

A SERVICE EVALUATION OF THE ACTIVATED REGIONAL
INTERMEDIATE EDUCATIONAL UNITS IN THE
RURAL AREAS OF OKLAHOMA

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

In the modern system of public school organization the intermediate unit has become important for providing student educational services of a range and variety unknown to the schools of earlier years. The intermediate unit is an agency that operates at a regional level and may include more than one county within a state. Coordination of service and supplementary program assistance are given to the local school districts within the regional area. The intermediate unit becomes a link between the basic district administrative units and the state education authority (Rhodes, 1963, p. 3).

The intermediate unit is intended to replace the older county structure where boundaries have been repeatedly crossed by consolidation. The county structure provided the basic frame work to serve the society of a century ago. Rational, as well as sentimental, allegiance has permitted the historical county structure to remain protected by state statutes. As student numbers decrease in rural areas, services on a regional basis are often initiated by administrative decision within State Departments of Education (Morphet, 1968, p. 34).

Coordination among school districts is a primary function of the intermediate unit. The position between local and state units permits

decentralization of administrative control. Ideas are invited from many sources, and adaptation to local needs is stressed. Decision making is shared. With improved education as an objective, the coordination of effort becomes logical. Mutual problems emphasize the need for regional cooperation, since problems in instructional improvement are not confined to single school districts. Districts working together can combine facilities, financial resources, and personnel (Rhodes, 1963, p. 8).

The factor of cooperation becomes crucial in the study of the intermediate unit. When dealing with problems of cooperation in the area of educational service, March and Simon emphasize that one of the important organizational processes is the elaboration of the set of activities involving the development of programs. Resolving differences in perceptions of the reality of operation becomes essential. Incomplete sharing of information affects cognition of the direction taken in the organization toward sharing of services. The greater the number of independent information sources, the greater the impact of perception resolving. Giving of services and taking of the benefits has a relationship to perception of the worth of the organization. The authors further recommend several ways to determine a program evaluation applicable to the intermediate unit. It is suggested that an evaluation acquire a listing of those participating in the services offered; obtain reactions from participants; and document interaction of the decision-making contributions. Further explanation is given that the greater the efficiency of communication within the organization, the greater the tolerance for interdependence. Related to this is the argument for decentralized systems, which appear to be somewhat more

efficient than centralized systems, if realistic limits are given for human planning capacity. This implies efficiency of collective efforts and resources, as the perceptions of those involved are based on adaptive, reasoning properties of human beings (March, 1967, pp. 161-210).

The focus of this study is to examine the intermediate unit function in Oklahoma with emphasis on gathering information about the characteristics of the services as perceived by participants.

Significance of the Study

An evaluation of the services of the new Oklahoma Intermediate Units seems timely. Expansion of the programs should be in keeping with the needs of local school districts. A survey of the opinions of those involved with the programs will reveal information concerning whether or not objectives are being fulfilled, if the services are being used, and if the availability of services is known. It will also allow identification of other service needs.

Future funding for the Oklahoma Intermediate Unit can be justified through the results of an evaluation that focuses on accountability of student services. Information regarding the service characteristics of each regional evaluation will be available to guide program planning by the Oklahoma Intermediate Units, the Oklahoma State Department of Public Instruction, and other states establishing intermediate unit services.

Definition of Terms

Accountability

An assignable, measurable responsibility to be fulfilled under certain agreed conditions and within certain agreed constraints (Morphet, 1970, p. 145).

Cooperating District

The basic school district unit within a regional intermediate unit choosing to sign a declaration of intent to cooperate in the development and sharing of student services. An eligible school district choosing not to sign an intent is designated as non-cooperating. The declaration of intent is called the Local Education Agreement, designated LEA (Beck, 1973, p. 5).

Coordination

The conscious, cooperative process of assembling and synchronizing differentiated activities, so that they function harmoniously in the attainment of organization objectives (Haimann, 1970, p. 163).

Decentralization

Distributing the administrative functions or powers of a central authority among other levels nearer to the primary sources of an organization.

Evaluation

The gathering and processing of information to guide decision making in the field of education that will have direct bearing in benefits provided for students (Morphet, 1970, p. 137).

Intermediate Unit

The agency in an intermediate position between the State Department of Education and local school districts (Rhodes, 1963, p. 3).

Oklahoma Intermediate Unit

One of fifteen intermediate units established within the state of Oklahoma in a position between the State Department of Education and

local school districts (Casey, 1970, p. 100; Appendix A).

Student Services

The employment by regional participants of teaching aids, specialized help, and learning techniques for the improvement of student instruction.

Statement of the Problem

Gathering information about the characteristics of intermediate unit services from participants in the program will be the concern of this study. The survey questions are worded to measure the intensity or depth of the respondent group opinion.

Research has indicated that survey-type studies are used in trying to solve problems. Descriptions of existing phenomena are collected with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them. Rather than formulating policies on the basis of private hunches, blind guesses, or pressure-group demands, research authorities seek knowledge of the opinions, attitudes, and preferences of those involved. Careful selection must be given to the subjects so that the views of each segment of a specified population are represented (Van Dalen, 1966, pp. 206-218).

This study is concerned with the services being offered within the Oklahoma Regional Intermediate Units. The purpose of the study is to examine the fulfillment of initial service objectives, the extent to which these services are considered adequate by the participants, the impact of the services, the number of services offered and requested, the knowledge of participants of the availability of services, and to

identify additional services needed. Survey respondents are regional personnel, administrators, and teachers within each functioning Oklahoma Intermediate Unit offering programs of cooperative student services.

By assessing the degree of similarity of response among the survey groups within each region, answers to the following questions have been sought. Are the service objectives of the program being fulfilled? Are the services adequate? Are the services considered to be meeting student needs? Are services being used? Are the available services being requested by participants? Are the available services known to the participants? Are other services needed? Are there relationships of opinion response among the groups of regional personnel, administrators, and teachers?

Limitations of the Study

Needs for student service vary from district to district. Characteristics affecting these needs include enrollment, established educational programs, professional personnel available, and financial resources. The inter-relationship of these characteristics makes it difficult to detect effects on student service needs. The present investigation focuses on service characteristics in programs currently operating within the regions.

Perceptions of individual respondents concerning the services may reflect either a positive or negative direction dependent upon degree of participation. The evaluation will include three levels of respondents with a method of opinion measurement on an attitude continuum that is summarized by endorsement counts.

Basic Assumptions

The basic unit of Oklahoma public school organization will continue to be the local school district. The need for the Oklahoma Intermediate Unit has been recognized and such units have been established for the purpose of decentralization.

The success of the Oklahoma Intermediate Unit is dependent upon the cooperation of local school districts within each region. An evaluation of the student services needed in the local school districts being supplied by the intermediate unit can be helpful in giving direction to the programs.

The intermediate unit has developed through the needs of school districts to better serve students. Coordination of such services can be done cooperatively by school districts after program direction is determined through evaluation. This study examines the intermediate unit function in Oklahoma. A review of the literature for Chapter II will clarify the components of intermediate units.

CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL BACKGROUND

Introduction

The development of the intermediate unit as an educational organization at a level between the state department of education and local school districts has evolved from service needs for students. The intermediate unit has goals relative to decentralization, coordination, and two-way flow communication. These goals can effectively be used for evaluation purposes.

A review of literature regarding the intermediate unit is presented on the following pages with particular emphasis for its use in the public schools. The history of the establishment of Oklahoma Intermediate Units through regions is related. The concepts of decentralization, coordination, and two-way flow communication are developed in relation to the intermediate unit. The chapter concludes with a statement of the crucial questions used in the guidance of this study.

The Development of the School

Intermediate Unit

In the United States the public education structure beginnings protected the rights of the local districts to administer programs and levy taxes for support. As the value of education grew in importance within local communities, local taxes were instituted for school support

(Isenberg, 1954, pp. 25-26). The states delegated to local communities the authority to maintain their schools in the belief that no state agency could adequately operate numerous school districts (NCSDR, 1948, p. 135). The public schools remained a state function, however, with supervisory functions remaining at that level under the supervision of state departments of education (Cubberley, 1916, pp. 8-10). Such historical beginnings are traced by Edwards in his description of the first public school efforts as being those of neighbor cooperation to provide such education as was considered by the citizens to be necessary. The developing public school systems in the 1800's are described as powerful local institutions coordinated at the state level (Edwards, 1941, p. 1).

The first move toward an intermediate unit in the 1900's was made to fulfill the needs of states in overseeing small districts, to direct the distribution of state funds within the local areas, to gather information for the state, and to provide certain specialized services for the state (Morphet, 1967, p. 276). The purposes of these first intermediate units were to overcome some of the inadequacies of local school administrative units with functions that were primarily administrative, statistical, and supervisory (Knezevich, 1962, p. 153). The county unit fit these structural needs, becoming a natural unit between the local districts and State Departments of Education.

This newer unit instituted an intermediate school district superintendency whose county was regarded as a proper geographical and legal territory for the general overview and promotion of public education. The county responsibilities, as described by Cooper, were to represent the state in overseeing local schools and to represent the county in

channeling information back to the state concerning the schools (Cooper, 1950, p. 31). The county superintendent, as chief administrator, served as the link of intermediate administration between local districts and the state superintendent.

As long as the rural population was large and the school systems outside urban areas provided adequate student services, the county intermediate unit served a vital need. Leadership studies within the states began to recommend restructure of public school administration; however, as population trends in the 1940's changed, the concentration of administrative functions shifted toward urban areas. By the 1960's one landmark study concerning intermediate units has provided a sufficient base for the suggestion that sparsely populated county units can no longer effectively serve students (Little, 1964, p. 49).

In Oklahoma the designation of the county superintendent to administer dependent schools served well until consolidation of districts by the State Legislature began in the middle 1950's. An increasing number of independent school districts with high school accreditation gave the State Department of Education additional responsibilities for student services. Oklahoma's public school structural change toward consolidation of small school districts relates to the findings by Cooper and Fitzwater concerning the intermediate unit development. School consolidation crossed county boundaries. These authors cite increasing complexity of educational problems as incentive to raise the prestige and qualifications of the intermediate administrative unit. The need for specialized student services was being recognized with curriculum improvements seeking to keep pace with technological advancement. Cooper and Fitzwater viewed the intermediate

unit as being an implement of local government to participate in decisions formerly controlled at a higher level (Cooper, 1954, pp. 108-109).

In Oklahoma the move toward State Department of Education decentralization made this state one of twenty-six to develop a form of intermediate unit. The Michigan and New York systems are considered representative intermediate unit types. In Michigan the traditional county unit has become a creature of the local boards with the township districts combining by areas. In the New York supervisory districts, groups of towns with boards administering specific services are coordinated by a governing Board of Cooperative Services. Both representative types have intermediate unit functions encompassing similar units between the local districts and State Departments of Education. Specifically, Oklahoma is following the pattern for major intermediate unit functions for funding, decentralization of the State Department of Education, and increased consultative service (Campbell, 1970, pp. 116-124).

The Oklahoma public school intermediate unit was created through the Planning Section of the Oklahoma State Department of Education. Research was begun in 1970 to lay the base for the proper establishment of regional intermediate units. A study that same year recommended criteria for regional units (Hall, 1970, pp. 143-164). The final decision by the State Superintendent for the establishment of regional units was based on knowledge of the limitations of local districts and the State Department in meeting the growing demand for specialized student services (Casey, 1970, p. 3).

The approved guidelines for the establishment of Oklahoma Intermediate Units were designated by the Planning Section of the State Department as being:

1. The establishment of areas over 10,000 and under 100,000 in scholastic population with equitable distribution where possible without dividing a school district;
2. The maintenance of county boundaries except where total number of students was excessive;
3. A perimeter-to-center driving time of approximately one hour except where scarcity of population would dissipate services; and
4. Other economic, social, and educational characteristics which would tend to unite an area with common bonds (Casey, 1970, p. 4).

After the data were combined in keeping with the above criteria, fifteen state regions were identified (Appendix A). The identifying numbers were in rank order one through fifteen designated according to the 1968-69 average daily attendance figures.

By the school year 1972-73 there were seven of the fifteen regional intermediate units in operation. Two of these units, as urban areas, involved no interdistrict cooperation. These two, Regions I and II, each comprise a single school district. A third region, XV, received a planning grant only and during the 1972-73 school year was not yet involved with interdistrict cooperation for student services.

The four regional intermediate units now operating with interdistrict functions provide the locus for this study. These are Regions V, IX, X, and XIV. Each has developed educational programs to fit the needs of the school districts within the designated area boundaries.

Activation of a regional intermediate unit in Oklahoma is wholly dependent upon group decision by the school districts of the region.

In each activated unit organizational meetings have been held by the local districts under the direction of the State Department personnel. Executive committees are elected by the local district administrators. Regional center personnel are employed. A function of the regional center personnel is to write a funding proposal stating the objectives and programs for the region. A Local Education Agreement (LEA) is included in the proposal from each local district desiring to participate in the regional services. In Region V during the 1972-73 school year forty-one of the forty-six eligible school districts signed LEA's. In Region IX during the same period eight of thirty-nine districts submitted LEA's. In Region X sixty-six of the seventy-two eligible school districts signed agreements, and in Region XIV twenty-eight of the forty-three school districts indicated a desire to participate (Appendix F).

The executive committee within each region designates a regional center for the intermediate unit. The Oklahoma centers are: Region V - Stillwater; Region IX - Bartlesville; Region X - Wilburton; and Region XIV - Elk City. The regional center administrative personnel and staff are based at the centers and operate under the supervision of the executive committee.

Funding for the activated Oklahoma regional intermediate units has been obtained through federal monies by submitting and receiving approval of proposals through the Elementary and Secondary Education Act (ESEA). The pertinent portion of this act was designated ESEA, Title III, at the time of the 1965 passage by the Congress.

Stated objectives for Title III funds are:

...to support supplementary educational centers and services in order to stimulate and assist in (1) providing vitally needed educational services not available in sufficient quality and quantity, and (2) establishing and developing

exemplary elementary and secondary education programs to serve as models for regular school programs (Johns, 1971, p. 282).

In Oklahoma the ESEA, Title III guidelines were followed. The proposals for Regions V, IX, X, and XIV were approved for funding. Each of the proposals contained descriptions of service objectives, major project activities, identification of the region's most critical educational need, plans for program continuation, and specific service goals.

Funding Proposals for the Regions Studied

For Region V - Stillwater the proposal described the service objective as being an innovative approach to educational television. The major activities of the project were listed as:

1. specialized instruction and equipment for studying advanced scientific or other academic subjects not now taught
2. making available modern educational equipment and specially qualified personnel including artists and musicians
3. developing, producing, and transmitting radio and television programs
4. providing educational and related services for persons isolated from normal educational opportunities
5. coordinated approach to the use of the television medium in the public schools

In the Region V proposal the most critical educational need for the area was identified as that of establishing an Educational Support Systems Center for video production and distribution and for training and development of teaching skills.

The Region V plan for program continuation after Title III, ESEA funds have been terminated included increased production charges and

dubbing service charges to participating districts desiring to make studio video tapes. The possibility of future funding from the State Vocational Education Department, the State Department of Public Instruction, and the Oklahoma Legislature was mentioned.

The specific goals for Region V were listed as:

1. video tape production in art, modern language, and music
2. tape reproduction
3. inservice training for early childhood developmental problems
4. staff in-service training
5. teacher aide training (Thomas, 1971, Section A)

For Region IX - Bartlesville the proposal described the service objective as being staff development for human awareness. The major activity of the project was stipulated as an exemplary educational program for stimulating improved or new educational programs.

In the Region IX proposal the most critical educational need for the area was identified as that of improving education through staff development for human awareness and instruction by objectives.

The Region IX plan for program continuation after Title III, ESEA funds have been terminated was for each school in the region to have trained personnel to continue staff development programs. These specialized skills were to be learned through Region IX training.

The specific goals for Region IX were listed as:

1. staff development for human awareness and affective teaching
2. improvement of instruction by behavioral objectives
3. improvement of management by behavioral objectives

4. development of good human relations between teacher-pupil; teacher-teacher; teacher-parent (Richardson, 1971, Section A)

For Region X - Wilburton the proposal described the service objective as being the establishment of an Educational Service Center for cooperative services and programs among the regional schools using an innovative and exemplary approach. The major activities of the project were listed as:

1. comprehensive guidance, psychological, physical, social, or health services
2. comprehensive academic or vocational services
3. exemplary educational program for stimulating improved or new education programs
4. providing educational and related services for persons isolated from normal educational opportunities
5. providing innovative programs in special education for physically and/or mentally handicapped

In the Region X proposal the most critical educational need for the area was identified as that of improvement in instruction to meet the needs of individual students. Cooperative services, designated as shared, were to develop programs among the regional schools.

The Region X plan for program continuation after Title III, ESEA funds have been terminated was an extension of proven and feasible programs within the budgets available. The proposal stated that many of the area schools had indicated a desire to provide additional student services, when trained personnel became available.

The specific goals for Region X were listed as:

1. employing guidance counselors to serve the participating schools on a scheduled basis to:
 - a. provide information about jobs and training opportunities
 - b. conduct counseling interviews with students
 - c. provide testing services which are not available in the smaller schools

2. driver education simulation program to provide a more diversified driver training program
3. individualized special services, including speech therapy, remedial or accelerated help, psychological and sociological services
4. media services: develop facilities, software, materials
5. in-service education in the areas of curriculum, video, remedial instruction, and raising achievement levels (Ford, 1971, Section A)

For Region XIV - Elk City the proposal described the service objective as being the development of innovative and adaptive programs for special education services, primarily learning disabilities, through guidance, counseling, and testing. The major activities of the project were listed as:

1. providing educational and related services for persons isolated from normal educational opportunities
2. providing innovative programs in special education for physically and/or mentally handicapped

In the Region XIV proposal the most critical educational need for the area was identified as that of the distribution of special education services to all children presently lacking facilities and resources. The service distribution would be administered by the regional center staff with specialized teachers traveling to the participating local districts.

The Region XIV plan for program continuation after the Title III, ESEA funds have been terminated was a commitment by the Elk City school system to continue all warranted activities from that school's budget. The regional center facilities based in Elk City have been subsidized by the local school from inception.

The specific goals for Region XIV were listed as:

1. establishing classes for learning disabilities and educable mentally handicapped for junior high and elementary levels in Elk City, Weatherford, Burns Flat, Hobart, Sayre, and Mangum.
2. training teachers in referral techniques through in-service education
3. establishing a psycho-educational service center and employing a director, psychologist, psychometrist, and other specialists
4. establishing learning laboratories at satellite schools to the service center at Burns Flat, Weatherford, Hobart, Mangum, and Elk City
5. establishing public relations with parents (Wade, 1971, Section A)

The preceding review of each activating regional proposal in Oklahoma discloses concurrence with the Title III, ESEA objectives for the support of supplementary educational centers and student services. As stated previously, the increasing demands for specialized student services have created the need to entrust to local districts, through regional structural organization, more control of the services. This philosophy was compatible with the 1970 attempts of the State Department of Education to establish intermediate unit regions for the purpose of decentralization.

By assessing student needs at the regional level, the activating proposals reflect diversity of services. The traditional authority role is transmitted to those more closely involved with the services. The direction and control of programs through an established authority is in keeping with the McGregor "scalar principle." His scalar term refers to the degree of involvement with the service programs. The authority is transferred from the central agency and relies on an integration aimed toward program success. Integration is defined by McGregor as the

creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts toward the success of the enterprise. This is a change from centralized control of needs assessment. Such change is reflected through the establishment of Oklahoma Regional Centers (McGregor, 1960, pp. 49-50; 119).

Study Specifics

A discussion of the school intermediate unit development and the use of the unit being made in Oklahoma in the preceding sections provides historical antecedents. This study was developed from literature sources that revealed important characteristics of the functioning intermediate unit. Specifically, decentralization of central authority leads to cooperation among those receiving the authority. This condition in turn requires evaluation of the authority consequences by those involved throughout the structure. Logically, the characteristics of decentralization, cooperation, and evaluation lead to the descriptive study of the current conditions in Oklahoma public schools. The intermediate unit is but one of the structural changes in our young country. It has become a stopgap in the progress toward optimum school consolidation. The literature spotlights the way to this study's recognition of the importance of the intermediate unit. Each step from the initial understanding of the unit illuminated the stages of proper development of the survey instruments. The questions directed to the program participants emphasized the interregnum characteristics. Each structural level is influenced by this emphasis on decentralization, coordination, and two-way evaluation.

Any transfer of authority involves the first characteristic of

cooperation among the units involved. The decentralization consequence follows a pattern. Initially the reluctance for participation comes from those who feel comfortable within the restraints of existing structural rules. Legitimacy of those rules, according to Merton, becomes a way of life. Student services in the public schools are often restricted by the bureaucratic rules. For example, coordination between districts may relieve a financial pressure, but at the same time call for efforts toward procedure change and curriculum innovation (Merton, 1940, p. 378). Sincere concern regarding the student services becomes a unifying factor. This concern often diminishes in importance the competition between school districts that has often served as a status measure. The social cohesion among districts in a geographical area could reach a level where competition anxiety is diminished. However, cohesion is no guarantee against such feelings of anxiety among participants in a bureaucracy. According to Blau, student service could become a binding, cooperative factor (Blau, 1954, pp. 530-535).

