what conditions exist regarding these matters so that appropriate steps might be taken to improve the preparation and in-service programs of school administrators.

As representatives of public education in Oklahoma, we urge you to complete the attached opinionnaire. It will take you about 90 minutes to answer the questions, but they are important questions. We know that as a person who is concerned with education, you will be willing to take this time to further public education in Oklahoma.

Sincerely yours,

Oliver Hodge,
State Superintendent
of Public Instruction

Dale Hughey
Oklahoma Commission on
Educational Administration

Ferman Phillips, Executive Secretary
Oklahoma Education Association

APPENDIX A (Continued)

An Opinionnaire on Public School Administration in Oklahoma

PART I -- GENERAL INFORMATION

Please fill in the blanks or check the most appropriate response in each item.

-
1. Name of your school district: _____
 2. Name of county in which district is located: _____
 3. Number of years you have been employed in this school district (including 1961): _____ years.
 4. Total number of years in educational profession (including 1961): _____ years.
 5. Your present age (as of nearest birthday): _____
 6. Your sex: _____ Male _____ Female
 7. Present position (give exact title): _____

 8. Number of years in your present position (including 1961): _____ yrs.
 9. Marital status: _____ Single _____ Married _____ Separated _____ Divorced
 10. Number of children: _____
 11. Amount of education (Check ONE):

<input type="checkbox"/> 4 years of college	<input type="checkbox"/> Master's degree
<input type="checkbox"/> 1-12 hours of graduate work	<input type="checkbox"/> 16 plus hours of work beyond
<input type="checkbox"/> 13-30 hours of graduate work (no Master's degree)	the Master's degree
<input type="checkbox"/> 31 plus hours of graduate work (no advanced degree)	<input type="checkbox"/> Doctorate (Ed.D. or Ph.D.)
	<input type="checkbox"/> Special certificate (specify): _____
 12. Name of institution of higher education where you (answer all appropriate items:)
 - a. received a majority of your post high school education: _____
 - b. received Master's degree: _____ Year: _____
 - c. received Doctorate: _____ Year: _____
 - d. received other certificate: _____ Year: _____
 13. Present Oklahoma Administrator's certificate: (Title) _____

 14. Present Oklahoma Teacher's certificate held: (Title) _____

APPENDIX A (Continued)

PART II -- PROFESSIONAL TRAINING

1. Below are listed some fields of study in professional courses in education. Indicate the courses you have taken on the undergraduate or graduate level in the following manner:

---In Column A: Place a U in the space provided if you took this course on the Undergraduate level; a G if you took it on the Graduate level; or a UG if you had such a course on both the Undergraduate and Graduate levels. Answer only those that apply to your education.

---In Column B: Indicate how important for helping you to do your job more effectively is in your opinion, graduate study in each field on the Master's, two-year graduate program, or doctoral level. Use the following numbers to indicate your opinion:

- | | |
|----------------|-------------------------------|
| 1 -- Essential | 3 -- Of some small importance |
| 2 -- Important | 4 -- Unimportant |

Indicate your opinion regarding each course or field.

---In Column C: Place a check mark opposite those courses or fields in which you think you need more knowledge and understanding in order to be more effective in carrying out your present job.

COLUMN A	COURSE OR FIELD OF STUDY (<u>U</u> and/ or <u>G</u>)	COLUMN B			COLUMN C (check)
		Mas- ters	2- Year	Docto- rate	
_____	School Finance	_____	_____	_____	_____
_____	History of Education	_____	_____	_____	_____
_____	Political Science	_____	_____	_____	_____
_____	Public Relations	_____	_____	_____	_____
_____	Psychology	_____	_____	_____	_____
_____	Human Relations	_____	_____	_____	_____
_____	Economics	_____	_____	_____	_____
_____	Physical Science	_____	_____	_____	_____
_____	Group Dynamics	_____	_____	_____	_____
_____	Sociology	_____	_____	_____	_____
_____	Philosophy of Education	_____	_____	_____	_____
_____	Curriculum	_____	_____	_____	_____
_____	School Business Management	_____	_____	_____	_____
_____	School Plant Planning	_____	_____	_____	_____
_____	Teaching Methods	_____	_____	_____	_____
_____	Mathematics	_____	_____	_____	_____
_____	Administrative Theory & Practice	_____	_____	_____	_____
_____	Research (Design, Methods, and/or Statistics)	_____	_____	_____	_____
_____	Personnel Administration	_____	_____	_____	_____
_____	Adult Education	_____	_____	_____	_____
_____	Comparative Education	_____	_____	_____	_____
_____	Tests and Measurements	_____	_____	_____	_____
_____	Student Personnel and Guidance	_____	_____	_____	_____
_____	Other (Please Specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

APPENDIX A (Continued)

2. Do you consider your present level of professional preparation adequate for carrying out your present position: ___Yes ___No

3. On the whole, how would you evaluate your program of graduate studies as preparation for your present position? (Check ONE)
(Skip this question if you have had no Graduate study.)

___ Excellent

___ Fair

___ Good

___ Poor

4. What was your graduate study's major strength? _____

5. What was your graduate study's major weakness? _____

6. Given the funds, facilities, and faculty, what should be done to improve programs in professional education that are aimed at preparing people for the kind of position you now hold?

APPENDIX A (Continued)

PART III -- COMPETENCIES OF ADMINISTRATORS

Teachers are to answer only Questions 1-5. Then they should turn to Part IV. Administrators should answer all questions.

1. How important, in your opinion, are the following qualifications for the superintendency? For the principalship? Mark each item below according to the following scale:

1 -- Essential

2 -- Important

3 -- Of some small importance

4 -- Unimportant

For
Superin-
tendents

For
Princi-
pals

_____	_____	Elementary-school teaching experience
_____	_____	Elementary-school administrative experience
_____	_____	Secondary-school teaching experience
_____	_____	Secondary-school administrative experience
_____	_____	Ability to see the whole picture--each problem in its broader context
_____	_____	Administrative experience in central office
_____	_____	Unusual ability to live with high-pressure job
_____	_____	An unusual understanding of people
_____	_____	High intelligence
_____	_____	Ability to handle the many technical aspects of the job

2. What single characteristic of a person, in your opinion, tends to differentiate between his being a good superintendent or a poor superintendent?
3. What single characteristic of a person tends to differentiate between his being a good elementary school principal or a poor elementary school principal?
4. What single characteristic of a person tends to differentiate between his being a good secondary school principal or a poor secondary school principal?

APPENDIX A (Continued)

5. What single characteristic of a person tends to differentiate between his being a good supervisor or a poor supervisor?

IF YOU ARE NOT AN ADMINISTRATOR TURN TO PART IV ON PAGE 7. ADMINISTRATORS ANSWER THE FOLLOWING ITEMS.

6. Indicate your familiarity with the following published materials by marking each item according to the following scale:

- 1 -- In full command of this source 3 -- Familiar with the source but use it rarely
 2 -- Familiar with this source, using it often 4 -- Unfamiliar with this source

- Conant Report -- The American High School Today
 Conant Report -- Recommendations for Education in the Junior High School Years
 NEA Research Bulletin
 School Life
 Administrator's Notebook
 Encyclopedia of Educational Research
 Reports from Cooperative Educational Councils
 Rockefeller Foundation Report -- The Pursuit of Excellence
 AASA Studies in School Administration
 Administrative Science Quarterly
 Journal of Educational Research
 Reports of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School -- J. Lloyd Trump
 Review of Educational Research
 School Management
 Educational Research Bulletin

7. The following questions may well be raised by administrators and supervisors who are concerned about problems posed by their roles. Some may be your concerns; others may not.