In looking at that natural reluctance for innovation, Miller writes:

The rut of past experience within educational bureaucracy has impeded the innovation of intermediate levels. Once the structure is implemented the rut is evident again in equating evaluation with criticism rather than analysis which is probably related to our mania in education for success stories and happy endings. Traditionally, in education we do not seem to have sufficient confidence or security to be open and objective. Introspective personal appraisals using categories of personnel affected serve as an inventory to help check perceptions of one group with those of another (Miller, 1967, pp. 10-11).

The intermediate unit component of cooperation has been the topic for many recognized leaders of change in the public schools. Dealing with conflict in decentralization attempts are found such authors as

Bridges (1969, pp. 7-25), Haimann and Scott (1970, p. 167), Presthus, (1962, p. 62), Getzels (1952, pp. 235-246), Mooney (1947, pp. 5-8), and Etzioni (1964, pp. 111-112).

Coordination is not only a characteristic of the intermediate unit, but it becomes the unifying theme for all functions of operation.

Metcalf and Urwick in researching the concept of coordination cite Mary Parker Follett's principles:

In coordination four fundamental principles are involved. The first is the use of direct relationships and personal involvement which can bring about agreement on methods, actions, and ultimate achievement. Second, the early stages of planning and policy making are crucial for each phase of a program. The next principle is the understanding that all factors in a situation are reciprocally related. For example, the competitive contacts within organizations. Finally, coordination is a continuing process that cannot be left to chance with developments of the program inter-relationships subject to constant evaluation (Metcalf, 1942, p. 297).

Schmidt describes power conflict as sapping the energy of involvement and irreparably destroying effectiveness. He feels that intermediate units, following a "two heads are better than one" theory, are in effect combining many heads for perspective to pool expertise (Schmidt, 1960, pp. 93-106).

Cooperation by participants in the intermediate unit is regarded as essential for solving problems related to student services. Lutz develops the theory that conflict in decision making concerning student services must be viewed in terms of value discrepancies of the participants. The value framework becomes important in determining how a system will coordinate. Lutz recognizes that social power within the intermediate unit will be related to the values held by the participants. He defines such social power as a concept of potency possibility of the

intermediate unit. Resolving conflict concerning student service needs becomes necessary, as programs are initiated (Lutz, 1969, pp. 2-19). This concept becomes crucially pertinent in our time of seeking to improve the public school structure through an intermediate unit.

Conflict and competition arise during any transition period. When Lutz describes the intermediate unit relationship to values, he is using an abstract concept. Forrester develops the premise further by stating that change toward a more effective education of the future must permit man's transition to a new, higher level of abstraction. He writes that the need for coordinating many efforts causes a sub-division and specialization of decision making, similar to manufacturing specialization. Relevant to the intermediate unit is Forrester's recommendation that policy making can be executed by a central group; and decision making, within the framework of the common policy, can be returned to the local level in the form of participatory choice. One warning of importance is that any experiment in organization should presume slow growth at first to test and evolve its most fundamental concepts as well as their implementation (Forrester, 1965, pp. 5-18).

The warning of Forrester is further emphasized by Urwick in his findings that absence of unit cooperation is often based on the past experience of participants. Reliance on programs that may be terminated and the known fatality of many such innovative attempts build reluctance. Continuity becomes paramount. Urwick further emphasizes that new structure should be such as to provide, not only for activities immediately necessary to secure the objectives, but also for the continuation of such activities deemed vital for future operation (Urwick, 1943, pp. 35-55).

Interestingly, intermediate unit cooperation is receiving international significance. While Oklahoma regions are being perfected, similar sweeping transition changes are occurring at the national and international levels. More effective service for students was the subject of an extensive study in 1965 and 1966 through a research grant from the United Nations Educational, Scientific, and Cultural Organization. Results indicate a world trend to combine schools within geographic areas for more effective organization with minimal cost (Schramm, 1967, pp. 13-16).

The regional intermediate unit birth is conceived within the acceptance of decentralization. The characteristic of coordination is necessary for successful maturation. A study completed by Morphet revealed that continuing structure trends toward the intermediate unit in the public school system recognizes specific sharing and redistributing of central authority (Morphet, 1970, pp. 11-60).

In summation of the discussion of coordination Morphet and Lesser itemize needs for unit educational coordination that are applicable for Oklahoma. Computer-assisted instruction systems, evaluative-diagnostic studies, and information storage and retrieval services are listed as examples of services possible within intermediate units that are not fragmented district-by-district. However, it is not enough just to suggest that the joint efforts of one educational level strengthens all of the levels. Ways must be found to make these joint efforts integrative and effective. The important links are those steps of the change process through the involvement of participants, rather than the links entwining various agencies devoted to change (Morphet, 1968, pp. 34-76).

When has the decentralization been accomplished? How can effectiveness of cooperation be recognized? Will the transition to intermediate units be accepted by the participants? These questions can be answered through evaluation. This can take many forms.

A review of the literature discloses that the two-way flow system of communication adapts to the intermediate unit in particular. Through this system, evaluation is used with the purpose of a combination upward and downward flow of authority to influence problem solving. Thus, a climate is created for effective decisions as a result of pooled thinking. Communications moving between the levels of an organization remove resistance sources and stimulate the program planning (Maier, 1958, pp. 27-40).

Lippitt (1969, pp. 30-41) and McConkey (1967, p. 22) describe the two-way flow of need. They specify such communication as the vital factor to be viewed in evaluating a cooperative unit. Likert reinforces the premise by writing that measurable changes occur in the productivity, loyalty, attitudes, and satisfactions of an organization where decision levels are pushed upward and close control of service distribution is exercised at the top. Evaluation is recommended as periodic measurements of consumer perceptions to protect participant goodwill, if the perceptions are acted upon for the expansion or change of the program (Likert, 1958, pp. 41-50).

In interviews with regional center personnel, administrators, and teachers of the Oklahoma intermediate unit regions, endorsement of the structural change was voiced. The concepts of decentralization and cooperation seemed acceptable, but the question of how to strengthen the programs reinforced a desire for evaluation. Likert advocates

effective organization of human activity (Likert, 1953, pp. 3-21).

Pigors offers advice in regard to social science research relating to the human properties of organizations encompassing those forces which may undermine programs, if not offset by thoughtful planning of the participants (Pigors, 1969, pp. vi-vii). This study developed toward the evaluation focus mentioned by Likert and Pigors.

One particular purpose for the evaluation was the writer's desire to discover the parts of the regional programs felt to be of value to the participants. In addition a wish to help students was strongly felt. Drucker states the philosophy well:

A two-way flow of information and decision between levels affecting an intermediate unit places importance on the services to the student. There are bridges from the centralized state agency crossing to the students in the districts with input of those close to the students, as well as those trained in the establishment of comprehensive programs (Drucker, 1960, p. 112).

Evaluation gives a program direction. The stated purposes of a good evaluation, as explained by Griffiths, are to serve the purpose of determining whether a decision was the most desirable one which could have been made. Of equal importance, the decision must have been implemented so that the intent has been realized. Any changes in implementation are necessary for the primary purpose of accomplishing the outcomes desired (Carver, 1969, p. 12).

For two-way flow communication purposes for evaluation McConkey endorses the survey instrument. The participants can identify with the program. Identification of program results is sought, not justification of the program. When precise standards of measurement choices are used in a survey instrument, the answers become communication guides for program improvement. As participants are asked to evaluate through a

written form and later are able to see program direction changed, involvement is assured (McConkey, 1967, p. 22).

Since the Oklahoma regional proposals include plans for on-going evaluation by participants, survey results were acceptable to regional center personnel and State Department administrators. Endorsement of this study implied a desire to strengthen the existing programs. The newness of the structure was no impediment. Blake and Mouton suggest newer patterns become comfortable, when after completion of the initial phases the throwback tendencies are identified and corrective action is begun. These authors advocate that stabilization of change for organizational structure is dependent on immediate improvements, as suggested by participants (Blake, 1964, p. 284).

There are perceptual problems of language interpretation with two-way flow evaluation designs. DeFleur and Larsen found that social relationships condition the perception of messages and influence the response to question content. These authors recommend a multiple-choice questionnaire in assessing communication. If the specific evaluative points are made clear, the survey form can be understood (DeFleur, 1958, pp. 235-236).

Keeping the survey instrument questions relative to the initial service objectives became vital. The technique in communication recommended by Cherry was followed. His plan contains provision for avoiding error in an evaluation instrument by using selection of responses relating to categories. This technique is based on the information capacity of the human to make value choices (Cherry, 1961, p. xi).

Suggestions in the literature applicable to this descriptive study directed the use of category choices for the survey instrument as the

basis for data interpretation. The modal responses to these categories served as interregional indicators of perceptions regarding regional services within the state of Oklahoma.

Rationale

The literature reveals the growing acceptance of the intermediate unit as an agency of the public schools. Specific functions are decentralization and coordination. The establishment of regional intermediate units in Oklahoma follows the trend toward needs assessment being undertaken at a level nearer to where the students are being served. Coordination of efforts among the school districts involved in each region has become an integral part of the regional unit programs.

The coordination extends to a continuing evaluation of the regional programs by those directly involved with the services. An evaluation of the Oklahoma Intermediate Units functioning with cooperative services would fulfill Griffiths' purposes to serve in determining whether a decision was the most desirable which could have been made, whether the decision has been implemented so that the intent has been realized, and what changes in implementation are necessary to accomplish the outcomes desired (Carver, 1969, p. 12).

Decision making through a two-way flow of communication within the regional units becomes a natural step in the development of the Oklahoma Intermediate Unit. This evaluation is intended to serve that purpose. Techniques of this type of evaluation in following the upward and downward communication can strengthen the student service programs of Oklahoma's regions.

Study Questions

From the preceding review of literature the foregoing rationale was developed. This rationale led to the following questions pertinent to the guidance of this study. The topics were incorporated into the regional survey instruments.

- Question 1. Are the service objectives of each intermediate regional program being fulfilled?
- Question 2. Are the regional services adequate?
- Question 3. Are the regional services considered by the participants to be meeting student needs?
- Question 4. Are the regional services being utilized by those eligible to participate?
- Question 5. Are the available regional services being requested by participants?
- Question 6. Are the available regional services known to the participants?
- Question 7. Are other regional services needed?
- Question 8. Are there relationships of opinion response among the groups of regional personnel, administrators, and teachers?

The survey instruments incorporated the question topics to elicit respondent responses from teachers, administrators, and regional personnel. The question categories dealt with student services, program objectives, and public relations.

This chapter relates the development of the school intermediate unit as a stage of educational change. The move toward decentralization of state student services has elicited cooperation among districts. In addition, participants in the units have become involved in the evaluation of the services. The survey instruments used in this study

have been outlined with specifics for the Oklahoma Intermediate Unit. In the next chapter the procedures employed for the examination of the survey response relationships are given.

CHAPTER III

PROCEDURES

Introduction

In the strictest sense a descriptive research problem is a question that relates one concept to another concept. A controlled investigation directed by the purpose of answering the research question must be made. The relation criterion, then, is a basic minimum for any problem. Without relations, questions are not research problems no matter how interesting they may be. Operational procedures become another criterion by relating the concepts that have been given meaning. Such operational definitions must specify the activities of an investigator in giving the concepts meaning (Kerlinger, 1966, pp. 33-38).

This chapter gives the procedure for seeking the relationships needed for this study. Included is information about the development of the survey instruments used, as well as an outline of the procedures followed in sample selection, data collection, and data analysis. The criteria were used to best obtain an assessment of the relationship between each program's objectives for student services and the services in operation as perceived by the responding participants.

Instrumentation

The descriptive approach, if not handled properly, can be an enemy of theoretical knowledge, since the focus often is placed upon the nature

and characteristics of single phenomena (Brodbeck, 1963, pp. 52ff).

This fallacy does not develop skills of critical inquiry, so great care must be taken to make accurate assessments of the incidence, distribution, and relationships of the field phenomena.

"Competent researchers collect evidence on the basis of some hypothesis or theory, tabulate and summarize the data carefully, and then analyze the results thoroughly in an endeavor to draw meaningful generalization that will advance knowledge (Van Dalen, 1966, p. 204)."

Survey-type studies are effective in solving problems. Detailed descriptions of existing phenomena are collected with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them. The objective may be not only to ascertain status, but also to determine the adequacy of status by comparing it with selected or established standards. Three types of information may include: data concerning existing status, comparisons of status and standards, and means of improving status. Opinion surveys usually employ questionnaires to gather the data. Careful selection must be given to the subjects so that the views of each segment of a specified population are represented. The questions should be worded to measure the intensity or depth of the opinion (Van Dalen, 1966, pp. 206-218).

A type of descriptive interrelationship is useful for this study. Descriptions of phenomena can be obtained and the use of mathematical processes employed to detect the magnitude of relationships between data. Attention is given to the extent to which variations in one factor correspond with variations in another. Variables may be closely related, moderately related, or completely unrelated. In general, the magnitude of a comparison depends upon the extent to which an increase

or decrease in one variable is accompanied by an increase or decrease in the other--whether in the same direction or the opposite direction.

Interpreting the meaning of the relationship is accomplished by logical analysis rather than by statistical computation (Van Dalen, 1966, pp. 218-228).

The dispersion of the scores describing the extent of relationship must deal with two variables that are related or tend to vary together. For most descriptive studies the formulation of rules and procedures for presentation of usable and meaningful data should take the direction of score rearrangement and groupings; table, graph, and figure construction; percentile ranks, standard scores, or grades; or calculation of averages to learn about typical performance.

The basic purpose of graphical representation is to provide visual aids for thinking about and discussing the problem. The primary objective is to present such data in a clear, unambiguous fashion so that the reader may apprehend at a glance the relationships which are portrayed (Runyon-Haber, 1971, pp. 104: 39).

Several steps are necessary for a sound design. Again, the things to be accomplished will not happen automatically, but soundness of design permits the investigator to obtain answers and control the variables.

Kerlinger lists the steps that a design can help to accomplish

(Kerlinger, 1966, p. 276):

1. Sets up the framework for adequate tests of the variable relationships.
2. Tells what observations to make, how to make them, and how to analyze the quantitative representations of the observations.
3. Tells what type of analysis to use.
4. Outlines possible conclusions to be drawn.

Formulating the rules and procedures for the presentation of usable and meaningful data for this study directed the establishment of a research design with survey instruments developed to permit responses from three participant groups in areas to be answered on a continuum. Since the responses are subjective, none of the evaluations is assumed to be a criterion, and the correlations with these evaluations are not regarded as validity coefficients. The object is to learn more about the nature of the judgments and the attitudes and values of those making the judgments. The correlations of subjective judgments with other scores will be of interest because of the information they give about the characteristics of the services perceived as good by members of the population involved with the services.

There are serious limitations to over-all rating and over-all ranking on continuums, when trying to reach an average of the survey response choices. An indeterminate degree of error can result from subjectivity and unsystematic answers. The rating scales must follow certain generalized criteria. The dimensions to be rated need to be clearly defined to make distinct categories, not overlapping. Warning is given to be careful of the power of suggestion in wording the survey questions. Bias sometimes shows in the tendency to avoid extremes of rating, as the middle or average ratings are used unless the deviation is so great a higher or lower index is forced. The matter of evaluation is made difficult by the influence of the environment on performance and by the problem of choice of desirable characteristics which may vary greatly among the appraisers. Some common indicators are considered to be: progress toward goals, efficiency or productivity, economy, and survival (Sherwood, 1956, pp. 72-77).

Kerlinger specifies special precautions and efforts to be taken so that results of research can be representative and generalizable (Kerlinger, 1966, pp. 301-321). He emphasizes a stress on internal validity while keeping a vigilant eye on external validity. Campbell and Stanley are authorities who refer to their belief that internal validity is the sine qua non of research design, but that the ideal design should be strong in both internal validity and external validity, even though they are frequently contradictory by nature (Campbell, 1963, Chapter 5).

The premise of validity is explained more explicitly in Thurstone's description of opinion as pertaining to validity of value continuums. He states that a "verbal expression of attitude" becomes an opinion (Thurstone, 1959, p. 266). According to this source, opinions can be used as means for measuring attitude. An abstract continuum can be used as an index of attitude. One or more indexes which will satisfy the extent of internal consistency must be obtained. The common degree of feeling is primary, and of secondary interest should be what proportion of the group endorses a particular statement of opinion. The researcher will be looking instead to the extent that the opinion is representative of an attitude. Several attitudes are to be considered not as a set of discrete entities, but as a series of class intervals along the scale (Thurstone, 1959, p. 216).

The continuum response instrument is considered to be one of the newer psychophysical methods dealing with a list of n opinions. This is an objective procedure for ascertaining whether any particular set of opinions really behaves as intended, when the endorsements are analyzed. There is need to establish the functions that underlie the data. Correlational procedures may be avoided, as no rational

formulation is necessary. Quantification is still possible through contingency. For this study Thurstone's METHOD OF SIMILAR REACTIONS measurement is used. This permits a measurement to be made of the separation between the opinions (Thurstone, 1959, pp. 266-267). This is an improvement on Allport's diagrams of opinions commonly used in descriptive studies which show only the frequency with which each of a number of statements are endorsed (Allport, 1925, pp. 735-760).

Thurstone's recommendations for group comparison on frequency outline diagrams are (Thurstone, 1959, pp. 222-223):

1. Any ordinate of the curve will represent the number of individuals, or percentage of the whole group, that endorses the opinion. The area of the frequency diagram will represent the total number of endorsements given by the group. Given a valid scale of opinions, it will be possible to compare several different groups in their attitudes.
2. A range or spread should be revealed by the frequency surfaces. If one of the groups is represented by a frequency diagram of considerable range or scatter, then that group would be more heterogeneous than another showing smaller range or scatter. The frequent assumption of normal distribution in educational scale construction has absolutely no application here, because there is no reason whatever to assume that any group of people will be normally distributed in their opinions about anything.
3. There is a possibility for four types of description by means of a scale of attitudes:
 - a. average or mean attitude
 - b. range of opinion
 - c. relative popularity of each attitude of the scale for a designated group, as shown by the frequency distribution for that group
 - d. degree of homogeneity or heterogeneity in the attitudes of a designated group as shown by the spread or dispersion of the frequency distribution
4. Special consideration should be given to the unit of measurement for the base line. The final scale is the series of statements of opinion, each of which is allocated to a particular point on the base line.

The questionnaire should be worded so that opinions represent an evenly graduated series of attitudes. Separation between successive statements should be uniform. The same continuum should be used for each survey question.

Research concerning the instrumentation procedure revealed that the development of the survey instruments would be a very sensitive part of this study. The points discussed in the preceding section guided the construction of the instruments.

Instrument Construction

An evaluation instrument developed by the Kilgore, Texas, Region VII Education Service Center deals with similar services as that of the regional centers to be evaluated in this study. The Texas instrument proved valid in determining impact of regional services for 1971-72 in that state. Wailand Bessent, the University of Texas, was a consultant for the evaluation project. In the Texas study the instrument was submitted to superintendents, principals, counselors, and teachers. Results were used for determining Region VII objectives for the 1972-73 school year and to update the Region planning document. In addition, the procedure for future planning and evaluation activities was established (Bessent, 1972, pp. 1-6).

The format of the Texas evaluation instrument combined with details of a descriptive research design as outlined by Kerlinger were followed in preparing a survey for each of Regions V, IX, X, and XIV in Oklahoma. The wording of the questions for each region was similar with insertion made of specific program objectives obtained from reading each funding proposal. Each point of Thurstone's recommendations for group comparison on frequency outline diagrams was considered in the formulation of

the survey questions. Categories of questions were designed to elicit answers concerning the questions pertinent to the guidance of this study.

The general categories employed were: teacher involvement, public relations, and program objectives. The specific questions relevant to the study were developed in keeping with the following study questions:

1. Are the service objectives of each intermediate region program being fulfilled?
2. Are the regional services adequate?
3. Are the regional services considered by participants to be meeting student needs?
4. Are the regional services being used?
5. Are the available regional services being requested by participants?
6. Are the available regional services known to the participants?
7. Are other regional services needed?
8. Are there relationships of opinion response among the groups of regional personnel, administrators, and teachers?

The survey instruments for this study contain the following continuum responses: Strongly agree, Agree, Neutral, Disagree, Strongly disagree. Each respondent may use the option of endorsing or rejecting each of the n opinions in keeping with Thurstone's recommendations. The resulting abstract continuum is designed as an index of attitude.

Thurstone's METHOD OF SIMILAR REACTIONS analysis leads to the final scale of a series of statements of opinion, each of which is allocated to a particular point on the graph. In this study the scale points will use the numbers one through five to designate the possible responses of Strongly agree, Agree, Neutral, Disagree, and Strongly disagree.

The graphical representations of the study findings were developed to follow Runyon and Haber's criteria in providing visual aids for thinking about and discussing the effectiveness of the regional services. Guidance for educational planning from internal evaluation served as a major study objective.

The systematic development of the survey instruments follows Kerlinger's admonitions regarding representative and generalizable research results available through study of relationships. Attempts to avoid question bias were in keeping with Van Dalen's recommendations.

Survey Question Reliability

The surveys were submitted to a panel chosen for intent to detect question ambiguity. Suggestions made were incorporated from the following panel members:

Bryce A. Baggett, Tax Attorney, Oklahoma City
 Robert S. Brown, Associate Professor of Education, Oklahoma State University
 Bill Hodges, Superintendent, Garber, Oklahoma
 C. C. McPheeters, Insurance, Oklahoma City
 Thomas E. English, Community Action Program Director, Oklahoma County
 Joe Lawter, Professor of Education, Northwestern State College, Alva, Oklahoma
 James K. St. Clair, Professor of Education, Oklahoma State University

A personal visit by the researcher was made to each of the Regional Centers. An interview concerning the intermediate unit programs gave insight into further revision of the survey instruments. Regional Center personnel lists were obtained for the population. Regional personnel cooperating for the interview were:

Region V	Stillwater	Larry Thomas
Region IX	Bartlesville	Wayne Richardson
Region X	Wilburton	Milton W. Ford
Region XIV	Elk City	Jerry Wade

A pilot study was made in each of the regions to determine whether the survey question wording was adequate for the study purposes. The surveys were presented to teachers not appearing in the study sample. An opportunity was given to respond to the survey questions. Notations concerning questions that were unclear could be made on the instrument by the respondents. Verbal questions were answered during the survey session. Further revisions to the questionnaires by region were made following the completion of the pilot studies within the regions. These were conducted at the following schools:

Region V	Ripley Public School
Region IX	Tri-County Vocational Technical School, Bartlesville
Region X	McCurtain Public School
Region XIV	Elk City Public Schools

Considerations were noted by sentence categories to all suggestions received from the pilot study respondents. The fifty-three teachers involved were very cooperative and evidenced interest in the regional intermediate unit evaluation.

After the review by a panel, the regional personnel interviews, and the pilot study suggestions were considered, it was felt that no major changes were needed in the survey instruments. The question categories were matched with the questions to be considered for the study. Some questions were reworded. Certain questions were combined. Some biographical respondent information was deleted, because it was not considered pertinent for the study. Printing format permitted the instrument for each region to be placed in one-page form. The instruments used for the study are contained in Appendix B for Region V; in Appendix C for Region IX; in Appendix D for Region X; and in Appendix E for Region XIV.

Sample Selection

Since a characteristic of the intermediate unit in Oklahoma is to service all schools within a region, the listing of each eligible school was obtained from the State Department of Education. A total of 197 local districts was obtained (Appendix F). This listing included the participating and the non-participating districts within each region.

TABLE I
THE STUDY SCHOOL DISTRICTS BY REGION

Region	Number		
	School Districts	Participating	Non-participating
V	46	41	5
IX	36	28	8
X	72	66	6
XIV	43	28	15
	197	163	34

A listing from the State Department of Education was obtained of each teacher within the participating and non-participating schools.

TABLE II
THE TEACHER STUDY POPULATION BY REGION

Region	Population Number	Sample
V	2,040	204
IX	1,653	165
X	1,768	177
XIV	1,341	134
	6,802	680

Data Collection

Since the surveys would evaluate a full year of regional operation, the mailing needed to be delayed until the closing weeks of the school year. Consideration was given to this busy time for teachers and the possibility that the survey return would be affected. For that reason a ten percent random sample was determined to be sufficient for a return valid for the study. The ten percent was taken through the method of a table of random numbers. This percentage was a sample of all eligible teachers for the services within each region.

The listing of all administrators within each region was obtained from the Oklahoma Educational Directory for the school year of 1972-73.

For the Regional Center Personnel listings a wide range in numbers was noted. A sample percentage would have been numerically unbalanced, so the decision was made to use one hundred percent, or all center

personnel listed.

TABLE III
THE ADMINISTRATOR STUDY POPULATION BY REGION

Region	Population Number	Sample
V	163	16
IX	132	13
X	196	20
XIV	142	14
	633	63

TABLE IV
THE REGIONAL PERSONNEL STUDY POPULATION BY REGION

Region	Population Number	Sample
V	6	6
IX	3	3
X	20	20
XIV	5	5
	34	34

The mailing addresses used for teachers and administrators were those listed in the Oklahoma Educational Directory. The Regional Personnel surveys were addressed to the regional centers.

A letter of explanation accompanied the survey (Appendix G). A return, self-addressed, stamped envelope was enclosed for the convenience of the respondent.

This study is designed to evaluate the existing programs within each of four regions, as to service of all eligible districts. The selected sample number was not separated by participating and the non-participating districts. No numbers indicating respondents' involvement with the regional services were gathered prior to the sample selection. The survey instruments included questions to ascertain participation and involvement with the programs.

Data Collection Timetable

The survey instruments were mailed by the researcher on the same date two weeks before the closing of the school year to the three respondent groups by region. Instructions were given on the survey instruments to guide uniform responses as to continuum scale. The need for immediate return of the instruments was stressed in an accompanying letter to each respondent (Appendix G). Samples of each regional instrument may be found in Appendices B, C, D, and E.

Treatment of the Data

Responses to the regional survey instruments were tabulated by the totals denoting respondent opinion choices for each of the five value categories. The tabulations were separated by region, respondent group,

and individual question. A graphic representation of the category choices was made. An additional tabulation was added to include those respondents by region with insufficient knowledge of the regional programs to respond to the survey, but who returned the survey with that notation.

The tabulations were designed to fulfill the Thurstone METHOD OF SIMILAR REACTIONS. A tally percentage was computed for the relationship graphics.

A listing of other service needs indicated by the respondents was compiled by respondent groups within each region. Personal and professional data collected for each respondent was used to verify proper sample groups.

Construction of the evaluation instruments followed the procedures outlined in this chapter. Teacher involvement, regional public relations, and program objectives were the areas of interest in the study. How services in the areas of interest were viewed as meeting the needs of students became the focus. The following chapter analyzes the responses of teachers, administrators, and regional personnel directly involved with the four regional programs.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The survey instruments used to gather regional data for determining reaction relationships were administered to a sampling of three respondent groups consisting of teachers, administrators, and regional personnel within each of the four Oklahoma Intermediate Units using cooperative services. Presentation and analysis of the data are included in this chapter.

The first portion of the chapter contains the method for using respondent group opinion comparison through modal category response. For the second section, the study questions by pertinent category are sorted in rank order series with the units of measurement shown graphically for each question.

The data gathered enabled the writer to make a listing of service needs designated as crucial by the respondents. The chapter concludes with a summary.

Use of the Method of Similar Reactions

For this study a major concern was to find the expressions of opinion from participants of a regional program. The attitudes reported in the study are shown by a frequency distribution representing the expressed attitudes of the respondents concerning their regional

services. The common degree of feeling, as specified by Thurstone for the METHOD OF SIMILAR REACTIONS, is of primary concern (Thurstone, 1959, p. 216).

Each respondent exercises the option of endorsing or rejecting each of the opinions of Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. Those opinions are tabulated to find the modal response given in Figures 1, 2, 3, and 4 on pages 74, 75, 76, and 77.

In keeping with the intent for this study to evaluate services by region, no attempt is made to compare services of any region with another, either by respondent choices or subsequent analysis of data. Tables VII through X reflect the numbers of choices made by respondent groups with Figures 1 through 4 used as graphic representation of the choices.

Categorical Survey Question Reactions

Response tabulation includes the groups by region. The teacher group is divided into two categories: those having knowledge of services and those having no knowledge of services. The latter group was identified as those returning the survey, but indicating too little knowledge of the program to complete the questions. A summation percentage is given for the total responses by group for all the regional sample. The group response by region to the individual survey questions is given.

In Table V each group within the separate regions is listed by total population. The sample number selected for the study is noted, and the actual response number within each respondent group is given. A total percentage of response is shown for each respondent group by region.

TABLE V
STUDY RESPONDENTS

Group	Popula- tion	Sample	Response	Percent of Sample
TEACHERS: With knowledge of services				
Region V (Stillwater)	2,040	204	35	17%
Region IX (Bartlesville)	1,653	165	62	38%
Region X (Wilburton)	1,768	177	78	44%
Region XIV (Elk City)	1,341	134	28	21%
	6,802	680	203	29%
TEACHERS: With no knowl- edge of services				
Region V			18	9%
Region IX			14	9%
Region X			4	2%
Region XIV			24	18%
			60	9%
			263	39%
ADMINISTRATORS:				
Region V	163	16	12	75%
Region IX	132	13	11	85%
Region X	196	20	20	100%
Region XIV	142	14	8	57%
	633	63	51	81%
REGIONAL PERSONNEL:				
Region V	6	6	4	66%
Region IX	3	3	3	100%
Region X	20	20	15	75%
Region XIV	5	5	4	80%
	34	34	26	77%

In an analysis of Table V above it can be seen that of a total population of 2,040 teachers in Region V (Stillwater) 35 teachers responded with a completed survey from the sample of 204. This response represents 17% of the sample. There were 18 teachers who returned the questionnaire survey indicating a lack of knowledge of the service program that prohibited their answering the questions. This unacquainted teacher group represents 9% of the sample of teachers in Region V. Totaling the 35 teachers who completed the questions with the 18 who did not, one finds the sum of 53 teachers returned the survey in Region V for a total of 26%.

In Region V the total administrator population is 163. Of the sample of 16 chosen, a return of 12 represents 75%. In Region V the total population of 6 regional personnel received the survey questionnaires. The return of 4 responses represents 66%.

An analysis of Table V above shows that of a total population of 1,653 teachers in Region IX (Bartlesville) 62 teachers responded with a completed survey from the sample of 165. This response represents 38% of the sample. There were 14 teachers who returned the questionnaire survey indicating a lack of knowledge of the service program that prohibited their answering the questions. This unacquainted teacher group represents 9% of the sample of teachers in Region IX. Totaling the 62 teachers who completed the questions with the 14 who did not, one finds the sum of 76 teachers returned the survey for a total of 46%.

In Region IX the total administrator population is 132. Of the sample of 13, a return of 11 represents 85%.

In Region IX the total population of 3 regional personnel received the survey questionnaires. The return of 3 surveys represents 100%.

In an analysis of Table V above it can be seen that of a total population of 1,768 teachers in Region X (Wilburton) 78 teachers responded with a completed survey from the sample of 177. This response represents 44% of the sample. There are 4 teachers who returned the questionnaire survey indicating a lack of knowledge of the service program that prohibited their answering the questions. This unacquainted teacher group represents 2% of the sample of teachers in Region X. Totaling the 78 teachers who completed the questions with the 4 who did not, provides the sum of 82 teachers who returned the survey in Region X for a total of 46%.

In Region X the total administrator population is 196. Of the sample of 20 all returned the completed surveys to represent 100%.

In Region X the total population of 20 regional personnel received the survey questionnaires. The return of 15 responses represents 75%.

In an analysis of Table V above it can be seen that of a total population of 1,341 teachers in Region XIV (Elk City) 28 teachers responded with a completed survey from the sample of 134. This response represents 21% of the sample. There are 24 teachers who returned the questionnaire survey indicating a lack of knowledge of the service program that prohibited their answering the questions. This unacquainted teacher group represents 18% of the sample of teachers in Region XIV. Totaling the 28 teachers who completed the questions with the 24 who did not, provides the sum of 52 teachers returned the survey in Region XIV for a total of 39%.

In Region XIV the total administrator population is 142. Of the sample of 14 a return of 8 represents 57%.

In Region XIV the total population of 5 regional personnel received the survey questionnaires. The return of 4 surveys represents 80%.

Further summaries show in Table V the total responses of all regions sampled in the study. The entire population totaled for the region is 6,802 with the sample total being 680 to represent all teachers receiving questionnaires for the study. Of the 680 possible responses a total of 263 replies were received. As shown in Table VI, total response amount to 39% of all possible responses for the entire regional respondent group. As shown in Table V, the total regional population of administrators is 633. The sample total of all regions is 63. Fifty-one responses were received from the administrator groups to represent 81%, as listed in Table VI. The regional personnel totals in Table V show the population to be fully surveyed for a total of 34 mailed questionnaires. The total response of 26 regional personnel surveys represents 77%. Table V lists the study respondents by region, group, population, sample, response, and percent of sample.

TABLE VI
STUDY RESPONDENT SUMMARY

Group	Number		
	Sample	Response	Percent
TEACHERS	680	263	39%
ADMINISTRATORS	63	51	81%
REGIONAL PERSONNEL	34	26	77%
	777	340	
	GRAND TOTAL PERCENTAGE		44%

Table VI above is a listing of the study respondent summary using the tabulations from Table V. The total of the regional samples is 777. Of that number 777 there are 340 total responses from all respondent groups. This represents a 44% return of all survey questionnaires mailed for this study.

Survey Item Tabulations

The following Tables VII, VIII, IX, and X present the tabulations by region and respondent group of the number of times a particular value choice was made for the categories of Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. The modal response is highlighted in the tables. In the case of two responses receiving an equally high number, both categories are so marked. In Figures 1, 2, 3, and 4 giving a graphic representation of the modal response choices the higher of the two tie responses is used. Interpretation of these figures will indicate resulting relationships between the respondent groups.

In Tables VII, VIII, IX, and X for clarification to the reader please note that two questions are marked negative in each regional survey instrument in Section I. These questions were so phrased to elicit the respondents' attention to reading detail. In Regions V, X, and XIV the negatively phrased questions were numbers three and eleven of Section I. In Region IX the negatively phrased questions were numbers six and eleven.

In reference to Table VII containing the respondent opinion choices of the value categories for Region V, the teachers' modal response for Section I, Question 1 ranged from Agree to Neutral in answer to whether the program tapes developed by the Stillwater Center have been useful.

TABLE VII
 REGION V - STILLWATER - RESPONDENT OPINION
 CHOICES OF VALUE CATEGORIES

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
TEACHERS (35)	I	1	5	13*	13*	3	1
		2	5	17*	9	1	3
		-3	2	1	8	19*	5
		4	7	16*	9	2	1
		5	5	12	16*	1	1
		6	8	6	20*	1	0
		7	2	11	17*	4	1
		8	3	11*	7	7	7
		9	5	18*	8	3	1
		10	2	8	12*	10	3
		-11	12*	8	7	8	0
		12	1	8	20*	3	3
	II	1	3	11	18*	2	1
		2	5	9	16*	3	2
		3	0	12*	7	10	6
		4	9	14*	9	1	2
		5	10	19*	5	0	1
		6	14	17*	3	0	1
		7	7	13	15*	0	0
		8	4	6	20*	2	3
		9	12*	12*	9	1	1
		10	12	17*	5	0	1
		11	10	8	13*	3	1
		12	5	5	24*	1	0
ADMINISTRATORS (12)	I	1	5*	5*	0	1	1
		2	2	6*	3	0	1
		-3	1	2	0	6*	3
		4	7*	4	1	0	0
		5	2	3	6*	1	0
		6	5*	5*	1	0	1
		7	2	8*	2	0	0
	II	8	1	5*	3	3	0
		9	3	7*	0	1	1
		10	0	6*	4	2	0
		-11	1	3	1	3	4*
		12	2	5*	1	3	1
		1	2	7*	2	1	0
		2	3	7*	1	1	0
3	3	7*	1	0	1		
4	5	6*	0	0	1		
5	6*	3	1	2	0		
6	6*	4	1	1	0		
7	7*	1	3	1	0		

TABLE VII (Continued)

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
		8	1	6*	2	3	0
		9	4	6*	0	1	1
		10	7*	5	0	0	0
		11	2	5*	3	1	1
		12	2	4	6*	0	0
REGIONAL PERSONNEL (4)	I	1	0	3*	1	0	0
		2	0	4*	0	0	0
		-3	0	0	0	3*	1
		4	3*	1	0	0	0
		5	0	3*	1	0	0
		6	1	3*	0	0	0
		7	0	1	2*	1	0
		8	0	1	0	3*	0
		9	0	2*	1	1	0
		10	0	1	2*	1	0
		-11	0	2*	0	2*	0
		12	0	3*	1	0	0
	II	1	0	3*	1	0	0
		2	1	2*	1	0	0
		3	0	1*	1*	1*	1*
		4	2*	2*	0	0	0
		5	3*	1	0	0	0
		6	3*	1	0	0	0
		7	1	2*	0	1	0
		8	0	3*	0	1	0
		9	1	2*	0	1	0
		10	4*	0	0	0	0
		11	1	3*	0	0	0
		12	1	1	2*	0	0

The administrators ranged from Strongly agree to Agree. The regional personnel modal response was Agree.

Question 2 states that the supplementary materials available from Region V have helped the local school district budget. All three respondent groups' modal response was Agree.

For Question 3 referring to the regional services not being needed to help improve instruction all three groups' modal response was Disagree.

Question 4 specifying that a visit to the regional center is useful in understanding the video services shows the modal response of teachers as Agree with administrators and regional personnel indicating Strongly agree.

For Question 5 regarding the helpfulness of teacher inservice training for early childhood developmental problems the teachers and administrators are neutral with the regional personnel in the Agree category.

For Question 5 asking whether the teacher aides have improved from the regional training the regional personnel modal response is Agree, the teachers are neutral, and the administrators range from Strongly agree to Agree.

In Question 7 asking about the adequacy of the procedure for requesting Region V services the teachers and regional personnel are Neutral while the administrators Agree that the procedures are adequate.

For Question 8 concerning the availability of the regional programs being known to those who could benefit from them the teachers and administrators Agree, but the regional personnel Disagree.

Question 9 asks if knowledge concerning the regional services is gained primarily from persons familiar with the program. All three respondent groups have a modal response of Agree.

Question 10 asks if knowledge concerning the regional services is gained primarily from publications about the program. Teachers and regional personnel responded Neutral, while the administrators responded in the Agree category.

Question 11 states that little is known in the regional area about the programs. Strong discrepancy of response is noted in this question. The teachers Strongly agree with the modal response, The administrators are in the Strongly disagree category. The regional personnel are divided evenly between the Agree and Disagree categories.

The final question of Section I deals with whether local districts participate in the regional program planning. For Question 12 the administrators and regional personnel Agree. The teachers are Neutral with the modal response.

Continuing with Region V, Section II, Question 1 the query is made as to whether individualization techniques for instruction offered by the region are better than the average school can provide for teachers. The regional personnel Agree while the teachers are Neutral. The administrators range in a tie mode between Strongly agree and Agree.

For Question 2 asking whether new ways to help students this school year have been gained from regional video programs the teacher group is Neutral. The administrators and regional personnel chose the modal response of Agree.

In Question 3 the groups are asked if most (more than $\frac{1}{2}$) of the teachers have been informed of the regional services. The teachers and

administrators are in the Agree category. Of interest is the fact that the four regional personnel respondents each chose a different category of Agree, Neutral, Disagree, or Strongly disagree.

Question 4 is concerned with whether media merged with the instructional program helps the teacher improve classroom instruction. The administrators and teachers' modal response is in the Agree category. The regional personnel responses are evenly divided between Strongly agree and Agree.

Question 5 asks the opinion as to the continuance of video production as a service of Region V. The regional personnel and administrator groups give a Strongly agree modal response. The teachers support this by the Agree category.

For Question 6 concerning the continuance of teacher in-service training as a regional service the administrators and regional personnel are in the Strongly agree category. The teachers endorse this by the Agree category.

In Question 7 of Section II continuing with Region V the respondents are asked whether teacher aide training should continue to be a regional service. The teacher group is neutral. The administrator modal response is in the Strongly agree category. The regional personnel concur with the administrators by the modal response of Agree.

For Question 8 concerning the adequacy of the Region V service quality again the teachers are Neutral. The administrators and regional personnel Agree that the services are adequate.

Question 9 asks if the Region V services should be expanded. The administrators and regional personnel are in the Agree category. The teachers have a tie modal response between Strongly agree and Agree.

For Question 10 referring to the cooperation of area school districts being important for improvement of the instruction in local schools, the regional personnel and administrators have a modal response of Strongly agree. The teacher group shows support in the Agree category.

In Question 11 the most critical need in the regional area is specified as being teacher training in program development provided through video production and distribution. Regional personnel and administrators chose the Agree category. The teachers are Neutral.

Question 12 is the final one using response choice in Section II. This question asks whether there are other service needs for the Region V area. All respondent groups reflect the modal response of Neutral.

In reference to Table VIII containing the respondent opinion choices of the value categories for Region IX the teachers' modal response for Section I, Question 1 coincided with the administrator choice with Agree in reference to the usefulness of the training for the development of human awareness. The regional personnel reinforced this opinion with Strongly agree.

For Question 2 stating that the training for the development of instruction by objectives has been useful the teachers and regional personnel indicate Agree. The administrators are Neutral.

For Question 3 stating that the services from Region IX have helped the local school district budget the teachers and administrators are Neutral. The regional personnel are widely split from Strongly agree to Agree to Disagree.