Please indicate your interest and concern by checking each question according to the following scale:

- 1 -- This question is of vital concern to me
 2 -- This question is of some concern to me
 3 -- This question is of little concern to me

- How can I get hold of research findings relevant to my role?
 To what extent does my behavior have a marked effect on the achievement of organizational goals?
 What has research into administrative and supervisory behavior to do with my functioning in the performance of my many responsibilities?

APPENDIX A (Continued)

- ___ Is agreement being reached on what my role or job really is?
- ___ Are changes occurring in the concept of my role?
- ___ What contributions are basic disciplines such as sociology and psychology making to the field of educational administration and supervision?
- ___ Are there any indications that an interdisciplinary approach in the training of administrators and supervisors better enables them to solve administrative and supervisory problems?
- ___ What is known about the characteristics of community decision-making and the skills I need in order to work successfully with community groups?
- ___ What role should I take in community leadership?
- ___ How can I assist community groups to express themselves accurately and effectively in school matters?
- ___ Has research identified any dependable evidence concerning leadership? How may such evidence be used in the training of administrators and supervisors? Are there ways of assessing leadership "dimensions"?
- ___ How do variables in the local situation, i.e., "situational factors" determine the type of role desirable for a person holding my position?
- ___ What is the meaning of theory in educational administration?
- ___ How can theory be translated to be of use to educational administrators and supervisors.
- ___ What is known about the expectations of major community and faculty forces (both within and without the school system) with respect to my role?
- ___ What is my role in relation to the School Board?
- ___ What is my role in relation to teachers and the instructional program?
- ___ (other responses) _____
8. What does "theory in administration" mean to you? _____

9. What do you consider to be your most outstanding skill or competency? _____

APPENDIX A (Continued)

PART IV -- NEEDED IMPROVEMENT AND IN-SERVICE EDUCATION

Teachers are to answer only Questions 1-5. Then they should turn to Part V. Administrators should answer all questions.

1. In your opinion, how do the public schools of Oklahoma compare with the public schools in other neighboring states? (Check ONE)
 - A great deal better than the schools in any other neighboring state
 - Somewhat better than the schools in most neighboring states
 - About the same as the schools in other neighboring states
 - Not quite so good as the schools in most neighboring states
 - Worse than the schools in most neighboring states

2. What do you consider to be the one most desirable characteristic of Oklahoma public schools?

3. In your opinion, what is the greatest weakness of the public schools of Oklahoma?

4. What are the two most important things that need to be done as soon as possible to improve public education in Oklahoma?
 - a.
 - b.

5. In your opinion, what is the most important thing that needs to be done to improve the effectiveness of school administrators and supervisors in Oklahoma?

APPENDIX A (Continued)

IF YOU ARE NOT AN ADMINISTRATOR TURN TO PART V ON PAGE 11.
ADMINISTRATORS ANSWER THE FOLLOWING ITEMS.

6. What in-service education experiences have you had within the last three years? List briefly what these experiences have been and indicate your evaluation of them by placing a check mark (X) in the space at the left if the experience made an important contribution to your professional growth.

<u>Contri- bution</u>	<u>Experience</u>
_____ a.	_____
_____ b.	_____
_____ c.	_____
_____ d.	_____
_____ e.	_____
_____ f.	_____
_____ g.	_____

7. The Oklahoma Commission on Educational Administration is interested in directing its efforts toward studying and dealing with those problems that are most crucial and of greatest interest to school administrators and supervisors.

Indicate below the four (4) problems or topics that you think OCEA should try to study and deal with in some way within the next three years. Indicate in the column at the left the relative importance of each problem listed (1--Most Important; 2--Next Most Important, etc.).

<u>Relative Impor- tance</u>	<u>Problem or Topic</u>
_____ a.	_____
_____ b.	_____
_____ c.	_____
_____ d.	_____

APPENDIX A (Continued)

9. What are the most effective ways the Oklahoma Commission on Educational Administration should use to work on the problems you have listed in your response to the previous question?

Indicate your opinion of the effectiveness of the following methods according to the following scale:

- | | |
|---------------------|-------------------------|
| 1 -- Very effective | 3 -- Not very effective |
| 2 -- Effective | 4 -- Ineffective |

Effectiveness

- a. Holding a one-day state-wide conference: using outside speakers, having discussion groups, etc.
- b. Holding a two-day or three-day workshop, General sessions, having consultants and resource people work with groups to arrive at some decisions regarding plans and possible action.
- c. A series of regional "drive-in conferences" on selected topics of particular interest to the people in each region.
- d. A rather intensive study of a common problem by a limited number of cooperating school districts, using consultants from colleges and universities and from the State Department of Education.
- e. The OCEA and the State Department of Education studying some state-wide problems concerning administration and supervision that have legislative implications, and making reports to schools and to the State Legislature.
- f. The OCEA serving as an agency for providing one or two teams of consultants that can be called upon by school districts to solve local problems on a consultant-fee basis.
- g. The OCEA publishing periodically a newsletter informing administrators and supervisors of various studies, programs, and programs related to administration and supervision in Oklahoma.
- h. Other (Please specify): _____

- i. Other (Please Specify): _____

APPENDIX A (Continued)

SATISFACTION OF PROFESSIONAL STAFF-INSTRUMENT FOR PART V

You are asked to indicate the degree of your satisfaction with the conditions listed below as they exist in your school and school system. On the Answer Sheet indicate your satisfaction by placing an (X) in the space that best represents your degree of satisfaction with the area indicated. The spaces represent a range of satisfaction ranging from enthusiastic to very dissatisfied. Place an (X) in only one space opposite each item. Please DO NOT MARK YOUR REACTION BELOW -- USE THE ANSWER SHEET ON OPPOSITE PAGE.

In your situation (in your school system, school, and/or community) how satisfied are you with:

1. Your relationship with your school board.
2. Your relationship with parents and parent groups.
3. Your relationship with school administrators.
4. Your relationship with teachers.
5. The progress your school system is making in developing a fine elementary school program.
6. The progress your school system is making in developing a fine high school program.
7. The part you have in identifying, developing and/or defining school goals and objectives.
8. The quality of teaching in your elementary schools.
9. The quality of teaching in your high schools.
10. The adequacy of your school buildings.
11. The way decisions about education are made.
12. The amount of information given to you about what is going on in your schools.
13. The discipline in your schools.
14. The number of pupils in each classroom.
15. The contribution your experiences in this school system have made to your professional growth.
16. The leadership provided by your school administrators.
17. The leadership provided by your county superintendent.
18. Your relationships with pupils.
19. What the community expects of you regarding your personal behavior.
20. The tasks and responsibilities assigned to you.
21. The salary you receive in light of your training and experience and the salaries of others in your school system.
22. The challenge and stimulation to make better use of your real abilities.

APPENDIX A (Continued)

23. The freedom and responsibility given to you to use your best judgment in making decisions or to experiment in your work.