Question 4 specifying that the human awareness staff workshops have been valuable for teachers in relation to understanding of students all

TABLE VIII
 REGION IX - BARTLESVILLE - RESPONDENT
 OPINION CHOICES OF VALUE CATEGORIES

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
TEACHERS (62)	I	1	17	26*	8	9	2
		2	10	26*	17	7	2
		3	4	12	37*	9	0
		4	19	26*	7	7	3
		5	7	26*	21	6	2
		-6	2	6	20	21*	13
		7	0	15	30*	16	1
		8	0	14	21*	17	10
		9	9	33*	13	7	0
		10	0	11	29*	20	2
		-11	8	17	18*	17	2
		12	1	17	31*	10	3
	II	1	13	28*	12	6	3
		2	14	30*	9	8	1
		3	10	26*	16	9	1
		4	6	19*	17	14	6
		5	14	31*	10	5	2
		6	20	23*	14	2	3
		7	13	25*	17	3	4
		8	5	20	23*	10	4
		9	14	16	24*	4	4
		10	22	28*	11	1	0
		11	13	20	21*	6	2
		12	4	11	46*	0	1
ADMINISTRATORS (11)	I	1	1	5*	4	1	0
		2	0	4	6*	1	0
		3	0	3	6*	1	1
		4	0	8*	1	2	0
		5	0	5*	5*	0	1
		-6	0	1	2	5*	3
		7	0	6*	3	1	1
		8	1	3	6*	1	0
		9	0	10*	1	0	0
		10	0	4	0	6*	1
		-11	1	2	3	4*	1
		12	0	5*	3	2	1
	II	1	1	6*	3	1	0
		2	1	7*	2	0	1
		3	1	5*	3	2	0
		4	2	7*	0	1	1
		5	1	5*	3	2	0
		6	3	5*	3	0	0
		7	1	8*	2	0	0

TABLE VIII

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
		8	0	5*	5*	0	1
		9	4*	3	4*	0	0
		10	3	5*	1	2	0
		11	3	5*	1	2	0
		12	0	5	6*	0	0
REGIONAL PERSONNEL (3)	I	1	2*	1	0	0	0
		2	1	2*	0	0	0
		3	1*	1*	0	1*	0
		4	1	2*	0	0	0
		5	1	2*	0	0	0
		-6	0	0	0	1	2*
		7	0	2*	1	0	0
		8	0	3*	0	0	0
		9	0	1	2*	0	0
		10	0	1*	1*	1*	0
		-11	0	0	0	2*	1
		12	0	3*	0	0	0
	II	1	0	3*	0	0	0
		2	0	3*	0	0	0
		3	0	3*	0	0	0
		4	1*	1*	1*	0	0
		5	1	2*	0	0	0
		6	3*	0	0	0	0
		7	3*	0	0	0	0
		8	0	1	0	2*	0
		9	3*	0	0	0	0
		10	3*	0	0	0	0
		11	3*	0	0	0	0
		12	1*	1	1*	0	0

three respondent groups are in consensus. The teachers, administrators, and regional personnel indicate modal responses of Agree.

In Question 5 asking whether staff knowledge of improving instruction through behavioral objectives has benefited the students the teachers and regional personnel Agree. The administrators range from Agree to Neutral.

For Question 6 referring to the regional services not being needed to help improve instruction the teachers and administrators Disagree. The regional personnel indicate Strongly disagree.

For Question 7 concerning the adequacy of procedure for requesting Region IX services the teachers are Neutral. The administrators and regional personnel Agree that the procedures are adequate.

For Question 8 regarding the availability of the regional programs being known to those who could benefit from them, the teachers and administrators are Neutral. The regional personnel are in the Agree category.

Question 9 asks if knowledge concerning the regional services is gained primarily from persons familiar with the program. The teachers and administrators Agree. The regional personnel are Neutral.

Question 10 asks if knowledge concerning the regional services is gained primarily from publications about the program. The teachers are Neutral. The administrators Disagree. The regional personnel indicate a wide range from Agree to Neutral to Disagree.

In Question 11 stating that little is known in the regional area about the programs, the regional personnel and administrators Disagree. The teachers are Neutral.

The final question of Section I deals with whether local districts participate in the regional program planning. For Question 12 the administrators and regional personnel Agree. The teachers are Neutral.

Continuing with Region IX, Section II, Question 1 the query is made as to whether the human awareness training offered through the region is better than the average school can provide for teachers. All of the three respondent groups have a modal response of Agree.

For Question 2 asking whether new ways to help students this school year have been gained from regional programs a consensus is shown. The three respondent groups indicate Agree.

Question 3 states that teacher-student relationships have been improved through Region IX services. All respondent groups reflect a modal response of Agree.

In Question 4 the groups are asked if most (more than $\frac{1}{2}$) of the teachers have been informed of the regional services. The teachers and the administrators are in the Agree category. The regional personnel vary from Strongly agree to Agree to Neutral.

Question 5 asks the opinion as to whether workshops involving staff members help teachers work more cooperatively to improve classroom instruction. All three respondent groups have a modal response of Agree.

For Question 6 stating that teacher training should continue to be a regional service, the teachers and administrators Agree. The regional personnel Strongly agree.

In Question 7 stating that behavioral objectives to improve instruction should continue to be a goal of Region IX, the administrators and teachers Agree. The regional personnel Strongly agree.

For question 8 concerning the adequacy of the Region IX service quality an interesting response is noted by lack of consensus. The teachers are Neutral. The administrators range from Agree to Neutral. The regional personnel Disagree that the service quality is adequate.

Question 9 asks if the Region IX services should be expanded. The teachers are Neutral. The administrators range from Strongly agree to Neutral, while the regional personnel Strongly agree that the services should be expanded.

For Question 10 referring to the cooperation of area school districts being important for improvement of instruction in local schools, the teachers and administrators Agree. The regional personnel chose the Strongly agree modal response.

In Question 11 the most critical need in the regional area is specified as being a staff training program to improve student instruction. The teachers are Neutral. The administrators Agree. The regional personnel indicate a Strongly agree response.

Question 12 is the final one using response choice in Section II. This question asks whether there are other service needs for the Region IX area. The teachers and the administrators are Neutral. The regional personnel vary from Strongly agree to Agree to Neutral.

In reference to Table IX containing the respondent opinion choices of the value categories for Region X, the teachers' modal response for Section I, Question 1 is Agree in reference to the usefulness of the shared student services for guidance and training. Both the administrator and regional personnel respondent groups indicate Strongly agree.

TABLE IX
 REGION X - WILBURTON - RESPONDENT OPINION
 CHOICES OF VALUE CATEGORIES

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
TEACHERS (78)	I	1	32	36*	7	2	1
		2	24	34*	15	2	3
		-3	2	4	7	29*	36
		4	19	41*	16	2	0
		5	27	40*	7	3	1
		6	33*	27	12	4	2
		7	5	36*	27	8	2
		8	9	34*	15	14	6
		9	9	50*	14	4	1
		10	3	17	22	31*	5
		-11	6	19	6	38*	9
		12	12	31*	26	8	1
		----- II	-----	1	25	36*	11
2	24			42*	7	4	1
3	17			37*	10	12	3
4	22			42*	9	3	2
5	32*			30	10	2	4
6	32*			27	15	3	1
7	34*			30	9	1	4
8	44*			23	9	1	1
9	18			44*	6	9	1
10	24			35*	13	2	4
11	33			38*	7	0	0
12	16			46*	11	4	1
13	8			19	48*	3	0
ADMINISTRATORS (20)	I	1	14*	5	1	0	0
		2	7*	7*	5	0	1
		-3	0	1	1	6	12*
		4	4	8*	8*	0	0
		5	13*	6	0	1	0
		6	11*	6	3	0	0
		7	3	13*	3	1	0
		8	4	10*	4	2	0
		9	4	8*	3	5	0
		10	1	8*	4	7	0
		-11	1	1	3	7	8*
		12	4	9*	5	2	0
		----- II	-----	1	9*	8	3
2	10*			9	1	0	0
3	9			11*	0	0	0
4	9			10*	1	0	0
5	8*			8*	4	0	0
6	8			3	9*	0	0

TABLE IX

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
		7	11*	3	5	1	0
		8	13*	4	3	0	0
		9	8	9*	3	0	0
		10	11*	7	2	0	0
		11	10*	8	1	1	0
		12	10*	8	2	0	0
		13	5	8*	7	0	0
REGIONAL PERSONNEL (15)	I	1	10*	5	0	0	0
		2	9*	6	0	0	0
		-3	1	0	0	1	13*
		4	0	10*	5	0	0
		5	5	8*	2	0	0
		6	11*	4	0	0	0
		7	4	6*	4	1	0
		8	3	6*	3	3	0
		9	3	9*	2	1	0
		10	0	6*	6*	3	0
		-11	0	0	1	5	9*
		12	4	7*	4	0	0
	II	1	8*	7	0	0	0
		2	11*	3	1	0	0
		3	9*	6	0	0	0
		4	6	9*	0	0	0
		5	9*	5	1	0	0
		6	4	7*	4	0	0
		7	11*	3	1	0	0
		8	13*	2	0	0	0
		9	7*	7*	1	0	0
		10	10*	3	2	0	0
		11	13*	2	0	0	0
		12	6	8*	1	0	0
		13	9*	5	1	0	0

For Question 2 stating that the Title III services available from Region X are helpful to the local school district budgets, the teachers Agree. The regional personnel Strongly agree. The administrators range from Strongly agree to Agree.

For Question 3 referring to the regional services not being needed to help improve instruction the teachers' modal response is Disagree. The administrators and regional personnel concur with Strongly disagree.

Question 4 specifying that a demonstration of the mobile Driver Education Laboratory is important for understanding the training program shows an Agree response from teachers and regional personnel. The administrators range from Agree to Neutral.

For Question 5 regarding the helpfulness of teacher inservice training for improved instruction techniques, the teachers and regional personnel are in the Agree category. The administrators indicate Strongly agree.

For Question 6 asking whether the counseling and speech therapy services available from the region have benefited the students who need specialized help indicate a modal response of Strongly agree from all three respondent groups.

In Question 7 asking about the adequacy of the procedure for requesting Region V services, the consensus of all groups is an Agree modal response.

For Question 8 concerning the availability of the regional programs being known to those who could benefit from them, all groups respond Agree.

Question 9 asks if knowledge concerning the regional services is gained primarily from persons familiar with the program. All three

respondent groups have a modal response of Agree.

Question 10 asks if knowledge concerning the regional services is gained primarily from publications about the program. The teachers Disagree. The administrator response is Agree with a close Disagree indication. The regional personnel range from Agree to Neutral.

Question 11 states that little is known in the regional area about the programs. The teachers Disagree. The administrators and regional personnel show Strongly disagree.

The final question of Section I deals with whether local districts participate in the regional program planning. For Question 12 all three respondent groups indicate Agree.

Continuing with Region X, Section II, Question 1 the query is made as to whether individualization techniques for instruction offered by the region are better than the average school can provide for teachers. The teachers reflect Agree. The administrators and regional personnel indicate Strongly agree.

For Question 2 asking whether new ways to help students this school year have been gained from Region X inservice programs, the teachers have an Agree modal response. The administrators and regional personnel show a Strongly agree response.

In Question 3 the groups are asked if most (more than $\frac{1}{2}$) of the teachers have been informed of the regional services. The teachers and administrators are in the Agree category. The regional personnel indicate Strongly agree.

Question 4 is concerned with whether media merged with the instructional program helps the teacher improve classroom instruction. All three respondent groups selected a modal response of Agree.

Question 5 asks the opinion as to the continuance of guidance counseling as a service of Region X. The teachers and regional personnel Strongly agree. The administrators range from Agree to Strongly agree.

For Question 6 concerning the continuance of the driver education simulation program as a regional service, the teachers Strongly agree. The administrators are Neutral, and the regional personnel Agree.

In Question 7 of Section II continuing with Region X the respondents are asked whether the health screening service should continue. All three groups indicate Strongly agree.

Question 8 asks whether the speech therapy services should continue to be a regional function. Again all three groups show Strongly agree.

For Question 9 concerning the adequacy of the Region X service quality, the teachers and administrators Agree. The regional personnel range from Agree to Strongly agree.

Question 10 asks if the Region X services should be expanded. The teachers Agree. The administrators and regional personnel indicate Strongly agree.

For Question 11 referring to the cooperation of area school districts being important for improvement of instruction in local schools, the teachers Agree. The administrators and regional personnel chose the Strongly agree modal response.

In Question 12 the most critical need in the regional area is specified as being cooperative services and programs designed to improve student instruction. The teachers and regional personnel indicate Agree. The administrators have a Strongly agree response.

Question 13 is the final one using response choice in Section II. This question asks whether there are other service needs for the Region

TABLE X
 REGION XIV - ELK CITY - RESPONDENT OPINION
 CHOICES OF VALUE CATEGORIES

Respondent Group	Survey Section	Question Number	Value Categories					
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
			1	2	3	4	5	
TEACHERS (28)	I	1	11	13*	0	1	3	
		2	7	7	9*	3	2	
		-3	1	2	0	9	16*	
		4	15*	10	3	0	0	
		5	7	11*	8	0	2	
		6	7	13*	6	0	2	
		7	5	12*	10	1	0	
		8	3	12*	4	6	3	
		9	8	14*	3	3	0	
		10	0	8	11*	6	3	
		-11	2	3	5	14*	4	
		12	2	10*	10*	1	5	
	II	1	6	16*	4	0	2	
		2	5	13*	7	1	2	
		3	6	10*	5	3	4	
		4	5	16*	4	1	2	
		5	19*	5	4	0	0	
		6	10	14*	4	0	0	
		7	14*	12	2	0	0	
		8	7	11*	6	2	2	
		9	10	13*	5	0	0	
		10	11	15*	2	0	0	
		11	6	13*	6	2	1	
		12	6	9	13*	0	0	
ADMINISTRATORS I (8)	I	1	6*	2	0	0	0	
		2	5*	1	0	1	1	
		-3	1	0	0	2	5*	
		4	4*	3	1	0	0	
		5	3*	3*	2	0	0	
		6	5*	1	2	0	0	
		7	2	3*	3*	0	0	
		8	4*	4*	0	0	0	
		9	3*	3*	2	0	0	
		10	2	3*	2	1	0	
		-11	1	0	0	4*	3	
		12	2	4*	2	0	0	
		II	1	6*	2	0	0	0
			2	4*	3	1	0	0
3	5*		1	2	0	0		
4	4*		4*	0	0	0		
5	6*		2	0	0	0		
6	5*		3	0	0	0		
7	5*		3	0	0	0		

TABLE X

Respondent Group	Survey Section	Question Number	Value Categories				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
			1	2	3	4	5
		8	2	4*	1	1	0
		9	4*	3	1	0	0
		10	6*	2	0	0	0
		11	3	1	4*	0	0
		12	4*	2	2	0	0

REGIONAL PERSONNEL (4)	I	1	2*	2*	0	0	0
		2	4*	0	0	0	0
		-3	0	0	0	1	3*
		4	3*	1	0	0	0
		5	1	3*	0	0	0
		6	1	3*	0	0	0
		7	1	3*	0	0	0
		8	1	3*	0	0	0
		9	1	3*	0	0	0
		10	0	0	3*	1	0
		-11	0	0	0	3*	1
		12	1	2*	1	0	0

	II	1	2*	0	2*	0	0
		2	1	3*	0	0	0
		3	1	2*	1	0	0
		4	1	3*	0	0	0
		5	3*	1	0	0	0
		6	3*	1	0	0	0
		7	3*	1	0	0	0
		8	1	3*	0	0	0
		9	3*	1	0	0	0
		10	2*	2*	0	0	0
		11	1	2*	1	0	0
		12	1	2*	0	1	0

X area. The teachers are Neutral. The administrators indicate Agree. The regional personnel have a Strongly agree modal response.

In reference to Table X containing the respondent opinion choices of the value categories for Region XIV the teachers' modal response for Section I, Question 1 is Agree in reference to the usefulness of the special education services developed by the regional center. The administrators indicate Strongly agree as to usefulness. The regional personnel range from Strongly agree to Agree.

For Question 2 stating that the regional services have helped the local school district budgets, the teachers are Neutral. The administrators and regional personnel indicate Strongly agree.

For Question 3 referring to the regional services not being needed to help improve instruction, all three groups' modal response was Strongly disagree.

Question 4 specifying that a visit to the regional center is useful for understanding the special education services shows consensus. All three respondent groups indicate Strongly agree.

For Question 5 regarding the helpfulness of inservice training for student referral techniques, the teachers and regional personnel Agree. The administrators range from Strongly agree to Agree.

For Question 6 asking whether an understanding of the learning disability student has been gained through regional information, the teachers and regional personnel Agree. The administrators indicate Strongly agree.

In Question 7 asking about the adequacy of the procedure for requesting Region XIV services, the teachers and regional personnel Agree as to the usefulness. The administrators range from Agree to Neutral.

For Question 8 concerning the availability of the regional programs being known to those who could benefit from them, the teachers and regional personnel Agree. The administrator group indicate Strongly agree to Agree.

Question 9 asks if knowledge concerning the regional services is gained primarily from persons familiar with the program. The teachers and regional personnel show Agree. The administrators' response ranges from Strongly agree to Agree.

Question 10 asks if knowledge concerning the regional services is gained primarily from publications about the program. Teachers and regional personnel responded Neutral. The administrators show Agree.

Question 11 states that little is known in the regional area about the programs. All three respondent groups show a Disagree modal response.

The final question of Section I deals with whether local districts participate in the regional program planning. For Question 12 the administrators and regional personnel Agree as to participation. The teachers range from Agree to Neutral.

Continuing with Region XIV, Section II, Question 1 the query is made as to whether individualization techniques for instruction offered by the region are better than the average school can provide for teachers. The teachers Agree. The administrators Strongly agree. The regional personnel split the modal response choice between Strongly agree and Neutral.

For Question 2 asking whether new ways to help students this school year have been gained from regional inservice programs, the teachers and regional personnel Agree. The administrators indicate Strongly agree.

In Question 3 the groups are asked if most (more than $\frac{1}{2}$) of the teachers have been informed of the regional services. The teachers and regional personnel chose the Agree modal response. The administrators are in the Strongly agree category.

Question 4 is concerned with whether specialized testing and guidance merged with the instructional program helps the teacher improve classroom instruction. The teachers and regional personnel Agree as to helpfulness. The administrator group reflects a range from Strongly agree to Agree.

Question 5 asks the opinion as to the continuance of the psycho-educational service center to serve the region. All three respondent groups indicate Strongly agree.

For Question 6 concerning the continuance of teacher in-service training in referral techniques as a regional service, the teachers Agree. The administrators and regional personnel show Strongly agree.

In Question 7 of Section II continuing with Region XIV the respondents are asked whether programs for providing guidance, counseling, and testing of special education students should continue to be a regional service. All three respondent groups indicate a Strongly agree modal response.

For Question 8 concerning the adequacy of the Region XIV service quality, a consensus is shown. All three respondent groups indicate Agree as to adequate service quality.

Question 9 asks if the Region XIV services should be expanded. The administrators and regional personnel chose Strongly agree. The teachers indicate Agree.

For Question 10 referring to the cooperation of area school districts

being important for improvement of instruction in local schools, the teachers chose the Agree response. The administrators indicate Strongly agree, while the regional personnel range from Strongly agree to Agree.

In Question 11 the most critical need in the regional area is specified as being the continuation of an educational support system center for special education services. The teachers Agree. The administrators are Neutral. The regional personnel Agree.

Question 12 is the final one using response choice in Section II. This question asks whether there are other service needs for the Region XIV area. The teachers are Neutral. The administrators Strongly agree as to other needs. The regional personnel Agree.

Tables VII, VIII, IX, and X presented the tabulations by region of the respondent opinion choices of the value categories. In each of the tables is shown the number of times a particular value choice was made for the categories one through five. These five categories coincide with the choices of the regional survey instruments. One is for Strongly agree. Two is for Agree. Three is for Neutral. Four is for Disagree. Five is for Strongly disagree.

Taking these same choices for each of the survey instrument questions by region the following Figures 1, 2, 3, and 4 reflect graphically the modal response choices by respondent group. Tie modes are shown as an indication of divided response.

Service Use

In Section III of each survey instrument for the regions two questions were asked in regard to the respondents' use of the regional services during the school year 1972-73. The Regional Personnel

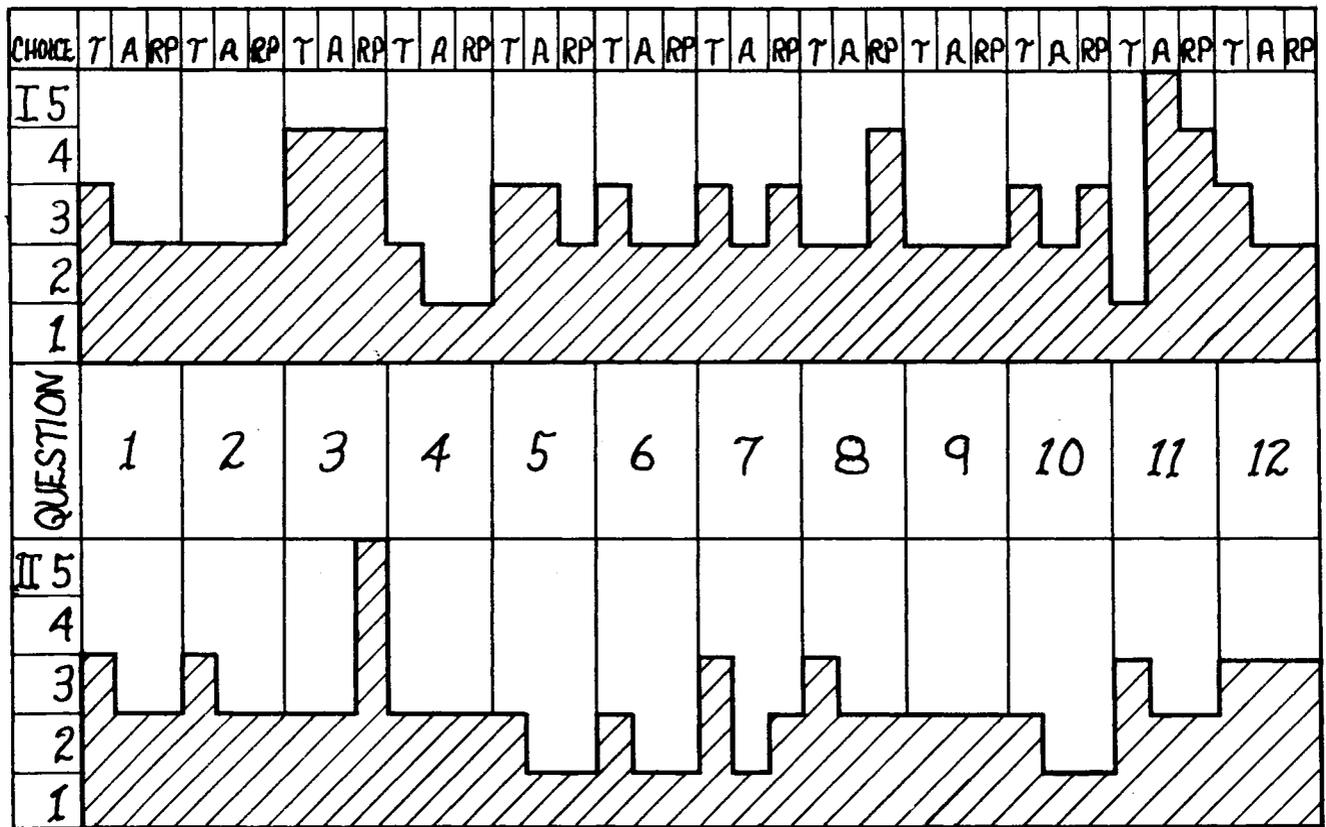


Figure 1. Region V - Stillwater - Modal Response.