PART V -- SATISFACTION OF PROFESSIONAL STAFF

To Be Answered By All

ANSWER SHEET FOR INSTRUMENT ON SATISFACTION OF PROFESSIONAL STAFF

Place an X in the appropriate space opposite each item.

Item	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Fairly Satisfied	Satisfied	Enthusiastic
1.	—	—	—	—	—	—
2.	—	—	—	—	—	—
3.	—	—	—	—	—	—
4.	—	—	—	—	—	—
5.	—	—	—	—	—	—
6.	—	—	—	—	—	—
7.	—	—	—	—	—	—
8.	—	—	—	—	—	—
9.	—	—	—	—	—	—
10.	—	—	—	—	—	—
11.	—	—	—	—	—	—
12.	—	—	—	—	—	—

Item	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Fairly Satisfied	Satisfied	Enthusiastic
13.	—	—	—	—	—	—
14.	—	—	—	—	—	—
15.	—	—	—	—	—	—
16.	—	—	—	—	—	—
17.	—	—	—	—	—	—
18.	—	—	—	—	—	—
19.	—	—	—	—	—	—
20.	—	—	—	—	—	—
21.	—	—	—	—	—	—
22.	—	—	—	—	—	—
23.	—	—	—	—	—	—

APPENDIX A (Continued)

SATISFACTION OF PROFESSIONAL STAFF --- PART II

24. How satisfied are you with your present position? (Place a check mark in the appropriate space that best represents your answer.)

- ___ 1. It is difficult to imagine a more unsatisfactory situation.
 ___ 2. I consider this among the poorer situations.
 ___ 3. This situation is really a little below average.
 ___ 4. This situation is only slightly better than average.
 ___ 5. I consider this to be among the better situations.
 ___ 6. It is difficult to imagine a more satisfying situation.

25. How confident are you in the leadership that is provided in your school and school system? (Place a check mark in the appropriate space that best represents your answer.)

- ___ 1. I will have confidence in the leadership provided by our administrators in almost no situations.
 ___ 2. In most situations I will lack confidence in the leadership provided by our administrators.
 ___ 3. More often than not I will lack confidence in the leadership provided by our administrators.
 ___ 4. I have confidence that our administrators will provide productive leadership more often than not.
 ___ 5. I have confidence that our administrators will provide productive leadership in most situations.
 ___ 6. I have confidence that our administrators will provide productive leadership in almost all situations.

26. In comparison with others who hold a similar position in your school system or in other school systems, how effective are you in carrying out your job? (Please place a check mark in the appropriate space that best represents your answer.)

- ___ 1. I consider myself to be among the least effective.
 ___ 2. I consider myself to be among the less effective.
 ___ 3. I consider myself to be slightly less effective than the average.
 ___ 4. I consider myself to be slightly more effective than the average.
 ___ 5. I consider myself to be among the more effective.
 ___ 6. I consider myself to be among the most effective.

27. The morale of teachers in this school system is (Place a check mark opposite the most descriptive statement.)

- ___ 1. Low
 ___ 2. Not very high
 ___ 3. High
 ___ 4. Very high

28. The morale of administrators and/or supervisors in this school system is (Place a check mark in the appropriate space.)

- ___ 1. Low
 ___ 2. Not very high
 ___ 3. High
 ___ 4. Very high

APPENDIX A (Continued)

THE T.E.I. OPINIONNAIREINSTRUMENT FOR PART VI

(Adapted with permission from the "T.P.E. Opinionnaire," Midwest Administration Center, University of Chicago)

Instructions:

You are being asked in this instrument to indicate your opinions about the job of educational institutions in Oklahoma. This opinionnaire is not a test of your knowledge or skill; there are no right or wrong answers or responses. You are merely asked to indicate your opinion as to what emphasis you think should be given to various educational tasks and what emphasis you think is being given to these tasks today.

On the following pages you are asked to indicate your feelings about the task of elementary, secondary, and college education in Oklahoma. Each of the following three pages presents a list of sixteen functions or tasks regarding one of these levels of education (i.e., one page deals with elementary schools, another page with secondary or high schools, and the third page deals with colleges).

FOR EACH PAGE (or level of education) PLEASE DO THE FOLLOWING:

1. Read the list of items and ask yourself the question, "Which are the most important functions and which are the least important functions?" or "Which functions should be emphasized and which should not be emphasized?"
2. Indicate the importance of these items in the following manner: (In space provided):
 - a. Place a plus mark (+) in the space opposite those five (5) functions that you think are most important.
 - b. Place a zero (0) in the space opposite those five (5) functions that you think are least important.
 - c. That means that there should be six functions that are not marked.
 - d. Now go back to those items you have marked with a plus mark (+) and place another plus mark in the space representing the function that you think is the most important function of all. (++)
 - e. Then go to the items you have marked with a zero (0) and place another zero in the space representing the function that you think is the least important of all. (00)
3. Now re-read the list of items and indicate what emphasis is being given to these functions in your schools in the following manner:
 - a. Place a plus mark (+) in the space opposite the five (5) functions that are being given the greatest emphasis.
 - b. Place a zero (0) in the space opposite the five (5) functions that are being given the least emphasis.
 - c. Place another plus mark (++) in the space opposite the function that is being given the greatest emphasis of all.

APPENDIX A (Continued)

d. Place another zero (00) in the space opposite the function that is receiving the least emphasis of all.

ELEMENTARY SCHOOL

What Should Be the Emphasis Given to the Following Tasks by the Elementary Schools?

What Is the Emphasis Given to the Following Tasks by the Elementary Schools?

WHAT SHOULD BE

WHAT IS

- ___ 1. A well cared for, well developed body. _____
- ___ 2. Loyalty to America and the American way of life. _____
- ___ 3. The desire to learn more -- the inquiring mind. _____
- ___ 4. An introduction to budgeting and effective use of money and property. _____
- ___ 5. Enjoyment of cultural activities -- the finer things of life. _____
- ___ 6. The ability to live and work with others. _____
- ___ 7. A fund of information about many things. _____
- ___ 8. General awareness of occupational opportunities and how people prepare for them. _____
- ___ 9. Knowledge of and appreciation for the peoples of other lands. _____
- ___ 10. Understanding the role of various family members. _____
- ___ 11. Classification and training for a specific kind of high school program -- academic, technical, etc. _____
- ___ 12. The habit of figuring things out for one's self. _____
- ___ 13. An emotionally stable person, able to cope with new situations. _____
- ___ 14. The basic tools for acquiring and communicating knowledge -- the 3 R's. _____
- ___ 15. A sense of right and wrong -- a moral standard of behavior. _____
- ___ 16. Understanding rights and duties of citizenship and acceptance of reasonable regulations. _____

1 task should be marked ++ - Most important of all tasks
 1 task should be marked 00 - Least important of all tasks
 4 tasks should be marked ± - Important tasks
 4 tasks should be marked 0 - Least important tasks
 6 tasks should have no marks - Of average or no importance

APPENDIX A (Continued)

HIGH SCHOOL

What Should be the Emphasis
Given to the Following Tasks
by the High School?

What Is the Emphasis
Given to the Following
Tasks by the High School?