T - Teachers
 A - Administrators
 RP - Regional Personnel

Choice 1 - Strongly disagree
 2 - Agree
 3 - Neutral
 4 - Disagree
 5 - Strongly disagree

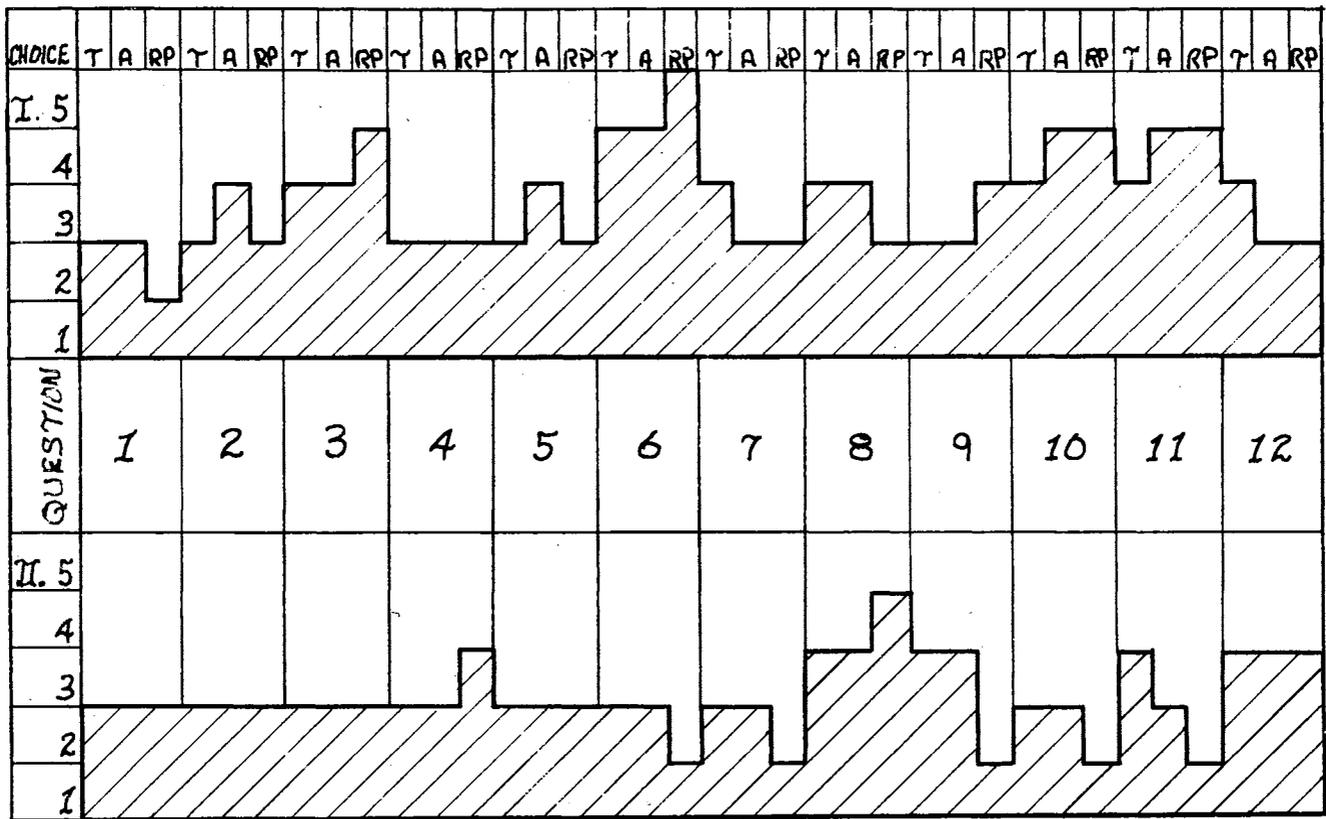


Figure 2. Region IX - Bartlesville - Modal Response.

T - Teachers
 A - Administrators
 RP - Regional Personnel

Choice 1 - Strongly agree
 2 - Agree
 3 - Neutral
 4 - Disagree
 5 - Strongly disagree

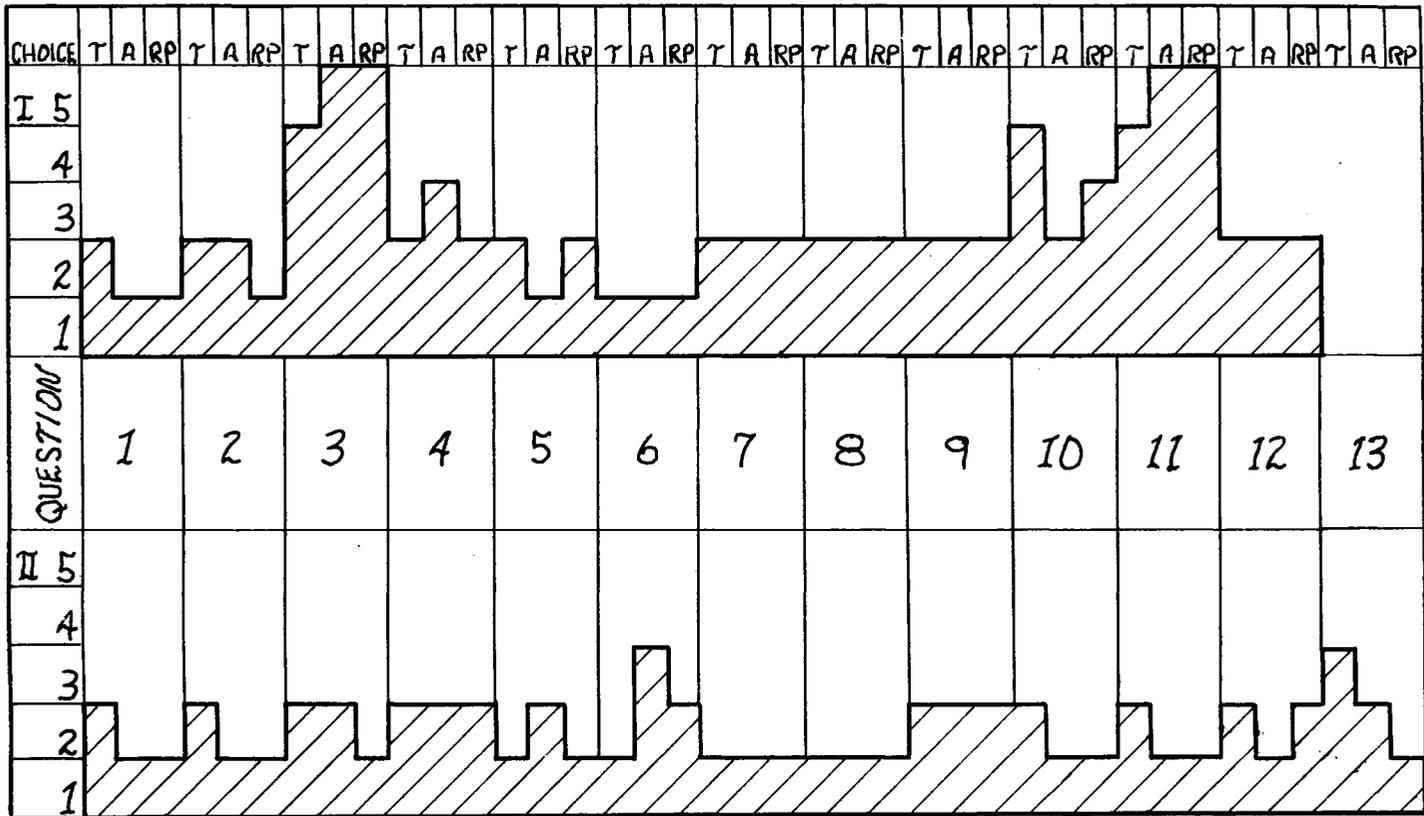


Figure 3. Region X - Wilburton - Modal Response.

T - Teachers
 A - Administrators
 RP - Regional Personnel

Choice 1 - Strongly agree
 2 - Agree
 3 - Neutral
 4 - Disagree
 5 - Strongly disagree

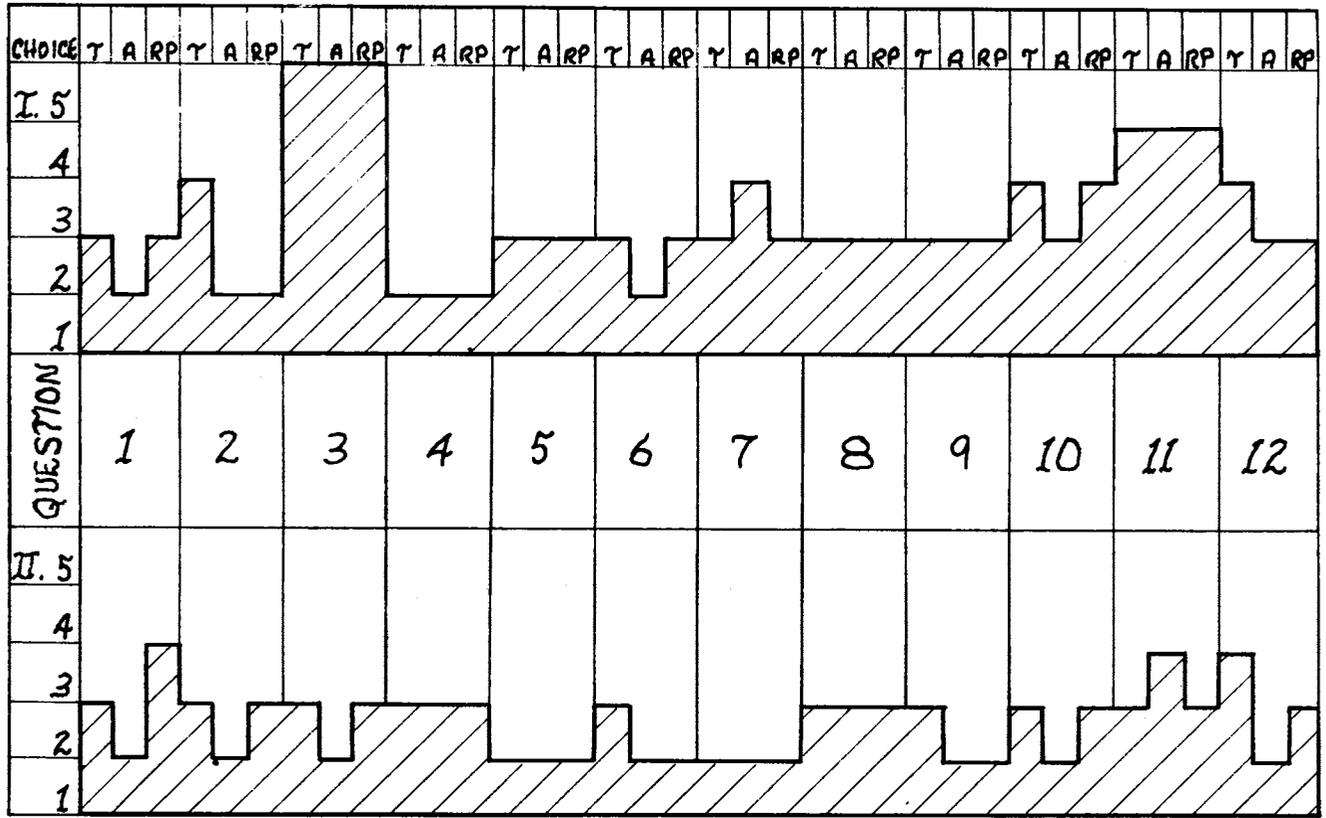


Figure 4. Region XIV - Elk City - Modal Response.

T - Teachers
 A - Administrators
 RP - Regional Personnel

Choice 1 - Strongly agree
 2 - Agree
 3 - Neutral
 4 - Disagree
 5 - Strongly disagree

respondent group was exempted from the completion of this section. In the following Table XI a summary of the service use data is given with the numbers included of those respondents who did not choose to indicate an answer category.

TABLE XI
SUMMARY DATA OF REGIONAL SERVICE USE

Group	Service Category	Region V	Region IX	Region X	Region XIV
TEACHERS	0-3 times	28*	50*	46*	13*
	4-7 times	1	5	6	6
	8-11 times	1	0	4	0
	12-15 times	1	0	7	0
	16+ times	0	0	3	5
	No response	4	8	10	3

ADMINISTRATORS	0-3 times	2	8*	4	1
	4-7 times	4*	2	9*	1
	8-11 times	1	0	1	1
	12-15 times	2	0	3	3*
	16+ times	2	0	2	2
	No response	1	1	1	0

The teacher use of the regional services in Regions V, IX, X, and XIV indicate modes in the 0-3 times service category. The administrators in Regions V and X show a modal response in the 4-7 times category. The administrators in Region IX reflect a 0-3 times modal response. In Region XIV the administrators indicate a service use modal response in the category of 12-15 times.

In Section III of each survey instrument for the regions two questions were asked in regard to the teacher and administrator participation

in the regional sponsored in-service programs during the school year of 1972-73. For this portion of the survey the Regional Personnel were exempt from answering. In Table XII the data also reflect numbers of respondents who did not choose to indicate an answer category.

TABLE XII
SUMMARY DATA OF IN-SERVICE PROGRAM PARTICIPATION

Group	Participation Category	Region V	Region IX	Region X	Region XIV
TEACHERS					
	0 times	21*	19*	8	11*
	1 time	5	12	11	4
	2 times	3	9	16*	1
	3 times	2	12	15	4
	4 times	1	0	5	0
	5+ times	0	3	9	3
	No response	3	6	13	4
ADMINISTRATORS					
	0 times	2	4*	1	0
	1 time	2	3	3	2
	2 times	2	1	4	0
	3 times	1	1	5*	0
	4 times	1	1	2	2
	5+ times	2	0	3	4*
	No response	2	1	2	0

The teacher participation in the in-service programs, as reflected by the respondents, shows for Regions V, IX, and XIV no involvement as the modal response. Region X, however, reflects a modal response in the 2 times category with 3 times being one removed from a modal tie. The Region V administrator response shows scattered choices among 0, 1, 2, and more than 5 times of in-service program participation. In Region

IX the modal response is in the no participation category for administrators. In Region X the modal response for administrators is for 3 times. In Region XIV the 5 or more category is shown for the administrator modal response.

Other Service Needs

In Section II of each regional survey an opportunity was given for each respondent to list additional service needs for the region. It is interesting to note that for each region endorsement was given for the existing programs. The needs, as perceived by the respondents, were for strengthening of these programs. Comments were made that additional personnel were needed to handle the student needs. Suggestions of specific services for the respondents' own school district were in keeping in each region with the existing programs. Appendix H lists quotes by region of respondent comments concerning other service needs.

Demographic Data

A summary of the demographic data reported by the respondent groups is presented with no attempt of comparison, as no prior anticipation of relationships was projected. The information was helpful in the development of data analysis, as to the respondents' sex and major field category. Note may be taken as to numbers of years experience and tenure of Oklahoma experience expressed in the means. Since the population sample made no distribution in selection, these comparisons cannot be related to the study graphics. Tables XIII, XIV, XV, and XVI contain the summaries of demographic data by region.

Teachers, administrators, and regional personnel responded to 340 surveys. In Region V a total of 1,656 questions were compared. In Region IX a total of 2,160 questions were compared. In Region X a total

TABLE XIII
 REGION V - STILLWATER - DEMOGRAPHIC DATA

Respondent Group	Sex	Major Field	Field	Mean Years Exper.	Mean Okla. Exper.	Degrees						
						BS	BA	MS	Edd	MA	BME	
TEACHERS	M	10	Elem.	1								
			Secon.	9	10.70	10.45	9	3			1	
	F	24	Elem.	16								
			Secon.	8	13.25	12.75	16	6	12	2	1	

ADMINISTRATORS												
	M	10	Elem.	4								
			Secon.	2								
			Ast. Supt.	1								
			Supt.	3								
			Cent.Off.		16.60	16.30	3	1	8	1		
	F	2	Elem.									
			Secon.									
			Ast. Supt.									
			Supt.									
			Cent.Off.	2	26.00	13.50	1		1			

REGIONAL PERSONNEL												
	M	4			4.63	4.00	1	2	1			
	F	0			0	0						
		50			13.23	12.33	30	7	36	4	1	1

TABLE XIV

REGION IX - BARTLESVILLE - DEMOGRAPHIC DATA

Respondent Group	Sex	Major Field	Field	Mean Years Exper.	Mean Okla. Exper.	Degrees						
						BS	BA	MS	Edd	MA	BME	
TEACHERS	M	19	Elem.	1								
			Secon.	18	5.87	5.24	14	2	7			
	F	41	Elem.	23								
			Secon.	18	14.18	11.90	26	10	9		1	1

ADMINISTRATORS												
	M	10	Elem.	2								
			Secon.	3								
			Ast. Supt.									
			Supt.	4								
			Cent. Off.	1	21.70	20.00	1	2	6	2	2	
	F	1	Elem.	1								
			Secon.									
			Ast. Supt.									
			Supt.									
			Cent. Off.		18.00	18.00		1				

REGIONAL PERSONNEL												
	M	3			25.33	24.33			3			
	F	0			0	0						

		74			13.57	11.87	41	15	25	2	3	1

TABLE XV
REGION X - WILBURTON - DEMOGRAPHIC DATA

Respondent Group	Sex	Major	Field	Mean Years Exper.	Mean Okla. Exper.	Degrees						
						BS	BA	MS	Edd	MA	BME	
TEACHERS	M	26	Elem.	3								
			Secon.	23	6.60	4.96	16	3	12		1	1
	F	49	Elem.	37								
			Secon.	11	20.96	19.20	33	3	12	1	4	

ADMINISTRATORS												
	M	15	Elem.	6								
			Secon.	3								
			Ast. Supt.									
			Supt.	6								
			Cent. Off.		21.20	13.33	7		9	2		
	F	5	Elem.	1								
			Secon.									
			Ast. Supt.									
			Supt.									
			Cent. Off.	4	25.80	24.40	2		5			

REGIONAL												
PERSONNEL	M	7			9.14	8.43	3	3	5	1	3	
	F	8			6.31	5.69	1	4	3			
		110			16.00	14.51	62	13	46	4	8	1

TABLE XVI

REGION XIV - ELK CITY - DEMOGRAPHIC

Respondent Group	Sex	Major Field	Field	Mean Years Exper.	Mean Okla. Exper.	Degrees					
						BS	BA	MS	EdD	MA	BME
TEACHERS	M	10	Elem. Secon.	10	13.80	12.90	6		5		
	F	17	Elem. Secon.	12 5	7.44	7.26	12	3	5		1

ADMINISTRATORS											
	M	6	Elem. Secon. Ast. Supt. Supt. Cent. Off.	1 4 1	19.17	19.17	1		5		
	F	2	Elem. Secon. Ast. Supt. Supt. Cent. Off.	2	28.50	28.50	1		2		

REGIONAL PERSONNEL	M	2			9.75	9.75	1	1	2		
	F	2			5.50	4.50		1	1		1
		39			11.97	11.62	21	5	20		1

of 2,925 were compared, and in Region XIV there were 1,536 questions to compare. A full report of the comparisons is given in the following chapter. The relationship of the agreements is analyzed. The comparisons lead to a summary of the study and a set of conclusions.

CHAPTER V

FINDINGS AND IMPLICATIONS

Introduction

Succeeding civilizations may well be examining this generation's public school product through accomplishments recorded. The structure and methods, far from static, will be proven worthy by the measure of how the student products were serviced. These years are weighing heavily upon responsible educators, who are feeling battered by mounting pressures to find answers. Since the time that Diogenes wrote that the foundation of every state is its education of its youth, the responsibility of educators has been one of seeking successful methods of operation.

This study looks at one of the newer structural methods, the Oklahoma intermediate regional unit, through the eyes of those involved in its operation. The presentation of the respondent opinions by region has been given in the preceding chapter. No attempt at comparisons among regions has been made. The data analysis shown graphically in Figures 1 through 4 in Chapter IV leads to a comparison of the response variables by regions discussed in this concluding chapter.