WHAT SHOULD BEWHAT IS

- | | | |
|-----|--|-----|
| ___ | 1. Knowledge of world affairs and the interrelationships among peoples. | ___ |
| ___ | 2. Efficient use of the 3 R's -- the basic tools for acquiring and communicating knowledge. | ___ |
| ___ | 3. Enjoyment of cultural activities -- the finer things of life. | ___ |
| ___ | 4. Specialized training for placement in a specific job. | ___ |
| ___ | 5. A well cared for, well developed body. | ___ |
| ___ | 6. Loyalty to America and the American way of life. | ___ |
| ___ | 7. A continuing desire for knowledge - the inquiring mind. | ___ |
| ___ | 8. A fund of information about many things. | ___ |
| ___ | 9. Information and guidance for wise occupational choice. | ___ |
| ___ | 10. An understanding of government and a sense of civic responsibility. | ___ |
| ___ | 11. Management of personal finances and wise buying habits. | ___ |
| ___ | 12. An emotionally stable person prepared for life's realities. | ___ |
| ___ | 13. A feeling for other people and the ability to live and work in harmony. | ___ |
| ___ | 14. The homemaking and handy-man skills related to family life. | ___ |
| ___ | 15. A sense of right and wrong -- a moral standard of behavior. | ___ |
| ___ | 16. The habit of weighing facts and imaginatively applying them to the solution of problems. | ___ |

- - - - -

- | | | | |
|------------------------------|-----------|---|--------------------------------------|
| 1 task should be marked | <u>++</u> | - | Is given most emphasis of all tasks |
| 1 task should be marked | <u>00</u> | - | Is given least emphasis of all tasks |
| 4 tasks should be marked | <u>+</u> | - | Is given emphasis |
| 4 tasks should be marked | <u>0</u> | - | Is not given much emphasis |
| 6 tasks should have no marks | | - | Is given average emphasis |

APPENDIX A (Continued)

COLLEGE

What Should Be the Emphasis
Given to the Following Tasks
by the College?

What Is the Emphasis
Given to the Following
Tasks by the College?

WHAT SHOULD BE

WHAT IS

- ___ 1. Competency in using skills necessary for acquiring knowledge and skill in transmitting this knowledge through oral and written communication. ___
- ___ 2. Enjoyment of cultural activities -- the finer things of life. ___
- ___ 3. An understanding of government and a sense of civic responsibility. ___
- ___ 4. A well cared for, well developed body. ___
- ___ 5. Loyalty to America and the postulates and principles of democratic processes. ___
- ___ 6. Specialized training for placement in a specific job. ___
- ___ 7. A continuing desire for knowledge - the inquiring mind. ___
- ___ 8. An emotionally stable and mature person able to cope with reality and new situations. ___
- ___ 9. Ability to carry out an appropriate family role and perform those tasks related to family life. ___
- ___ 10. The habit of weighing facts and values and imaginatively applying them to the solution of problems. ___
- ___ 11. Ethical and moral integrity in one's own thinking and relationships with others - a sense of right and wrong. ___
- ___ 12. A feeling for other people and the ability to live and work in harmony. ___
- ___ 13. Management of personal finances and wise buying habits. ___
- ___ 14. Knowledge of world affairs and the interrelationships among peoples and nations. ___
- ___ 15. Information and guidance for wise occupational choice. ___
- ___ 16. Possession of a fund of information about many things and an understanding of the major concepts in related fields of knowledge. ___

1 task should be marked ++ - Is given most emphasis of all tasks
 1 task should be marked 00 - Is given least emphasis of all tasks
 4 tasks should be marked + - Is given emphasis
 4 tasks should be marked 0 - Is not given much emphasis
 6 tasks should have no marks - Is given average emphasis

APPENDIX A (Continued)

D-V INVENTORYINSTRUMENT FOR PART VII

Instructions:

This questionnaire instrument consists of a number of statements about things which you may think you ought or ought not to do and feel. These statements are arranged in pairs as in the example below:

1. A. Be reliable.
 B. Be friendly.
2. A. Work on a project with others.
 B. Work on a project alone.

To help you make the required choice, when reading the item to yourself precede each statement with the phrase, "I ought to" That is, in the examples given, you choose the item which is the most desirable for you. If you feel that you ought to work on a project with others more strongly than you feel you ought to work on a project alone, you should mark X in the space opposite A of the main opinionnaire. If you feel more strongly about B than A, mark X in space opposite B.

Explanation for forced choice:

There are three kinds of choices to be made on this test:

1. An item with which you agree
vs.
An item with which you disagree
2. An item with which you agree
vs.
An item with which you agree to a less degree
3. An item with which you disagree
vs.
An item with which you disagree to a greater degree

The respondent does not necessarily agree with all those answers he checks, but in some cases he indicates the lesser of two evils.

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University of Chicago

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APPENDIX A (Continued)

D-V INVENTORY

Choose between statement A or B. Precede each statement with the phrase "I ought to"

1. A. Work harder than most of those with a similar job.
 B. Work at least as hard as most of those with a similar job.
2. A. Do things which most other people do.
 B. Do things which are out-of-the-ordinary.
3. A. Have my own ideas about politics and religion.
 B. Try to agree with others on these matters.
4. A. Enjoy myself doing things with others.
 B. Enjoy myself doing many things alone.
5. A. Attain a higher position than my father or mother attained.
 B. Enjoy more of the good things of life than my father and mother enjoyed.
6. A. Feel that the future is uncertain and unpredictable.
 B. Feel that the future is full of opportunities for me.
7. A. Feel that happiness is the most important thing in life to me.
 B. Feel that enduring suffering and pain is important for me in the long run.
8. A. Rely on the advice of others in making decisions.
 B. Be independent of others in making decisions.
9. A. Feel it is my duty to save as much money as I can.
 B. Feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.
10. A. Put ten dollars in the bank.
 B. Spend five of the ten dollars enjoying myself with my friends.
11. A. Spend enough on clothes to dress as well as my friends.
 B. Spend less on clothes in order to save for future needs.
12. A. Put in long hours of work without distraction.
 B. Feel that I can't work long hours without distraction but I'll get the job done anyway.
13. A. Feel that it is most important to live for the future.
 B. Feel that today is important and I should live each day to the fullest.
14. A. Feel that "right" and "wrong" are relative terms.
 B. Feel that I should have strong convictions about what is right or wrong.

D-V INVENTORY

15. ___ A. Work hard to do most things better than others.
 ___ B. Work hard at some things and leave others to those who are more qualified than I.
16. ___ A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
 ___ B. Feel that the most important thing in life is to strive for peace with God.
17. ___ A. Feel that work is important, fun is not important.
 ___ B. Feel that all work and no play makes Jack a dull boy.
18. ___ A. Feel that what others think about right and wrong should influence my thinking.
 ___ B. Feel that my convictions about right and wrong are most important.
19. ___ A. Defend my ideas about right and wrong.
 ___ B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.
20. ___ A. Make as many social contacts as possible.
 ___ B. Be willing to sacrifice myself for a better world.
21. ___ A. Get all my work done on my own.
 ___ B. Get my work done with the help of others if I am allowed help and it will save time.
22. ___ A. Wear clothes similar to those of my friends.
 ___ B. Dress modestly even though this makes me different than my friends.
23. ___ A. Work hard only if I am paid accordingly.
 ___ B. Work hard at doing something original regardless of pay.
24. ___ A. Get a job which will allow me to enjoy some of the luxuries of life.
 ___ B. Get a job which will make me a success in life.
25. ___ A. Be able to solve difficult problems and puzzles.
 ___ B. Feel that difficult problems and puzzles are good for some people but are not for everybody.
26. ___ A. Feel that style is more important than quality in clothes.
 ___ B. Feel that quality is more important than style in clothes.
27. ___ A. Say what I think is right about things.
 ___ B. Think of the effect on others before I speak.
28. ___ A. Feel comfortable doing as well as most people with a similar job.
 ___ B. Feel comfortable doing better than most others with a similar job.

APPENDIX A (Continued)

D-V INVENTORY

29. ___ A. Have my own firm ideas about correct behavior.
 ___ B. Look to others for the kind of behavior which is approved by the group.
30. ___ A. Feel that discipline in the family today is not as strict as it should be.
 ___ B. Feel that the change from strict discipline in today's family is a good one.
31. ___ A. Feel that one of the primary things in life is to gain knowledge useful to me in the future.
 ___ B. Feel that one of the primary things in life is to learn to get along well with people.
32. ___ A. Do things without regard to what others may think.
 ___ B. Do things which allow me to have fun and be happy.
33. ___ A. Register for an adult education course which is very interesting to me, whether or not it will do me some good later on.
 ___ B. Register for an adult education course which is uninteresting to me but which will do me some good later on.
34. ___ A. Attend a Fourth of July celebration to enjoy myself being with people.
 ___ B. Attend a Fourth of July celebration because it is my duty to be loyal to my country.
35. ___ A. Feel it is right to spend less for clothes in order to save for the future.
 ___ B. Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.
36. ___ A. Do things which very few others can do.
 ___ B. Do things cooperatively with others.
37. ___ A. Use the same expressions my friends use so they won't think I'm odd.
 ___ B. Speak in the most proper way.
38. ___ A. Feel that it is right to save for the future.
 ___ B. Feel that whether or not it is right to save for the future is up to the individual.
39. ___ A. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as I would like it to be.
 ___ B. Choose a job in which I can work with many interesting people.
40. ___ A. Mix in a little pleasure with my work so that I don't get bored.
 ___ B. Keep at a job until it is finished.

APPENDIX A (Continued)

D-V INVENTORY

41. ___ A. Get as much pleasure as I can out of life now.
___ B. Stand by my convictions.
42. ___ A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
___ B. Feel guilty when I misbehave and expect to be punished.
43. ___ A. Feel that children should have less freedom in the home.
___ B. Feel that children should have more freedom in the home.
44. ___ A. Be very ambitious.
___ B. Be very sociable.
45. ___ A. Choose a job in which I'll earn as much as most of my friends.
___ B. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.
46. ___ A. Get the kind of job that will bring me in contact with many interesting people.
___ B. Get the kind of job that will make me a success in life.
47. ___ A. Feel that whether or not it is right to plan and save for the future is a matter of opinion.
___ B. Feel that it is right to plan and save for the future.
48. ___ A. Be willing to sacrifice myself for the sake of a better world.
___ B. Feel it is important to behave like most other people do.
49. ___ A. Deny myself enjoyment for the present for better things in the future.
___ B. Have fun attending parties and being with people.
50. ___ A. Be satisfied to do as well in life as my father did.
___ B. Attain a higher position in life than my father attained.
51. ___ A. Feel that it will be good for me later if I endure some unpleasant things now.
___ B. Feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.
52. ___ A. Be able to have most of the things my friends have.
___ B. Be able to have enough money to lay away for future needs.
53. ___ A. Feel that happiness is the most important thing in life.
___ B. Feel that being respected is the most important thing in life.

APPENDIX A (Continued)

D-V INVENTORY

54. A. Feel that more "old-fashioned whippings" are needed today.
 B. Feel that "old-fashioned whippings" do the child more harm than good.
55. A. Exert every effort to be more successful this year than I was last year.
 B. Be content with a reasonable amount of success and live longer.
56. A. Try very hard to overcome my emotions.
 B. Get as much pleasure as I can out of life now.
57. A. Feel it is important to be more successful this year than I was last year.
 B. Feel it is important to get along well with others.
58. A. Feel that children are born good.
 B. Feel that children are born sinful.
59. A. Spend as much time as I can in working independently.
 B. Spend as much time as I can in having fun.
60. A. Deny myself enjoyment for the present for better things in the future.
 B. Be able to have as much enjoyment as my friends have.
61. A. Feel that it is right to be very ambitious.
 B. Feel that it may or may not be right to be very ambitious depending on the individual.
62. A. Choose to work with people I like in a job I don't like.
 B. Choose to work with people I don't like in a job I like.
63. A. Work as hard as I can in order to be successful.
 B. Work as hard as I can in order to enjoy some of the luxuries of life.
64. A. Strive to be an expert in something.
 B. Do many things quite well but not be an expert in anything.

APPENDIX A (Continued)

Education in Oklahoma
An Opinionnaire

Dear Citizen of Oklahoma:

We need your help in finding out some of the things that need to be done to improve public education in Oklahoma. By answering the questions in the attached opinionnaire, you will render us and the State of Oklahoma a great service.

The Oklahoma Congress of Parents and Teachers, and the Oklahoma State School Boards Association are cooperating with the Oklahoma Commission on Educational Administration in sponsoring a state-wide survey of opinion about public education and school leadership. We need the opinion of citizens and school board members about these matters.

The questions contained in this opinionnaire are important. The time you spend in answering these questions is all we ask you to contribute to an important and worthy cause.

Sincerely yours,

W. R. Fulton, President
Oklahoma Congress of Parents
and Teachers

J. Orville Bumpus, Executive
Secretary
Oklahoma State School Boards
Association

APPENDIX A (Continued)

An Opinionnaire on Public School Administration in Oklahoma

PART I --- GENERAL INFORMATION

1. Name of school district in which you live _____
2. Name of county in which district is located _____
3. Number of years you have lived in this school district _____
4. Your age (as of nearest birthday) _____
5. Sex: Male ____; Female ____
6. Present occupation _____
7. Number of years in present occupation (including 1961) _____
8. Present position (give exact title) _____
9. Number of years in present position (including 1961) _____
10. Marital status: Single ____; Married ____; Separated ____; Divorced ____
11. Number of children ____
12. Amount of education (check ONE)

<input type="checkbox"/> 8th Grade <input type="checkbox"/> High School <input type="checkbox"/> College (did not complete) <input type="checkbox"/> College (graduated)	<input type="checkbox"/> Graduate work beyond college (no advanced degree) <input type="checkbox"/> Master's degree (or equivalent degree) <input type="checkbox"/> Graduate work beyond Master's degree (no advanced degree) <input type="checkbox"/> Doctorate
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APPENDIX A (Continued)

PART II -- COMPETENCIES OF SCHOOL ADMINISTRATORS

1. In your opinion, how important are the following experiences and abilities for a superintendent of schools? For a school principal?