In keeping with Van Dalen's recommendations, a summary of the responses is given. Close Relationship (CR) indicates an agreement of the three respondent groups' modal responses. Moderate Relationship

(MR) implies agreement of two of three respondent groups. Completely Unrelated (CU) indicates no agreement among the three respondent groups.

The summary of respondent modal choice findings is developed through Thurstone's METHOD OF SIMILAR REACTIONS established in Chapter III. The interpretation of the meaning of the relationship is accomplished by logical analysis rather than by formula. The modal responses, as tabulated, become indicators as to group opinion in concurrence with the Van Dalen approach.

In the summary further interpretation of Figures 1 through 4 from Chapter IV is given when the Moderately Related (MR) responses tend toward Agree or Disagree. If the responses are in opposite range between Agree or Disagree, the response is shown as to respondent group.

In the Closely Related (CR) category the consensus modal opinion is shown. The Completely Unrelated (CU) category indicates no consensus and becomes significant by that range of response.

Additional interpretation is given by region in the chapter section emphasizing the implications of this study. Since the findings are dependent upon the completed surveys, an analyzation of the non-respondents is given as to import to the study. Suggestions for further research comprise the concluding section of this study.

Summary of Findings

Salient results of this study for Region V - Stillwater are listed below. Findings of the respondent group choice relationships are in three categories: Closely Related (CR); Moderately Related (MR); Completely Unrelated (CU). The Closely Related and Moderately Related categories are listed with the majority response choices of Strongly

agree, Agree, Neutral, Disagree, or Strongly disagree. RP signifies regional personnel. A represents administrators, and T represents teachers.

- | | | | | |
|-----|-----|--|----|--------------------------|
| I. | 1. | The program tapes developed by the Stillwater Center have been useful during the 1972-73 school year. | MR | Agree |
| | 2. | The supplementary materials available from Region V have helped the school district budget. | CR | Agree |
| | 3. | The services from the Regional Center are not needed to help improve instruction. | CR | Disagree |
| | 4. | A visit to the Stillwater Region V Center is useful in understanding the video services. | MR | Strongly agree |
| | 5. | The inservice training for early childhood developmental problems has been helpful. | MR | Neutral |
| | 6. | Teacher aides have improved from the training received through Region V programs. | MR | Agree |
| | 7. | The procedure for requesting Region V services is adequate. | MR | Neutral |
| | 8. | Availability of Region V programs is known to those who could benefit from them. | MR | RP:Disagree
A&T:Agree |
| | 9. | Knowledge concerning the services of Region V is gained primarily from persons familiar with the program. | CR | Agree |
| | 10. | Knowledge concerning the services of Region V is gained primarily from publications about the program. | MR | Neutral |
| | 11. | Little is known in the area about the Region V programs. | CU | |
| | 12. | Local districts participate in program planning for Region V. | MR | Agree |
| II. | 1. | Individualization techniques for instruction by Region V television media are better than the average school can provide for teachers. | MR | Agree |
| | 2. | New ways to help students this school year have been gained from Region V video programs. | MR | Agree |

- | | | |
|--|----|----------------------------------|
| 3. Most (more than $\frac{1}{2}$) of the teachers have been informed of the Region V services. | CU | |
| 4. Media merged with the instructional program helps the teacher improve classroom instruction. | CR | Agree |
| 5. Video production should continue to be a service for Region V. | MR | Strongly agree |
| 6. Teacher in-service training should continue to be a service of Region V. | MR | T:Neutral
RP&A:Strongly agree |
| 7. Teacher aide training should continue to be a service of Region V. | CU | |
| 8. The quality of Region V service is adequate. | MR | Agree |
| 9. The Region V services should be expanded. | CR | Agree |
| 10. Cooperation of area school districts is important for improvement of instruction in local schools. | MR | Strongly agree |
| 11. The most critical need in this area is that of teacher training in program development which can be provided by video production and distribution. | MR | Agree |
| 12. There are other service needs for the Region V area. | CR | Neutral |

Salient results of this study for Region IX - Bartlesville are listed below. Findings of the respondent group choice relationships are in three categories: Closely Related (CR); Moderately Related (MR); Completely Unrelated (CU). The Closely Related and Moderately Related categories are listed with the majority response choices of Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. RP signifies regional personnel. A represents administrators, and T represents teachers.

- | | | |
|--|----|-------|
| I. 1. The training for the development of human awareness by the Bartlesville Center has been useful during the 1972-73 school year. | MR | Agree |
| 2. The training for the development of instruction | | |

- | | | | |
|-----|---|----|----------------------------|
| | by objectives by the Bartlesville Center has been useful this school year. | MR | Agree |
| 3. | Services from Region IX in Bartlesville have helped the school district budget. | CR | Neutral |
| 4. | The staff workshops for human awareness related to understanding of students have been valuable for teachers. | CR | Agree |
| 5. | Staff knowledge of improving instruction through behavioral objectives has benefited the students. | MR | Agree |
| 6. | The Region IX services are not needed to help improve instruction. | MR | Disagree |
| 7. | The procedure for requesting Region IX services is adequate. | MR | T:Neutral
RP&A:Agree |
| 8. | Availability of Region IX programs is known by those who could benefit from them. | MR | T&A:Neutral
RP:Agree |
| 9. | Knowledge concerning the services of Region IX is gained primarily from persons familiar with the program. | MR | Agree |
| 10. | Knowledge concerning the services of Region IX is gained primarily from publications about the program. | MR | T:Neutral
A&RP:Disagree |
| 11. | Little is known in the area about the Region IX programs. | MR | T:Neutral
A&RP:Disagree |
| 12. | Local districts participate in the program planning for Region IX. | MR | T:Neutral
A&RP:Agree |
| II. | 1. Human awareness training offered through Region IX is better than the average school can provide. | CR | Agree |
| | 2. New ways to help students this school year have been gained from Region IX programs. | CR | Agree |
| | 3. Teacher-student relationships have been improved this school year through Region IX services. | CR | Agree |
| | 4. Most (more than $\frac{1}{2}$) of the teachers have been informed of the Region IX services. | MR | Agree |

- | | | | |
|-----|--|----|----------------------------------|
| 5. | Workshops involving staff members help teachers work more cooperatively to improve classroom instruction. | CR | Agree |
| 6. | Teacher training should continue to be a service of Region IX. | MR | Agree |
| 7. | Behavioral objectives to improve instruction should continue to be a goal of Region IX. | MR | Agree |
| 8. | The quality of Region IX service is adequate. | MR | RP:Disagree
T&A:Neutral |
| 9. | The Region IX services should be expanded. | MR | A&T:Neutral
RP:Strongly agree |
| 10. | Cooperation of area school districts is important for improvement of instruction in local schools. | MR | A&T:Agree
RP:Strongly agree |
| 11. | The most critical need in the Region IX area is for a staff training program to improve student instruction. | CU | |
| 12. | There are other service needs for the Region IX area. | CR | Neutral |

Salient results of this study for Region X - Wilburton are listed below. Findings of the respondent group choice relationships are in three categories: Closely Related (CR); Moderately Related (MR); Completely Unrelated (CU). The Closely Related and Moderately Related categories are listed with the majority response choices of Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. RP signifies regional personnel. A represents administrators, and T represents teachers.

- | | | | |
|-------|---|----|----------------|
| I. 1. | The shared student services for guidance and training sponsored by the Title III (ESEA) through the Region X Center in Wilburton have been useful during the 1972-73 school year. | MR | Strongly agree |
| 2. | Title III services from Region X have helped the school district budget. | MR | Agree |
| 3. | The services from Title III are not needed to help improve instruction. | MR | Disagree |

- | | | | |
|--------|---|----|-------------------------|
| 4. | A demonstration of the mobile Driver Education Laboratory is important for understanding this training program. | MR | A:Neutral
RP&T:Agree |
| 5. | The inservice training for improved instruction techniques has been helpful for teachers. | MR | Agree |
| 6. | The counseling and speech therapy services available from Region X have benefited the students who need specialized help. | CR | Strongly Agree |
| 7. | The procedure for requesting Title III services is adequate. | CR | Agree |
| 8. | Availability of Title III programs is known by those who could benefit from them. | CR | Agree |
| 9. | Knowledge concerning the Title III services of Region X is gained primarily from persons familiar with the program. | CR | Agree |
| 10. | Knowledge concerning the Title III services of Region X is gained primarily from publications about the program. | CU | |
| 11. | Little is known in the area about the Region X programs. | MR | Strongly disagree |
| 12. | Local districts participate in the program planning for Region X. | CR | Agree |
| II. 1. | Individualization techniques for instruction learned in workshops sponsored by Region X - Title III are better than the average school can provide. | MR | Strongly agree |
| 2. | New ways to help students this school year have been gained from Region X inservice programs. | MR | Strongly agree |
| 3. | Most (more than $\frac{1}{2}$) of the teachers have been informed of the Title III services. | MR | Agree |
| 4. | Media merged with the instructional program helps the teacher improve classroom instruction. | CR | Agree |

- | | | | |
|-----|---|----|----------------|
| 5. | Guidance counseling should continue to be a service of Region X. | MR | Strongly agree |
| 6. | The driver education simulation program should continue to be a service of Region X. | CU | |
| 7. | The health screening service should continue to be a service of Region X. | CR | Strongly agree |
| 8. | Speech therapy services should continue to be a service of Region X. | CR | Strongly agree |
| 9. | The quality of Region X service is adequate. | CR | Agree |
| 10. | The Region X - Title III services should be expanded. | MR | Strongly agree |
| 11. | Cooperation of area school districts is important for improvement of instruction in local schools. | MR | Strongly agree |
| 12. | The most critical educational need in the Region X area is for cooperative services and programs designed to improve student instruction. | MR | Agree |
| 13. | There are other service needs for the Region X area. | CU | |

Salient results of this study for Region XIV - Elk City are listed below. Findings of the respondent group choice relationships are in three categories: Closely Related (CR); Moderately Related (MR); Completely Unrelated (CU). The Closely Related and Moderately Related categories are listed with the majority response choices of Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. RP signifies regional personnel. A represents administrators, and T represents teachers.

- | | | | | |
|----|----|---|----|----------------------------------|
| I. | 1. | The special education services developed by the Elk City Region XIV Center have been useful during the 1972-73 school year. | MR | Agree |
| | 2. | Services from Region XIV have helped the school district budget. | MR | T:Neutral
A&RP:Strongly agree |

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|--------|--|----|-------------------------|
| 3. | The services from the Regional Center are not needed to help improve instruction. | CR | Strongly disagree |
| 4. | A visit to the Elk City Region XIV Center is useful for understanding the special education services. | CR | Strongly agree |
| 5. | The inservice training for student referral techniques has been helpful. | CR | Agree |
| 6. | An understanding of the learning disability student has been gained through information from Region XIV programs. | MR | Agree |
| 7. | The procedure for requesting Region XIV services is adequate. | MR | T:Neutral
A&RP:Agree |
| 8. | Availability of Region XIV services is known by those who could benefit from them. | CR | Agree |
| 9. | Knowledge concerning the services of Region XIV is gained primarily from persons familiar with the program. | CR | Agree |
| 10. | Knowledge concerning the services of Region XIV is gained primarily from publications about the program. | MR | T&RP:Neutral
A:Agree |
| 11. | Little is known in the area about the Region XIV programs. | CR | Disagree |
| 12. | Local districts participate in the program planning for Region XIV. | MR | T:Neutral
A&RP:Agree |
| II. 1. | Individualization techniques for instruction learned through Region XIV are better than the average school can provide for teachers. | CU | |
| 2. | New ways to help students this school year have been gained from Region XIV inservice programs. | MR | Agree |
| 3. | Most (more than $\frac{1}{2}$) of the teachers have been informed of Region XIV services. | MR | Agree |
| 4. | Specialized testing and guidance merged with the instructional program help the teacher improve classroom instruction. | CR | Agree |
| 5. | The Elk City psycho-educational service center should continue to serve Region XIV. | CR | Strongly agree |

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|-----|--|----|-------------------------|
| 6. | Training teachers in referral techniques through inservice education should continue to be a service of Region XIV. | MR | Agree |
| 7. | Programs for providing guidance, counseling, and testing of special education students should continue to be a service of Region XIV. | CR | Strongly agree |
| 8. | The quality of Region XIV service is adequate. | CR | Agree |
| 9. | The Region XIV services should be expanded. | MR | Agree |
| 10. | Cooperation of area school districts is important for improvement of instruction in local schools. | MR | Agree |
| 11. | The most critical educational need in this Region XIV area is to have an educational support system center for special education services. | MR | A:Neutral
T&RP:Agree |
| 12. | There are other service needs for the Region XIV area. | CU | |

Conclusions for Region V

Public Relations: (Section I, Questions 7, 8, 9, 10, 11; Section II, Question 3)

The teachers, administrators and regional personnel reported completely unrelated modal responses on whether little was known in the area about the service programs for Section I, Question 11. The teachers strongly agreed that little was known, while the administrators strongly disagreed. The regional personnel were divided between agree and disagree. This indicates lack of agreement within the region as to penetration of regional public relations.

In Section I, Question 7 the groups tended toward neutral as to whether the procedure for requesting Region V services is adequate. In

the same section, Question 8, the administrators and teachers agreed that the availability of the Region V programs is known to those who could benefit from them. The regional personnel was in disagreement that the availability was known. In Section II, Question 3 the responses were completely unrelated over whether most (more than $\frac{1}{2}$) of the teachers have been informed of Region V services. The regional personnel responses showed a wide diversity within their own ranks, while the administrators and teachers tended toward neutrality concerning the extent of the public relations.

All groups agree, however, that knowledge concerning the services of Region V is gained primarily from persons familiar with the programs in Section I, Question 9. The respondents tended toward neutral in Section I, Question 10 regarding impact of regional publications.

Services: (Section I, Questions 1, 2, 3;
Section II, Questions 1, 2, 8)

Completely related responses for Section I, Questions 2 and 3 reflect the three respondent groups' endorsement of the Region V services in helping to improve instruction and supplement local district budgets.

Moderately related modal responses for Section I, Question 1 and Section II, Questions 2 and 8 gave agreement that the program tapes, video programs, and service quality were satisfactory. In Section II, Question 1 the teachers are neutral as to the individualization techniques of Region V being better than those that local schools can provide as opposed to the agreement of worth expressed by the administrators and regional personnel.

Teacher Involvement: (Section I, Questions 4, 5, 6, 12; Section II, Questions 4, 10)

In Section II, Question 4 all groups completely agree that media merged with the instructional program helps the teacher improve classroom instruction.

For Section I, Questions 6 and 12 is revealed that teachers are neutral in regard to worth of the Region V teacher aide training and extent of local district participation in program planning. The administrators and regional personnel are in agreement as to worth of the teacher aide training and the involvement of local districts in program planning.

The same indication of neutrality is shared with teachers by administrators in Section I, Question 5 regarding the helpfulness of inservice training for early childhood developmental problems. The regional personnel, however, agree as to helpfulness in the same question.

In Section I, Question 4 and Section II, Question 10 the teachers agree, while administrators and regional personnel strongly agree, in regard to the worth of a visit to the regional center and the necessity of area school district cooperation for the improvement of local school district instruction.

Program Objectives: (Section II, Questions 5, 6, 7, 9, 11, 12)

In Section II are contained all the questions pertaining to program objectives. Questions 5, 6, and 7 ask whether certain programs should continue. No consensus is reached on the continuance of teacher aide training. Teacher inservice is viewed neutrally by teachers with the

administrators and regional personnel strong in agreement for the in-service. The video productions are viewed more favorably by all three respondent groups.

In Question 11 the teachers are neutral in attitude of the most critical Region V need being teacher training in program development provided by video production. The administrators and regional personnel endorse this method.

Response in Question 9 is completely related in agreement that the Region V services should be expanded. No indication is given in Question 12 by the respondents that other service needs can be identified. The desire for expansion of services in Question 9 would seem an endorsement of existing services.

Conclusions for Region IX

Public Relations: (Section I, Questions 7, 8, 9, 10, 11; Section II, Question 4)

There were no Closely Related or Completely Unrelated findings among the respondent group modal choices for the public relations category for Region IX. All questions show a Moderately Related relationship. In each question at least one respondent group remained in the neutral opinion.

For Section I, Question 7 regarding the adequacy of procedure for requesting Region IX services, the teachers are neutral, while the regional personnel and the administrators agree that the procedure is adequate. The teachers and administrators are neutral as to whether the availability of the programs is known to those who could benefit, and the regional personnel agree that the availability is known for Section

I, Question 8. The regional personnel, however, are varied in response to whether most (more than $\frac{1}{2}$) of the teachers have been informed of the services, while the teachers and administrators agree that most of the teachers have been informed for Section II, Question 4.

When asked whether little is known in the area about the Region IX programs, the teachers are again neutral. The administrators and regional personnel disagree for Section I, Question 11.

In regard to the method by which knowledge of the Region IX services is gained, in Section I, Question 9 the regional personnel are neutral in modal response choosing the public relations effect from persons familiar with the program. The administrators and teachers agree that such knowledge is gained primarily from persons familiar with the program. In Section I, Question 10 the query as to whether the knowledge concerning the regional services is gained primarily from publications, the teachers are neutral in modal response, while the administrators disagree as to publication effectiveness. The regional personnel show diversity of response for the same question.

Services: (Section I, Questions 1, 2, 3, 6;
Section II, Questions 1, 8)

All respondent groups for Section II, Question 1 indicate an agree modal response when asked whether the regional human awareness training offered was better than the average school could provide. Close relationship is shown for Section I, Question 6, also, concerning the statement that the Region IX services are not needed to help improve instruction. The responses of the teachers and administrators are in the modal disagree category, while the regional personnel indicate strongly disagree.

In Section I, Question 1 the teachers and administrators agree that the human awareness training has been useful. The regional personnel strongly agree as to the usefulness of the human awareness training.

In the remaining questions of the services category one or more of the respondent groups remains neutral in modal response. The administrators are neutral in regard to the usefulness of staff training for the development of instruction in Section I, Question 2, while the teachers and regional personnel agree that the training is useful. The teachers and administrators in Section I, Question 3 are in the neutral modal response concerning whether the regional services have helped local school district budgets. The regional personnel for this same question ranged from agree through neutral to disagree.

When answering whether the Region IX quality of service is adequate in Section II, Question 8 the teachers and administrators are diplomatically neutral, while the regional personnel disagree that the quality of service is adequate. This summation indicates a distinct dissatisfaction with the services.

Teacher Involvement: (Section I, Questions 4, 5, 12; Section II, Questions 2, 5, 10)

Three of the six questions in this category of teacher involvement reveal close relationship in the agree modal response. These are Section I, Question 4; Section II, Questions 2 and 5 to give respondent group endorsement to the staff workshops for human awareness, the new ways introduced by the region to help students, and the workshop effectiveness in helping teachers work more cooperatively to improve classroom instruction.

In Section I, Question 5 the teachers and regional personnel agree that staff knowledge for improving instruction through behavioral objectives has benefited students. The administrators ranged from agree to neutral on this particular question.

The teachers remained neutral in Section I, Question 12 as to whether local districts participate in Region IX program planning. The administrators and regional personnel are in the agree modal response reflecting more involvement of these respondent groups.

Cooperation of area school districts was recognized as important for the improvement of instruction by all groups in answering Section II, Question 10. The administrators and teachers agreed, while the regional personnel register strongly agree.

Program Objectives: (Section II, Questions 3, 6, 7, 9, 11, 12)

The three respondent groups show closely related agree response in Question 3 as to whether the teacher-student relationships have improved through Region IX services. For Questions 6 and 7 the modal responses for the groups are parallel. As to whether teacher training should continue and whether training in behavioral objectives should continue, the teachers and administrators agree. For these two questions the regional personnel strongly agree.

The administrators and teachers are neutral as to whether the Region IX services should be expanded. The regional personnel strongly agree for an expansion of services in Question 9.

The response range is wide in Question 11 concerning the statement that the most critical need is for staff training programs to improve

student instruction. The teachers are neutral; the administrators agree; the regional personnel strongly agree. It is interesting to note, however, in Question 12 that the responses are all neutral as to other service needs. To be consistent with Question 11 the teacher group could have identified other service needs.

Conclusions for Region X

Public Relations: (Section I, Questions 7, 8, 9, 10, 11; Section II, Question 3)

In Section I, Questions 7, 8, 9 elicit closely related modal responses of agreement. This concerns the adequacy of procedure for requesting services, the availability of programs being known, and the knowledge of the programs being transmitted by persons familiar with the programs. In Section I, Question 10 the modal responses are completely unrelated as to worth of Region X publications. The teachers disagree that knowledge of the regional services is gained primarily from the publications, while the administrators agree and the regional personnel range from agree to neutral.

In Section I, Question 11 the administrators and regional personnel strongly disagree that little is known in the area about the regional programs. The teachers disagree. In Question 3 the administrators and teachers agree that most (more than $\frac{1}{2}$) of the teachers have been informed of the regional services. The regional personnel strongly agree that this is the case.

Services: (Section I, Questions 1, 2, 3, 6;
Section II, Questions 1, 9)

Close modal relationship is in evidence in Section I, Question 6 with strong agreement that counseling and speech therapy services have benefited the students. Close relationship is seen, also, in Section II, Question 9 as to agreement that the Region X service quality is adequate. In Section I, Question 3 the teachers disagree that the services are not needed, while the regional personnel and administrators strongly disagree.