Directions: Mark each of the items in the following manner:

- 1 - Essential
- 2 - Important
- 3 - Of some small importance
- 4 - Unimportant

- | <u>For a</u>
<u>Superintendent</u> | <u>For a</u>
<u>School Principal</u> | |
|---|---|---|
| — | — | a. Experience as an elementary school teacher |
| — | — | b. Experience as an elementary school administrator |
| — | — | c. Experience as a high school teacher |
| — | — | d. Experience as a high school administrator |
| — | — | e. Administrative experience in the central office of a school system |
| — | — | f. Unusual ability to live with a high-pressure job |
| — | — | g. An unusual understanding of people |
| — | — | h. High intelligence |
| — | — | i. Ability to handle the many technical aspects of the job |
| — | — | j. Ability to see the whole picture -- each problem in its relation to other things |
| 2. What one single characteristic makes the difference between a person being a good superintendent or a poor superintendent? | | |
| 3. What one single characteristic makes the difference between a person being a good school principal or a poor school principal? | | |
| 4. What single characteristic makes the difference between a person being a good teacher or a poor teacher? | | |

APPENDIX A (Continued)

PART III --- EDUCATIONAL PROBLEMS IN OKLAHOMA

1. In your opinion, how do the public schools of Oklahoma compare with the public schools in other neighboring states? (Check ONE)
 A great deal better than the schools in any other neighboring state
 Somewhat better than the schools in most neighboring states
 About the same as the schools in other neighboring states
 Not quite as good as the schools in most neighboring states
 Worse than the schools in most neighboring states

2. What do you consider to be the one most desirable characteristic of Oklahoma public schools?

3. In your opinion, what is the greatest weakness of the public schools of Oklahoma?

4. What are the two most important things that need to be done as soon as possible to improve education in Oklahoma?
 - a.

 - b.

APPENDIX A (Continued)

The following section is aimed at assessing how satisfied you are with your local public schools and what changes you think should be made to improve them.

1. The row of boxes opposite each item below represents a range of satisfaction ranging from enthusiastic to very dissatisfied. Opposite each item place an X in the box that best represents your degree of satisfaction with the topic of that item. Mark only one box opposite each item.

In your school system, how satisfied are you with:	Enthusiastic	Satisfied	Fairly Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1. Your relationships with your school board.	—	—	—	—	—	—
2. Your relationships with the superintendent.	—	—	—	—	—	—
3. Your relationships with your school principal.	—	—	—	—	—	—
4. Your relationships with teachers.	—	—	—	—	—	—
5. The progress your school system is making in developing a fine high school program.	—	—	—	—	—	—
6. The progress your school system is making in developing a fine high school program.	—	—	—	—	—	—
7. The part you have in identifying, developing, and/or defining school goals and objectives.	—	—	—	—	—	—
8. The quality of teaching in your elementary schools.	—	—	—	—	—	—
9. The quality of teaching in your high schools.	—	—	—	—	—	—
10. The adequacy of your school buildings.	—	—	—	—	—	—
11. The value you are receiving from your tax dollar.	—	—	—	—	—	—
12. The amount of information given to you about what is going on in your schools.	—	—	—	—	—	—
13. The discipline in your schools	—	—	—	—	—	—
14. The number of pupils in each classroom.	—	—	—	—	—	—

APPENDIX A (Continued)

- 15. The leadership provided by your superintendent. _ _ _ _ _
- 16. The leadership provided by your school principal. _ _ _ _ _
- 17. The leadership provided by your county superintendent. _ _ _ _ _

2. How many pupils do you consider a desirable number for a teacher to have in a classroom in order to teach effectively? (Check one space for each type of school)

	Below	20-25	25-30	30-35	35-40	Over 40
	20	20-25	25-30	30-35	35-40	Over 40

Elementary Schools _ _ _ _ _

High Schools _ _ _ _ _

3. How many pupils do you think should be in a school in order to provide a high quality instructional program at minimum cost? (Check one space for each type of school)

	Below	50-100	100-200	200-300	300-400	Over
	50	50-100	100-200	200-300	300-400	400

Elementary Schools _ _ _ _ _

High Schools _ _ _ _ _

4. Do you feel that the teachers in your schools are paid too little or too much for the work they are expected to do? (Check ONE)

Too little _ _ _ _	Too much _ _ _ _
About right _ _ _ _	Don't know _ _ _ _

5. Would you be willing to vote in favor of more bond issues and mill levies to provide the kind of instruction and facilities that you consider are desirable and would improve your local school program (Check ONE)

Definitely yes__ Probably yes__ Probably no__ Definitely no__

6. If they could be made available to all school districts in your county area, what services (such as specialists in reading, arithmetic, science, and music; cooperative purchasing, psychological testing and counseling, and centralized accounting) and what facilities (such as a library, audio-visual equipment, science equipment, education television, foreign language laboratories) would, in your opinion, help improve the quality of your local public schools?

7. What changes or improvements would you like to see made in your own local public schools?

APPENDIX A (Continued)

THE T.E.I. OPINIONNAIREINSTRUMENT FOR PART VI

(Adapted with permission from the "T.P.E. Opinionnaire," Midwest Administration Center, University of Chicago)

Instructions:

You are being asked in this instrument to indicate your opinions about the job of educational institutions in Oklahoma. This opinionnaire is not a test of your knowledge or skill; there are no right or wrong answers or responses. You are merely asked to indicate your opinion as to what emphasis you think should be given to various educational tasks and what emphasis you think is being given to these tasks today.

On the following pages you are asked to indicate your feelings about the task of elementary, secondary, and college education in Oklahoma. Each of the following three pages presents a list of sixteen functions or tasks regarding one of these levels of education (i.e., one page deals with elementary schools, another page with secondary or high schools, and the third page deals with colleges).

FOR EACH PAGE (or level of education) PLEASE DO THE FOLLOWING:

1. Read the list of items and ask yourself the question, "Which are the most important functions and which are the least important functions?" or "Which functions should be emphasized and which should not be emphasized?"
2. Indicate the importance of these items in the following manner: (In space provided):
 - a. Place a plus mark (+) in the space opposite those five (5) functions that you think are most important.
 - b. Place a zero (0) in the space opposite those five (5) functions that you think are least important.
 - c. That means that there should be six functions that are not marked.
 - d. Now go back to those items you have marked with a plus mark (+) and place another plus mark in the space representing the function that you think is the most important function of all. (++)
 - e. Then go to the items you have marked with a zero (0) and place another zero in the space representing the function that you think is the least important of all. (00)
3. Now re-read the list of items and indicate what emphasis is being given to these functions in your schools in the following manner:
 - a. Place a plus mark (+) in the space opposite the five (5) functions that are being given the greatest emphasis.
 - b. Place a zero (0) in the space opposite the five (5) functions that are being given the least emphasis.
 - c. Place another plus mark (++) in the space opposite the function that is being given the greatest emphasis of all.

APPENDIX A (Continued)

- d. Place another zero (00) in the space opposite the function that is receiving the least emphasis of all.

ELEMENTARY SCHOOL

What Should Be the Emphasis
Given to the Following Tasks
by the Elementary Schools?

What Is the Emphasis
Given to the Following Tasks
by the Elementary Schools?

WHAT SHOULD BEWHAT IS

- | | |
|---|-----------|
| <u> </u> 1. A well cared for, well developed body. | <u> </u> |
| <u> </u> 2. Loyalty to America and the American way of life. | <u> </u> |
| <u> </u> 3. The desire to learn more -- the inquiring mind. | <u> </u> |
| <u> </u> 4. An introduction to budgeting and effective use of money and property. | <u> </u> |
| <u> </u> 5. Enjoyment of cultural activities -- the finer things of life. | <u> </u> |
| <u> </u> 6. The ability to live and work with others. | <u> </u> |
| <u> </u> 7. A fund of information about many things. | <u> </u> |
| <u> </u> 8. General awareness of occupational opportunities and how people prepare for them. | <u> </u> |
| <u> </u> 9. Knowledge of and appreciation for the peoples of other lands. | <u> </u> |
| <u> </u> 10. Understanding the role of various family members. | <u> </u> |
| <u> </u> 11. Classification and training for a specific kind of high school program -- academic, technical, etc. | <u> </u> |
| <u> </u> 12. The habit of figuring things out for one's self. | <u> </u> |
| <u> </u> 13. An emotionally stable person, able to cope with new situations. | <u> </u> |
| <u> </u> 14. The basic tools for acquiring and communicating knowledge -- the 3 R's. | <u> </u> |
| <u> </u> 15. A sense of right and wrong -- a moral standard of behavior. | <u> </u> |
| <u> </u> 16. Understanding rights and duties of citizenship and acceptance of reasonable regulations. | <u> </u> |

1 task should be marked ++ - Most important of all tasks

1 task should be marked 00 - Least important of all tasks

4 tasks should be marked + - Important tasks

4 tasks should be marked 0 - Least important tasks

6 tasks should have no marks - Of average or no importance

APPENDIX A (Continued)

HIGH SCHOOL

What Should be the Emphasis
Given to the Following Tasks
by the High School?

What Is the Emphasis
Given to the Following
Tasks by the High School?

WHAT SHOULD BEWHAT IS

- | | | |
|-----|--|-----|
| ___ | 1. Knowledge of world affairs and the interrelationships among peoples. | ___ |
| ___ | 2. Efficient use of the 3 R's -- the basic tools for acquiring and communicating knowledge. | ___ |
| ___ | 3. Enjoyment of cultural activities -- the finer things of life. | ___ |
| ___ | 4. Specialized training for placement in a specific job. | ___ |
| ___ | 5. A well cared for, well developed body. | ___ |
| ___ | 6. Loyalty to America and the American way of life. | ___ |
| ___ | 7. A continuing desire for knowledge - the inquiring mind. | ___ |
| ___ | 8. A fund of information about many things. | ___ |
| ___ | 9. Information and guidance for wise occupational choice. | ___ |
| ___ | 10. An understanding of government and a sense of civic responsibility. | ___ |
| ___ | 11. Management of personal finances and wise buying habits. | ___ |
| ___ | 12. An emotionally stable person prepared for life's realities. | ___ |
| ___ | 13. A feeling for other people and the ability to live and work in harmony. | ___ |
| ___ | 14. The homemaking and handy-man skills related to family life. | ___ |
| ___ | 15. A sense of right and wrong -- a moral standard of behavior. | ___ |
| ___ | 16. The habit of weighing facts and imaginatively applying them to the solution of problems. | ___ |

- - - - -

- | | | |
|-----------------------------------|---|--------------------------------------|
| 1 task should be marked <u>++</u> | - | Is given most emphasis of all tasks |
| 1 task should be marked <u>00</u> | - | Is given least emphasis of all tasks |
| 4 tasks should be marked <u>+</u> | - | Is given emphasis |
| 4 tasks should be marked <u>0</u> | - | Is not given much emphasis |
| 6 tasks should have no marks | - | Is given average emphasis |

APPENDIX A (Continued)

COLLEGE

What Should Be the Emphasis
Given to the Following Tasks
by the College?

What Is the Emphasis
Given to the Following
Tasks by the College?

WHAT SHOULD BEWHAT IS

- | | | |
|---|--|---|
| — | 1. Competency in using skills necessary for acquiring knowledge and skill in transmitting this knowledge through oral and written communication. | — |
| — | 2. Enjoyment of cultural activities -- the finer things of life. | — |
| — | 3. An understanding of government and a sense of civic responsibility. | — |
| — | 4. A well cared for, well developed body. | — |
| — | 5. Loyalty to America and the postulates and principles of democratic processes. | — |
| — | 6. Specialized training for placement in a specific job. | — |
| — | 7. A continuing desire for knowledge - the inquiring mind. | — |
| — | 8. An emotionally stable and mature person able to cope with reality and new situations. | — |
| — | 9. Ability to carry out an appropriate family role and perform those tasks related to family life. | — |
| — | 10. The habit of weighing facts and values and imaginatively applying them to the solution of problems. | — |
| — | 11. Ethical and moral integrity in one's own thinking and relationships with others - a sense of right and wrong. | — |
| — | 12. A feeling for other people and the ability to live and work in harmony. | — |
| — | 13. Management of personal finances and wise buying habits. | — |
| — | 14. Knowledge of world affairs and the interrelationships among peoples and nations. | — |
| — | 15. Information and guidance for wise occupational choice. | — |
| — | 16. Possession of a fund of information about many things and an understanding of the major concepts in related fields of knowledge. | — |

- 1 task should be marked ++ - Is given most emphasis of all tasks
 1 task should be marked 00 - Is given least emphasis of all tasks
 4 tasks should be marked + - Is given emphasis
 4 tasks should be marked 0 - Is not given much emphasis
 6 tasks should have no marks - Is given average emphasis

APPENDIX A (Continued)

D-V INVENTORYINSTRUMENT FOR PART VII

Instructions:

This questionnaire instrument consists of a number of statements about things which you may think you ought or ought not to do and feel. These statements are arranged in pairs as in the example below:

1. A. Be reliable.
 B. Be friendly.
2. A. Work on a project with others.
 B. Work on a project alone.

To help you make the required choice, when reading the item to yourself precede each statement with the phrase, "I ought to" That is, in the examples given, you choose the item which is the most desirable for you. If you feel that you ought to work on a project with others more strongly than you feel you ought to work on a project alone, you should mark X in the space opposite A of the main opinionnaire. If you feel more strongly about B than A, mark X in space opposite B.

Explanation for forced choice:

There are three kinds of choices to be made on this test:

1. An item with which you agree
 vs.
 An item with which you disagree
2. An item with which you agree
 vs.
 An item with which you agree to a less degree
3. An item with which you disagree
 vs.
 An item with which you disagree to a greater degree

The respondent does not necessarily agree with all those answers he checks, but in some cases he indicates the lesser of two evils.