In Section I, Question 1 the teachers agree that the services for guidance and training have been useful. The regional personnel and administrators strongly agree as to the usefulness.

In Section I, Question 2 and Section II, Question 1 the responses from each respondent group are similar. The teachers agree that services have helped local school district budgets and that the individualization techniques are better than the average school can provide. For these questions the administrators and regional personnel give strongly agree modal responses.

Teacher Involvement: (Section I, Questions 4, 5,
12; Section II, Questions 2, 4, 11)

For Section I, Question 12 and Section II, Question 4 all groups show close relationship by agreeing that local districts participate in Region X program planning and that media merged with the instructional program has helped the teacher improve classroom instruction.

Section II, Question 11 the teachers and regional personnel strongly agree that the cooperation of area school districts is important for

improvement of instruction in local schools. The administrators show a range of modal response from agree to strongly agree.

New ways to help students have been gained from Region X inservice is the subject of Section II, Question 2. The administrators and regional personnel strongly agree and the teachers agree that this is true.

The administrators are neutral in Section I, Question 4 as to whether the mobile driver education laboratory demonstration is important for understanding the training program. The regional personnel and teachers, however, agreed as to the demonstration worth.

For Section I, Question 5 the teachers and regional personnel indicate the agree modal response that the inservice training for improved instructional techniques has been helpful for the teachers. The administrators registered strongly agree.

Program Objectives: (Section II, Questions 5, 6, 7, 8, 10, 12, 13)

In Questions 7 and 8 the continuation of the health screening and speech therapy services was endorsed by all respondent groups with strongly agree. The driver education simulation program continuance in Question 6 reflected completely unrelated modal responses. The teachers strongly agreed, the administrators are neutral, and the regional personnel agree for continuance. For the continuance of the guidance counseling in Question 5, the teachers and regional personnel strongly agree. The administrator modal response ranged from strongly agree to agree.

Question 10 queries as to whether the Region X services should be expanded. The teachers agree. The administrators and regional personnel

strongly agree. In Question 12 the teachers and regional personnel agree that the most critical educational need for Region X is for cooperative services and programs designed to improve student instruction. The administrators concur with a strongly agree modal response.

In the area of other service needs the modal responses are completely unrelated. For Question 13 the teachers are neutral as to other service needs. The administrators agree that there are others, and the regional personnel strongly agree.

Conclusions for Region XIV

Public Relations: (Section I, Questions 7, 8, 9, 10, 11; Section II, Question 3)

In Section I, Questions 8 and 9 the respondent choices are parallel for the availability of Region XIV services being known and the knowledge of such services being gained primarily from persons familiar with the program. The close relationship of response followed a pattern of agreement with teachers and regional personnel. The administrator modal response included agree to strongly agree.

The regional personnel and teachers in Section I, Question 7 agree that the procedure for requesting Region XIV services is adequate, the administrators, however, are neutral. The teachers and regional personnel remain in the neutral modal response in Section I, Question 10 regarding knowledge of services being gained primarily from publications, while administrators agree that the publications are effective.

In Section I, Question 11 all three respondent groups show close relationship in disagreeing that little is known in the area about

the regional programs. For Section II, Question 3 the teachers and regional personnel reflect an agree modal response that most (more than $\frac{1}{2}$) of the teachers have been informed of the Region XIV services. On this question the administrators strongly agree that most of the teachers have been informed.

Services: (Section I, Questions 1, 2, 3, 6;
Section II, Questions 1, 8)

The regional special education services have been very useful, according to the teacher and regional personnel agree modal response in Section I, Question 1. The administrator response registers even more emphatic with strongly agree. All three respondent groups for Section I, Question 3 show close relationship by strongly disagreeing that the regional services are not needed to help improve instruction. Again is found close relationship of the agree modal response in Section II, Question 8 that the quality of Region XIV service is adequate.

The individualization techniques for instruction in Section II, Question 1 received a varied response. The teachers agree that the techniques learned are better than the average school can provide. The administrators indicate strongly agree, while the regional personnel ranged from strongly agree to neutral.

In Section I, Question 6 the teachers and regional personnel agree that an understanding of the learning disability student has been gained through Region XIV programs. The administrator respondent group shows a strongly agree modal response.

The teachers are neutral in Section I, Question 2 as to whether the regional services have helped the local school district budgets.

The administrators and regional personnel strongly agree that the budgets have been helped.

Teacher Involvement: (Section I, Questions 4, 5, 12; Section II, Questions 2, 4, 10)

Close relationship among the three respondent groups is found in Section I, Questions 4 and 5 and Section II, Question 4. The groups strongly agree that a visit to the Elk City Region XIV center is useful for understanding the special education services. There is agreement that the inservice training for student referral techniques has been helpful. Agreement, also, that specialized testing and guidance merged with the instructional program help the teacher improve classroom instruction.

The administrators for Section II, Questions 2 and 10 strongly agree that new ways to help students have been gained and that cooperation of area school districts is important for improvement of instruction in the local schools. For these same two questions the teachers and regional personnel show agreement.

For Section I, Question 12 the administrators and regional personnel agree that local districts participate in regional program planning. On this same subject the teachers range in modal response from agree to neutral.

Program Objectives: (Section II, Questions 5, 6, 7, 9, 11, 12)

All three respondent groups endorse the continuance of the Elk City psycho-educational service center in Question 5 with strongly

agree. Again, in Question 7 the groups show a strongly agree modal response that the programs for providing guidance, counseling, and testing of special education students should continue.

The teachers agree in Questions 6 and 9 that training teachers through inservice in referral techniques should continue and that the Region XIV services should be expanded.

The administrators are neutral in Question 11, while the teachers and regional personnel agree, that the most critical regional need is an educational support system center for special education services. As to whether there are other service needs for Region XIV in Question 12, the teachers are neutral. In regard to other service needs the administrators strongly agree and the regional personnel agree.

General Conclusions

This study's examination of the intermediate unit function in Oklahoma has placed emphasis on the gathering of information about service characteristics, as perceived by participants. Six general conclusions are reached from an analysis of the summary of the findings. These conclusions relate to: (1) an endorsement of the Oklahoma Regional Intermediate Unit; (2) recognition of the need for regional services; (3) extent of public relations efforts; (4) fulfillment of program objectives; (5) teacher involvement; (6) financing.

First, the four functioning regions are endorsed by teachers, administrators, and regional personnel as effectively servicing students. Any restrictions are related to the limitations of the scope of services. Each of the participant groups sampled in all regions concurred with the need for the existing student services.

The survey questions stating that the services from the regional center are not needed to help improve instruction register a disagree response in each region. The second conclusion being a recognition of the need for regional services within each activated area. Region XIV (Elk City) receives the strongest endorsement. Region V (Stillwater) participants indicate sound agreement with Regions IX (Bartlesville) and Region X (Wilburton) in close agreement. These responses strengthen the premise that the Oklahoma Intermediate Unit has not only been accepted in the activated areas, but the services offered are endorsed by local district participants.

This study began with a review of literature revealing an intermediate unit as one answer to organizational change within the educational framework. Its acceptance in Oklahoma within four areas in a period of only two years is significant. The successful programs, though limited in services, may serve as a base for expansion. Logically, the next steps will be toward strengthening the existing regional services for greater successes and efficiency.

The third conclusion relating to public relations efforts emphasizes that without knowledge of the services those entitled to participation will be neglected. Region X (Wilburton) participants are in agreement that the procedure for requesting services is adequate. The other regions vary in response. In direct relationship, the question concerning the knowledge of the availability of services receives agreement response from Region XIV (Elk City) and Region X (Wilburton). The remaining two regions reflect need for more effective public relations. The extent of the public relations efforts will have a direct bearing upon the success of the regional services.

All four regions have adhered to the original program objectives. For the fourth conclusion the successful fulfillment of initial program objectives reflects sound assessment of regional needs. This study reveals no deviations from original establishment of student service needs.

Fifth, further analysis reveals less teacher involvement than administrator involvement. A basic premise of the intermediate unit is the necessity to include all participant groups in program planning and implementation. The unacquainted teacher group within each region serves as a warning to personnel of the need for increasing teacher involvement.

The final conclusion relates to the participants, concern regarding the inadequacy of program financing. Funding is viewed as insecure. Repeatedly, participants request expansion of services. Doubts are expressed as to regional service effectiveness in aiding local district budgets to the extent needed. The Oklahoma Intermediate Unit, though accepted in philosophy within four activated areas, has not become a stable organizational change with promise of sounder financing. The remaining eleven regional areas need not only the assurance that inter-regional services are working in Oklahoma, but projections toward funding and stability of structure.

In summary, the approach to regional implementation is productive. The time is crucial to review critically the direction taken. The goal must be a flow of organizational needs from student to teacher to administrator to region to state department with reinforcing layers.

The endorsement of the Oklahoma Regional Intermediate Unit and the recognition of the need for regional services are important conclusions.

These may serve to encourage the State Department of Education to review the position of optional activation of regional areas. A decision should be made to fully implement rather than to abandon. The present policy permits confusion as to overlapping areas and duplication of services. Redefinition of state educational structure will require responsible leadership leading to legislative enactments.

Unacquainted Teacher Implications

In Chapter V, Table V are contained the percentages of respondents. In the administrator and regional personnel groups all surveys returned were completed. The total of administrator sample response is 81 percent. The total of regional personnel response is 77 percent.

An analysis of the teacher respondent percentage is significant when viewed as to completed and incomplete surveys that were returned. The completed survey percentages were as follows: Region V, 17 percent; Region IX, 38 percent; Region X, 44 percent; Region XIV, 21 percent. The incomplete surveys returned with personal notes by teachers indicating lack of knowledge of the services were as follows: Region V, 9 percent; Region IX, 9 percent; Region X, 2 percent; Region XIV, 18 percent.

Table V reveals that, for all regions, 203 teachers responded with knowledge of services, while 60 had no knowledge of services. The returned surveys, completed and incomplete, totaled 263 which was 39 percent of the total regional samples of teachers. Of importance is the analysis by region. Region X had 44 percent return of completed surveys with only 2 percent incomplete giving indication that the teachers are aware of the regional services. This reflection is supported by the

modal responses in the public relations and services categories. In Region IX the comparison of 38 percent completed with 9 percent incomplete indicates need for more intensive public relations. In Region V with 17 percent completed and 9 percent incomplete there is again support for more active teacher participation. The percentages for Region XIV contrast 21 percent completed with 18 percent incomplete showing study findings that an approximate number of knowledgeable teachers is balanced by a comparable percentage unacquainted with the Region XIV services.

Recommendations for Region V

1. Make known to the school personnel eligible to receive regional services the programs that are available.
2. Review the procedure for requesting the regional services.
3. If regional publications are to be used, examine the distribution procedure.
4. Continue expansion of the program tape, video productions, and individualization techniques, but involve those to receive the services to assess need direction.
5. Discontinue the teacher aide training.
6. Make a district survey of the need for inservice training for early childhood developmental problems.

Recommendations for Region IX

1. Find out from teachers what is regarded as a more adequate procedure for requesting services.
2. Disseminate information concerning the regional services to those

eligible for participation.

3. Review regional publications as to content, format, and distribution.
4. Continue the expansion of the human awareness training for administrators and teachers.
5. Review the quality of the existing programs; avoid duplication of the programs.
6. Tailor the workshops for individual school staffs.
7. Include the administrators more intensively in the behavioral objectives training.
8. Include teachers in the initial program planning.
9. Assess other service needs.

Recommendations for Region X

1. Continue existing procedures for requesting services.
2. Capitalize on support for the regional services by increasing public relations efforts.
3. Review the regional publications distribution procedure.
4. Include teachers in the initial program planning and publicize successes of teacher efforts related to the region.
5. Continue the counseling and speech therapy services with efforts to service more students.
6. Continue present program of inservice.
7. Survey the administrators to find intensity of support for the driver education simulation program.
8. Survey the administrators to find other service needs.

Recommendations for Region XIV

1. Investigate administrator and teacher involvement with the program through an expanded executive committee.
2. Request suggestions from administrators as to changes in procedure for requesting services.
3. Examine regional publications as to content, format, and distribution.
4. Continue the special education services and maintain the program quality.
5. Initiate additional teacher workshops for understanding the learning disability student.
6. Schedule teacher observation and participation sessions for participating local district personnel at the regional center.
7. Make teachers aware of the regional service aid to local district budgeting in meeting the needs of the special education students.
8. Continue the inservice training for student referral techniques.
9. Include classroom teachers in the initial program planning.
10. Survey administrators and teachers as to other regional service needs.

Recommendations for the Oklahoma

Intermediate Unit

The interregional attempt in this state denotes a gap in the structural continuity between county areas of districts and eventual consolidation into one state district. The intermediate unit becomes a stopgap structure in this transition from local district autonomy to optimum state school district consolidation. There is no evidence that a coordinated effort is being made by the State Department of Education and

the Oklahoma Legislature to avoid confusion of control and funding between the existing and newer structures. An added set of problems may be created, if the intermediate unit is not more clearly defined. The mid-course must not become a half-way measure, if the needs of Oklahoma students are to be met.

The regional intermediate unit by nature elicits cooperation of the participating school districts in developing student services. Communication between those administering the programs and the recipients of the services involves an evaluation of the intermediate unit effectiveness. Such evaluations must be consistent among regions. Present plans for accountability approved by the last session of the state legislature call for full implementation by 1977. The accountability process adopted by Oklahoma is aimed specifically at students' needs. It is designed to organize the total needs assessment for particular school districts and schools. A systems analysis process including goals and objectives is to be utilized to plan the instructional program fitting needs of students. This demand for flexible and individualized teaching, though found in many Oklahoma schools, has never been specified in format before. The process of accountability will require unprecedented decentralization and coordination efforts. The intermediate unit, if given the support of the Oklahoma State Department of Education and the Oklahoma Education Association, can serve as the binding structure arrangement for defining and implementing the accountability measure.

A study of the overlapping of structure must be accomplished in time for the 1974 legislative session to receive recommendations for the abolishment of the county superintendents' office and the county structure. Recommendations for funding the accountability process can be written on regional guidelines.

In addition an intermediate unit philosophy must be developed to avoid the tangents already in evidence through this study. Such a philosophy will aid in giving direction for the legislature in funding. Expediency must be the key for the intermediate unit development to avoid entrenched operations that will inevitably thwart flexibility in adapting to student needs. Oklahoma is entering an era of dynamic promise in educational changes.

A crucial component will be that of teacher involvement. Intermediate unit executive committees should include teacher representation. Advisory regional committees of parents are also essential for community input. The teachers and parents will increase the number of independent information sources to increase accuracy of service perceptions of the student participants.

The Intermediate Unit can become a link in raising the tolerance for interdependence recommended by March and Simon. Oklahomans have a sincere concern regarding the student services in this state. This unifying factor can be an asset, if it is approached systematically. The interregional potential is limitless depending upon the educational leadership in the 1973-74 school year.

Implications for Future Research

This study proceeded on the assumption that decentralization is not a form of school district reorganization in the usual sense. Recognition was made that any decentralization plans put into operation will involve a restructuring of a school system's internal organization, with specific functions and certain designated operational decision-making responsibilities delegated to sub-units within the existing

system. In the development of the Oklahoma Intermediate Unit at these initial stages, the first attempts to evaluate must of necessity investigate a labyrinth of bureaucratic procedures.

The methodology chosen for evaluation of services was a survey approach involving teachers, administrators, and regional personnel as participants. These groups are traditionally so eager for specialized help in any form that an evaluation is often equated with criticism rather than analysis. This factor impedes a controlled investigation. Soundness of survey design criteria were followed, and the sampling of the respondents revealed group modal response to the questions. However, the intensity or depth of the opinions were not measured.

This study can be but a beginning. Studies for the future may well focus on single regions with an in-depth investigation of specific services related to student progress. The present study assessed the program objectives in a generalized manner not permitting isolation of specific services as to use and results. The researcher feels that in many instances the participants were not aware of the established program objectives. Further research could establish the effectiveness of initial program planning.

Other studies may choose to involve an additional respondent group of the students themselves. This group, as recipients of the services, can be studied as to impact of services. Testing, pre and post, and student personnel records are available in the local schools and the regional personnel files.

Closer examination of the regional personnel schedules, duties, and service territories would give an understanding of the staff responsibilities. Budgeting of time within the regional staff is in many ways

an important variable affecting service quality.

At present the remaining non-activated regional areas are in various stages of planning for the implementation of cooperative services. Studies in these regional areas as to the needs of local school districts would be helpful in giving direction to program objectives.

The regional personnel are under the direction of an elected executive committee. The governing relationships may well be an invaluable study to discover the hierarchical distribution of authority, the interaction of decision-making contributions, and the effects of decentralization by the State Department of Education.

The costs of the programs should be studied with analysis of financial help for local school budgets. The extent to which local school district budgets are supplemented can be a measure of effectiveness.

Teacher and administrator inservice programs need to be evaluated in terms of measurable changes in approach to classroom instruction, staff relationships, and personal change. In order to develop effective inservice, school personnel must participate in planning.

The preceding suggestions for future research are in keeping with the accountability focus on the student needs within local school districts of the regions. To strive for better programs fitting the needs of students is the primary and essential objective of the intermediate unit.

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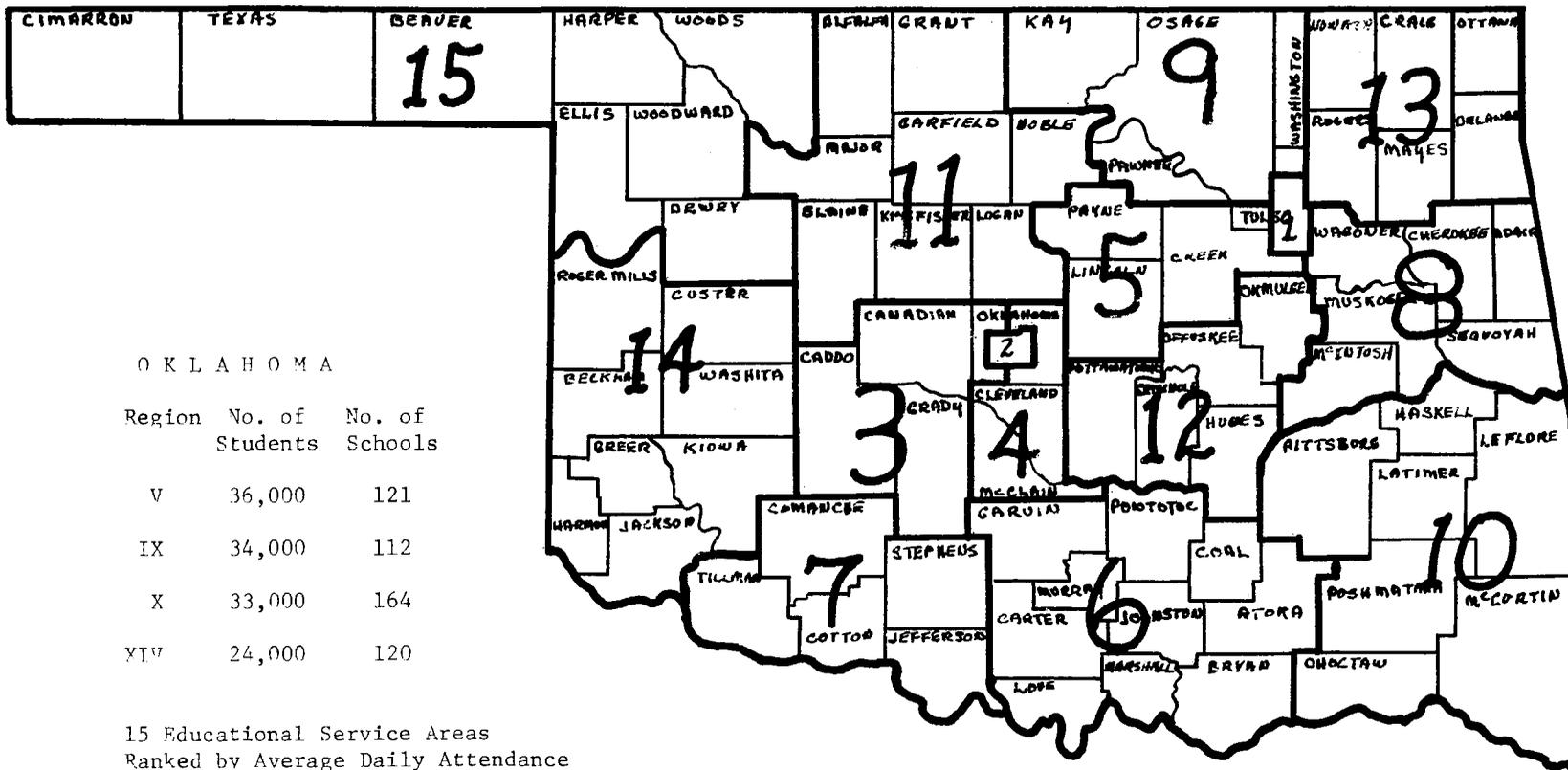
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APPENDIX A



15 Educational Service Areas
Ranked by Average Daily Attendance

APPENDIX B

AN EVALUATION QUESTIONNAIRE FOR REGION V

Directions: The question response choices are ranked as follows:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Please circle one response.