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APPENDIX A (Continued)

D-V INVENTORY

Choose between statement A or B. Precede each statement with the phrase "I ought to"

1. A. Work harder than most of those with a similar job.
 B. Work at least as hard as most of those with a similar job.
2. A. Do things which most other people do.
 B. Do things which are out-of-the-ordinary.
3. A. Have my own ideas about politics and religion.
 B. Try to agree with others on these matters.
4. A. Enjoy myself doing things with others.
 B. Enjoy myself doing many things alone.
5. A. Attain a higher position than my father or mother attained.
 B. Enjoy more of the good things of life than my father and mother enjoyed.
6. A. Feel that the future is uncertain and unpredictable.
 B. Feel that the future is full of opportunities for me.
7. A. Feel that happiness is the most important thing in life to me.
 B. Feel that enduring suffering and pain is important for me in the long run.
8. A. Rely on the advice of others in making decisions.
 B. Be independent of others in making decisions.
9. A. Feel it is my duty to save as much money as I can.
 B. Feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.
10. A. Put ten dollars in the bank.
 B. Spend five of the ten dollars enjoying myself with my friends.
11. A. Spend enough on clothes to dress as well as my friends.
 B. Spend less on clothes in order to save for future needs.
12. A. Put in long hours of work without distraction.
 B. Feel that I can't work long hours without distraction but I'll get the job done anyway.
13. A. Feel that it is most important to live for the future.
 B. Feel that today is important and I should live each day to the fullest.
14. A. Feel that "right" and "wrong" are relative terms.
 B. Feel that I should have strong convictions about what is right or wrong.

D-V INVENTORY

15. ___ A. Work hard to do most things better than others.
 ___ B. Work hard at some things and leave others to those who are more qualified than I.
16. ___ A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
 ___ B. Feel that the most important thing in life is to strive for peace with God.
17. ___ A. Feel that work is important, fun is not important.
 ___ B. Feel that all work and no play makes Jack a dull boy.
18. ___ A. Feel that what others think about right and wrong should influence my thinking.
 ___ B. Feel that my convictions about right and wrong are most important.
19. ___ A. Defend my ideas about right and wrong.
 ___ B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.
20. ___ A. Make as many social contacts as possible.
 ___ B. Be willing to sacrifice myself for a better world.
21. ___ A. Get all my work done on my own.
 ___ B. Get my work done with the help of others if I am allowed help and it will save time.
22. ___ A. Wear clothes similar to those of my friends.
 ___ B. Dress modestly even though this makes me different than my friends.
23. ___ A. Work hard only if I am paid accordingly.
 ___ B. Work hard at doing something original regardless of pay.
24. ___ A. Get a job which will allow me to enjoy some of the luxuries of life.
 ___ B. Get a job which will make me a success in life.
25. ___ A. Be able to solve difficult problems and puzzles.
 ___ B. Feel that difficult problems and puzzles are good for some people but are not for everybody.
26. ___ A. Feel that style is more important than quality in clothes.
 ___ B. Feel that quality is more important than style in clothes.
27. ___ A. Say what I think is right about things.
 ___ B. Think of the effect on others before I speak.
28. ___ A. Feel comfortable doing as well as most people with a similar job.
 ___ B. Feel comfortable doing better than most others with a similar job.

APPENDIX A (Continued)

D-V INVENTORY

29. ___ A. Have my own firm ideas about correct behavior.
___ B. Look to others for the kind of behavior which is approved by the group.
30. ___ A. Feel that discipline in the family today is not as strict as it should be.
___ B. Feel that the change from strict discipline in today's family is a good one.
31. ___ A. Feel that one of the primary things in life is to gain knowledge useful to me in the future.
___ B. Feel that one of the primary things in life is to learn to get along well with people.
32. ___ A. Do things without regard to what others may think.
___ B. Do things which allow me to have fun and be happy.
33. ___ A. Register for an adult education course which is very interesting to me, whether or not it will do me some good later on.
___ B. Register for an adult education course which is uninteresting to me but which will do me some good later on.
34. ___ A. Attend a Fourth of July celebration to enjoy myself being with people.
___ B. Attend a Fourth of July celebration because it is my duty to be loyal to my country.
35. ___ A. Feel it is right to spend less for clothes in order to save for the future.
___ B. Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.
36. ___ A. Do things which very few others can do.
___ B. Do things cooperatively with others.
37. ___ A. Use the same expressions my friends use so they won't think I'm odd.
___ B. Speak in the most proper way.
38. ___ A. Feel that it is right to save for the future.
___ B. Feel that whether or not it is right to save for the future is up to the individual.
39. ___ A. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as I would like it to be.
___ B. Choose a job in which I can work with many interesting people.
40. ___ A. Mix in a little pleasure with my work so that I don't get bored.
___ B. Keep at a job until it is finished.

APPENDIX A (Continued)

D-V INVENTORY

41. ___ A. Get as much pleasure as I can out of life now.
___ B. Stand by my convictions.
42. ___ A. Feel that everyone misbehaves once in a while but the
important thing is not to make the same mistake over again.
___ B. Feel guilty when I misbehave and expect to be punished.
43. ___ A. Feel that children should have less freedom in the home.
___ B. Feel that children should have more freedom in the home.
44. ___ A. Be very ambitious.
___ B. Be very sociable.
45. ___ A. Choose a job in which I'll earn as much as most of my
friends.
___ B. Choose a job with plenty of opportunities for advancement
even though the pay isn't as high as my friends receive.
46. ___ A. Get the kind of job that will bring me in contact with many
interesting people.
___ B. Get the kind of job that will make me a success in life.
47. ___ A. Feel that whether or not it is right to plan and save for
the future is a matter of opinion.
___ B. Feel that it is right to plan and save for the future.
48. ___ A. Be willing to sacrifice myself for the sake of a better
world.
___ B. Feel it is important to behave like most other people do.
49. ___ A. Deny myself enjoyment for the present for better things in
the future.
___ B. Have fun attending parties and being with people.
50. ___ A. Be satisfied to do as well in life as my father did.
___ B. Attain a higher position in life than my father attained.
51. ___ A. Feel that it will be good for me later if I endure some
unpleasant things now.
___ B. Feel that whether or not I should be willing to endure un-
pleasant things now because it will be good for me later is
a matter of opinion.
52. ___ A. Be able to have most of the things my friends have.
___ B. Be able to have enough money to lay away for future needs.
53. ___ A. Feel that happiness is the most important thing in life.
___ B. Feel that being respected is the most important thing in
life.

APPENDIX A (Continued)

D-V INVENTORY

54. ___ A. Feel that more "old-fashioned whippings" are needed today.
___ B. Feel that "old-fashioned whippings" do the child more harm than good.
55. ___ A. Exert every effort to be more successful this year than I was last year.
___ B. Be content with a reasonable amount of success and live longer.
56. ___ A. Try very hard to overcome my emotions.
___ B. Get as much pleasure as I can out of life now.
57. ___ A. Feel it is important to be more successful this year than I was last year.
___ B. Feel it is important to get along well with others.
58. ___ A. Feel that children are born good.
___ B. Feel that children are born sinful.
59. ___ A. Spend as much time as I can in working independently.
___ B. Spend as much time as I can in having fun.
60. ___ A. Deny myself enjoyment for the present for better things in the future.
___ B. Be able to have as much enjoyment as my friends have.
61. ___ A. Feel that it is right to be very ambitious.
___ B. Feel that it may or may not be right to be very ambitious depending on the individual.
62. ___ A. Choose to work with people I like in a job I don't like.
___ B. Choose to work with people I don't like in a job I like.
63. ___ A. Work as hard as I can in order to be successful.
___ B. Work as hard as I can in order to enjoy some of the luxuries of life.
64. ___ A. Strive to be an expert in something.
___ B. Do many things quite well but not be an expert in anything.

VITA

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Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN INDIVIDUAL VALUES, VIEWPOINT OF EDUCATION'S TASK, AND SATISFACTION WITH LOCAL SCHOOLS

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