Sa A N D Sd

I. The Program

- | | | | | | |
|--|---|---|---|---|---|
| 1. The program tapes developed by the Stillwater Center have been useful during the 1972-73 school year. | 1 | 2 | 3 | 4 | 5 |
| 2. The supplementary materials available from Region V have helped the school district budget. | 1 | 2 | 3 | 4 | 5 |
| 3. The services from the Regional Center are needed to help improve instruction. | 1 | 2 | 3 | 4 | 5 |
| 4. A visit to the Stillwater Region V Center is useful in understanding the video services. | 1 | 2 | 3 | 4 | 5 |
| 5. The inservice training for early childhood developmental problems has been helpful. | 1 | 2 | 3 | 4 | 5 |
| 6. Teacher aides have improved from the training received through Region V programs. | 1 | 2 | 3 | 4 | 5 |
| 7. The procedure for requesting Region V services is adequate. | 1 | 2 | 3 | 4 | 5 |
| 8. Availability of Region V programs is known to those who could benefit from them. | 1 | 2 | 3 | 4 | 5 |
| 9. Knowledge concerning the services of Region V is gained primarily from persons familiar with the program. | 1 | 2 | 3 | 4 | 5 |
| 10. Knowledge concerning the services of Region V is gained primarily from publications about the program. | 1 | 2 | 3 | 4 | 5 |
| 11. Little is known in the area about the Region V programs. | 1 | 2 | 3 | 4 | 5 |

	Sa	A	N	D	Sd
12. Local districts participate in the program planning for Region V.	1	2	3	4	5

II. The Services

1. Individualization techniques for instruction by Region V television media are better than the average school can provide for teachers.	1	2	3	4	5
2. New ways to help students this school year have been gained from Region V video programs.	1	2	3	4	5
3. Most (more than $\frac{1}{2}$) of the teachers have been informed of the Region V services.	1	2	3	4	5
4. Media merged with the instructional program helps the teacher improve classroom instructions.	1	2	3	4	5
5. Video production should continue to be a service of Region V.	1	2	3	4	5
6. Teacher in-service training should continue to be a service of Region V.	1	2	3	4	5
7. Teacher aide training should continue to be a service of Region V.	1	2	3	4	5
8. The quality of Region V service is adequate.	1	2	3	4	5
9. The Region V services should be expanded.	1	2	3	4	5
10. Cooperation of area school districts is important for improvement of instruction in local schools.	1	2	3	4	5
11. The most critical need in this area is that of teacher training in program development which can be provided by video production and distribution.	1	2	3	4	5
12. There are other service needs for the Region V area.	1	2	3	4	5
13. If answer to above is <u>1</u> or <u>2</u> , please list other needs in order of importance					
1. _____					
2. _____					
3. _____					

III. THIS SECTION FOR TEACHERS AND ADMINISTRATORS ONLY. Check one answer, please.

1. I have requested and received Region V services during this school year approximately:
/ / 0 to 3 times / / 4 to 7 times / / 8 to 11 times / / 12 to 15 times / / 16 or more times

2. I have participated in Region V sponsored in-service programs during this school year approximately:
/ / 0 times / / 1 time / / 2 times / / 3 times / / 4 times / / 5 or more times

APPENDIX C

AN EVALUATION QUESTIONNAIRE FOR REGION IX

Directions: The question response choices are ranked as follows:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Please circle one response.

Sa A N D Sd

I. The Program

- | | | | | | |
|---|---|---|---|---|---|
| 1. The training for the development of human awareness by the Bartlesville Center has been useful during the 1972-73 school year. | 1 | 2 | 3 | 4 | 5 |
| 2. The training for the development of instruction by objectives by the Bartlesville Center has been useful this school year. | 1 | 2 | 3 | 4 | 5 |
| 3. Services from Region IX in Bartlesville have helped the school district budget. | 1 | 2 | 3 | 4 | 5 |
| 4. The staff workshops for human awareness related to understanding of students have been valuable for teachers. | 1 | 2 | 3 | 4 | 5 |
| 5. Staff knowledge of improving instruction through behavioral objectives has benefited the students. | 1 | 2 | 3 | 4 | 5 |
| 6. The Region IX services are not needed to help improve instruction. | 1 | 2 | 3 | 4 | 5 |
| 7. The procedure for requesting Region IX services is adequate. | 1 | 2 | 3 | 4 | 5 |
| 8. Availability of Region IX programs is known by those who could benefit from them. | 1 | 2 | 3 | 4 | 5 |
| 9. Knowledge concerning the services of Region IX is gained primarily from persons familiar with the program. | 1 | 2 | 3 | 4 | 5 |
| 10. Knowledge concerning the services of Region IX is gained primarily from publications about the program. | 1 | 2 | 3 | 4 | 5 |
| 11. Little is known in the area about the Region IX programs. | 1 | 2 | 3 | 4 | 5 |

	Sa	A	N	D	Sd
12. Local districts participate in the program planning for Region IX.	1	2	3	4	5

II. The Services

1. Human awareness training offered through Region IX is better than the average school can provide.	1	2	3	4	5
2. New ways to help students this school year have been gained from Region IX programs.	1	2	3	4	5
3. Teacher-student relationships have been improved this school year through Region IX services.	1	2	3	4	5
4. Most (more than $\frac{1}{2}$) of the teachers have been informed of the Region IX services.	1	2	3	4	5
5. Workshops involving staff members help teachers work more cooperatively to improve classroom instruction.	1	2	3	4	5
6. Teacher training should continue to be a service of Region IX.	1	2	3	4	5
7. Behavioral objectives to improve instruction should continue to be a goal of Region IX.	1	2	3	4	5
8. The quality of Region IX service is adequate.	1	2	3	4	5
9. The Region IX services should be expanded.	1	2	3	4	5
10. Cooperation of area school districts is important for improvement of instruction in local schools.	1	2	3	4	5
11. The most critical need in the Region IX area is for a staff training program to improve student instruction.	1	2	3	4	5
12. There are other service needs for the Region IX area.	1	2	3	4	5
13. If answer to above is a <u>1</u> or <u>2</u> , please list other needs in order of importance:					
1. _____					
2. _____					
3. _____					

III. THIS SECTION FOR TEACHERS AND ADMINISTRATORS ONLY. Check one answer, please.

1. I have requested and received Region IX services during this school year approximately:
/ / 0 to 3 times / / 4 to 7 times / / 8 to 11 times / / 12 to 15 times / / 16 or more times

2. I have participated in Region IX sponsored in-service programs during this school year approximately:
/ / 0 times / / 1 time / / 2 times / / 3 times / / 4 times / / 5 or more times

APPENDIX D

AN EVALUATION QUESTIONNAIRE FOR REGION X

Directions: The question response choices are ranked as follows:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Please circle one response.

Sa A N D Sd

I. The Program

- | | | | | | |
|--|---|---|---|---|---|
| 1. The shared student services for guidance and training sponsored by the Title III (ESEA) through the Region X Center in Wilburton have been useful during the 1972-73 school year. | 1 | 2 | 3 | 4 | 5 |
| 2. Title III services from Region X have helped the school district budget. | 1 | 2 | 3 | 4 | 5 |
| 3. The services from Title III are not needed to help improve instruction. | 1 | 2 | 3 | 4 | 5 |
| 4. A demonstration of the mobile Driver Education Laboratory is important for understanding this training program. | 1 | 2 | 3 | 4 | 5 |
| 5. The inservice training for improved instruction techniques has been helpful for teachers. | 1 | 2 | 3 | 4 | 5 |
| 6. The counseling and speech therapy services available from Region X have benefited the students who need specialized help. | 1 | 2 | 3 | 4 | 5 |
| 7. The procedure for requesting Title III services is adequate. | 1 | 2 | 3 | 4 | 5 |
| 8. Availability of Title III programs is known by those who could benefit from them. | 1 | 2 | 3 | 4 | 5 |
| 9. Knowledge concerning the Title III services of Region X is gained primarily from persons familiar with the program. | 1 | 2 | 3 | 4 | 5 |
| 10. Knowledge concerning the Title III services of Region X is gained primarily from publications about the program. | 1 | 2 | 3 | 4 | 5 |
| 11. Little is known in the area about the Region X programs. | 1 | 2 | 3 | 4 | 5 |

	Sa	A	N	D	Sd
12. Local districts participate in the program planning for Region X.	1	2	3	4	5

II. The Services

1. Individualization techniques for instruction learned in workshops sponsored by Region X-Title III are better than the average school can provide.	1	2	3	4	5
2. New ways to help students this school year have been gained from Region X in-service programs.	1	2	3	4	5
3. Most (more than $\frac{1}{2}$) of the teachers have been informed of the Title III services.	1	2	3	4	5
4. Media merged with the instructional program helps the teacher improve classroom instructions.	1	2	3	4	5
5. Guidance counseling should continue to be a service of Region X.	1	2	3	4	5
6. The driver education simulation program should continue to be a service of Region X.	1	2	3	4	5
7. The health screening service should continue to be a service of Region X.	1	2	3	4	5
8. Speech therapy services should continue to be a service of Region X.	1	2	3	4	5
9. The quality of Region X service is adequate.	1	2	3	4	5
10. The Region X-Title III services should be expanded.	1	2	3	4	5
11. Cooperation of area school districts is important for improvement of instruction in local schools.	1	2	3	4	5
12. The most critical educational need in the Region X area is for cooperative services and programs designed to improve student instruction.	1	2	3	4	5
13. There are other service needs for the Region X area.	1	2	3	4	5

14. If answer to above is a 1 or 2, please list other needs in order of importance.

1. _____
2. _____
3. _____

III. THIS SECTION FOR TEACHERS AND ADMINISTRATORS ONLY. Check one answer, please.

1. I have requested and received Region X services during this school year approximately:

// 0 to 3 times // 4 to 7 times // 8 to 11 times // 12 to 15 times // 16 or more times

2. I have participated in Region X sponsored in-service programs during this school year approximately:

// 0 times // 1 time // 2 times // 3 times // 4 times // 5 or more times

APPENDIX E

AN EVALUATION QUESTIONNAIRE FOR REGION XIV

Directions: The question response choices are ranked as follows:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Please circle one response.

Sa A N D Sd

I. The Program

- | | | | | | |
|--|---|---|---|---|---|
| 1. The special education services developed by the Elk City Region XIV Center have been useful during the 1972-73 school year. | 1 | 2 | 3 | 4 | 5 |
| 2. Services from Region XIV have helped the school district budget. | 1 | 2 | 3 | 4 | 5 |
| 3. The services from the Regional Center are not needed to help improve instruction. | 1 | 2 | 3 | 4 | 5 |
| 4. A visit to the Elk City Region XIV Center is useful for understanding the special education services. | 1 | 2 | 3 | 4 | 5 |
| 5. The inservice training for student referral techniques has been helpful. | 1 | 2 | 3 | 4 | 5 |
| 6. An understanding of the learning disability student has been gained through information from Region XIV programs. | 1 | 2 | 3 | 4 | 5 |
| 7. The procedure for requesting Region XIV services is adequate. | 1 | 2 | 3 | 4 | 5 |
| 8. Availability of Region XIV services is known by those who could benefit from them. | 1 | 2 | 3 | 4 | 5 |
| 9. Knowledge concerning the services of Region XIV is gained primarily from persons familiar with the program. | 1 | 2 | 3 | 4 | 5 |
| 10. Knowledge concerning the services of Region XIV is gained primarily from publications about the program. | 1 | 2 | 3 | 4 | 5 |
| 11. Little is known in the area about the Region XIV programs. | 1 | 2 | 3 | 4 | 5 |

	Sa	A	N	D	Sd
12. Local districts participate in the program planning for Region XIV.	1	2	3	4	5

II. The Services

1. Individualization techniques for instruction learned through Region XIV are better than the average school can provide for teachers.	1	2	3	4	5
2. New ways to help students this school year have been gained from Region XIV inservice programs.	1	2	3	4	5
3. Most (more than $\frac{1}{2}$) of the teachers have been informed of Region XIV services.	1	2	3	4	5
4. Specialized testing and guidance merged with the instructional program help the teacher improve classroom instruction.	1	2	3	4	5
5. The Elk City psycho-educational service center should continue to serve Region XIV.	1	2	3	4	5
6. Training teachers in referral techniques through inservice education should continue to be a service of Region XIV.	1	2	3	4	5
7. Programs for providing guidance, counseling, and testing of special education students should continue to be a service of Region XIV.	1	2	3	4	5
8. The quality of Region XIV service is adequate.	1	2	3	4	5
9. The Region XIV services should be expanded.	1	2	3	4	5
10. Cooperation of area school districts is important for improvement of instruction in local schools.	1	2	3	4	5
11. The most critical educational need in this Region XIV area is to have an educational support system center for special education services.	1	2	3	4	5
12. There are other service needs for the Region XIV area.	1	2	3	4	5

13. If answer to above is a 1 or 2, please list other needs in order of importance:

1. _____
2. _____
3. _____

III. THIS SECTION FOR TEACHERS AND ADMINISTRATORS ONLY. Check one answer, please.

1. I have requested and received Region XIV services during this school year approximately:
/ / 0 to 3 times / / 4 to 7 times / / 8 to 11 times / / 12 to 15 times / / 16 or more times
2. I have participated in Region XIV sponsored inservice programs during this school year approximately:
/ / 0 times / / 1 time / / 2 times / / 3 times / / 4 times / / 5 or more times

APPENDIX F

STUDY REGIONAL SCHOOL DISTRICTS ELIGIBLE

FOR OKLAHOMA INTERMEDIATE

UNIT PARTICIPATION*

- Region V SAND SPRINGS, BROKEN ARROW, BIXBY, JENKS, Union, Berryhill, GLENPOOL, LIBERTY, KEYSTONE, Leonard, MILFAY, BRISTOW, MANNFORD, MOUNDS, LONE STAR, GYPSY, OLIVE, KIEFER, OILTON, DEPEW, KELLYVILLE, SAPULPA, PRETTY WATER, ALLEN-BOWDEN, DRUMRIGHT, SHAMROCK, CHANDLER, DAVENPORT, WELLSTON, WHITE ROCK, STROUD, SPRINGDALE, Sparks, MEEKER, PRAGUE, Carney, AGRA, RIPLEY, STILLWATER, PLEASANT VIEW, PERKINS, CUSHING, GLENCOE, YALE, OAK GROVE, Mingo.
- Region IX COLLINSVILLE, Skiatook, Sperry, OWASSO, Braman, Peckham, Newkirk, New Bethel, Nardin, Blackwell, Kildare, Union, PONCA CITY, Kaw City, Tonkawa, Pawhuska, Osage Hills, Bowring, Shidler, Burbank, Indian Camp, Fairfax, BARNSDALL, Wynona, Avant, Hominy, Prue, Anderson, Barnsdall-Shady Grove, McCord, Pawnee, Jennings, CLEVELAND, Ralston, Copan, DEWEY, Oglesby, BARTLESVILLE, CANEY VALLEY.
- Region X BOSWELL, FT. TOWSON, GRANT, SOPER, GOODLAND, SWINK, HUGO, WHITEFIELD, KINTA, STIGLER, MCCURTAIN, KEOTA, WILBURTON, RED OAK, BUFFALO VALLEY, PANOLA, SPIRO, HEAVENER, SHADY POINT, POCOLA, MONROE, HODGEN, LEFLORE, CAMERON, PANAMA, BOKOSHE, POTEAU, FANSHAWE, WISTER, TALIHINA, WHITESBORO, HOWE, ARKOMA, FOREST GROVE, IDABEL, HAWORTH, LUKFATA, VALLIANT, EAGLESTOWN, SMITHVILLE, GLOVER, TOM, DENISON, WRIGHT CITY, WATSON, OAK GROVE, BATTIEST, HOLLY CREEK, BROKEN BOW, HARTSHORNE, CANADIAN, Krebs, HAILEYVILLE, KIOWA, QUINTON, Alderson, Dow, INDIANOLA, CROWDER, Frink, SAVANNA, Tannehill, PITTSBURG, MCALESTER, Haywood, RATTAN, ALBION, TUSKAHOMA, CLAYTON, ANTLERS, NASHOBA, MOYERS.
- Region XIV MERRITT, ELK CITY, SWEETWATER, SAYRE, CARTER, ERICK, CUSTER, ARAPAHO, THOMAS, WEATHERFORD, BUTLER, HAMMON, CLINTON, MANGUM, GRANITE, Gould, Arnett, Hollis, Navajo, Martha, Duke, Altus, Eldorado, Olustee, Blair, Southside, HOBART, LONE WOLF, GOTEBO, SNYDER, Mt. Park, Roosevelt, Cooperton, Mt. View, Reydon, CHEYENNE, Crawford, SENTINEL, Dill City, BURNS FLAT, WASHITA HEIGHTS, CANUTE, CORDELL.

* Participating school districts in capital letters

APPENDIX G

April 30, 1973

Dear Educator:

We are studying Title III services in Oklahoma. At this point we need your opinion.

Our primary interest is funding. The results will be presented to legislative and regional committees.

You were selected from educators in your region. The ten minutes you take to answer this confidential questionnaire could be crucial. A return, stamped envelope has been enclosed.

Thank you.

Sincerely,

Betty J. Williams
Research Associate

Kenneth St. Clair
Project Director

hjb
enclosures (2)

APPENDIX H

Respondent Comments Concerning Other
Service Needs

I. Region V

A. Classroom Teachers:

1. "...our building has not received information or inservice training on using the tapes, however I have used some of the tapes with my students and believe with more information they might be more beneficial."
2. "Remedial reading, teacher aides for bookkeeping, less federal aid provided and more emphasis placed on need of teachers, specifically-teachers consulted on how money is spent."
3. "Individualized technology-other than TV, since closed circuit is not available to us."
4. "Hardware, personnel, software."
5. "Let us know what services are available."
6. "More departmentalized helps in high school."
7. "More information on remedial programs for junior high."
8. "As you probably have gathered from my responses, I have had very little contact with the program. Our system's video equipment has been difficult to get for classroom use. Our system could definitely do with some further education on the program."

B. Administrators:

1. "Inservice for noncertificated personnel; inservice for volunteer programs; skill program, e.g. Wisconsin Design; inservice for students in new programs."
2. "Consultant and curriculum assistance; evaluation design; dissemination procedures and community input."
3. "Video tape accessories in each classroom; cameras for each school, so children can see themselves and their mistakes."
4. "Suggestions for teacher-made materials and pupil-made materials; a tape so teachers can understand 'grouping' (this is too often neglected by teachers who try to teach all children at same level)."
5. "Information, testing services, diagnosis, etc."
6. "Money; more VTR equipment; curriculum consultants."

Region V (Continued)

C. Regional Personnel:

1. "More contact with student; more use of cable TV in Stillwater."
2. "Face to face work with teachers in program development with CCTV used as support."

II. Region IX

A. Classroom Teachers:

1. "Human awareness summer session great! Monthly one-day meetings were not successful, I feel."
2. "Let people know; periodic notification of workshops; inservice programs."
3. "Reading programs."
4. "I do not know enough about the existing programs..."
5. "I know very little about this program. Written material on what is available would be helpful - also workshops during school term would be helpful."
6. "More workshops - locally, so more can participate; extend from attitude and teacher student communications and rapport; go much further with behaviorial objectives."
7. "I only received one group of films I ordered for my unit on drugs. No Money!"
8. "Better communication; more workshops."
9. "Have the students understand their own behavioral objectives."
10. "Continue to have more workshops here in Ponca City; work more on behavioral objectives."
11. "Counseling, grade school as well; psychologists; inservice training for learning disabilities."
12. "Ways to improve teacher-parent and teacher-community relationships - the end result of which should improve 'student instruction'."
13. "Ways to help middle economic children; how to apply more psychology in classroom; most important: help need in operation successfully an open classroom."
14. "(program) to be discontinued."

Region IX (Continued)

15. "Financial assistance for new programs; use money for workshops for field trips or some other worthwhile thing."
 16. "Teacher-student relationship; school-community relationship; pleasant atmosphere."
- B. Administrators:
1. "Prescriptive teaching center should be continued..."
 2. "More information about the program."
 3. "Inservice education programs; career education; helping schools with possible accountability programs."
 4. "Media techniques."
 5. "Involve and help all districts; inservice training."
- C. Regional Personnel:
1. "Media services, inservice training in A-V."
 2. "Media services; diagnostic and prescriptive teaching services."

III. Region X

- A. Classroom Teachers:
1. "Special education (retarded); arts and crafts for special education.
 2. "Need to know about existing programs."
 3. "Need more personnel to give more time doing what they have planned to do; psychologists; special education."
 4. "Physically handicapped."
 5. "Mobile library service."
 6. "I feel the speech therapy and counseling services are not given enough time and should be expanded to give more time in each school."
 7. "Continue as in past with various workshops which have been helpful."
 8. "Help individualize reading programs; ways to help improve social relations."
 9. "Special Education."
 10. "Media center; more environment study."

Region X. (Continued)

11. "More custodial workshops with demonstrations; more administrative therapy."
12. "More student counseling; more custodial inservice training; more administrative workshops."
13. "These services are great, but are spread so thinly over such a large area I feel that very little is accomplished. Need more people to test and counsel and greater number of speech therapists."
14. "More workshops in all areas."
15. "Speech in first grade and kindergarten, at least screening; counselors to work with children."
16. "More student counseling; more custodial inservice training; more administrative workshops."
17. "Even more inservice programs for teachers; have more county-wide workshops; have more district-wide workshops."
18. "I see a need to teach an all over desire in pupils to put best effort and pride in a job well done - many have no pride in their work."
19. "Institute type workshops for college credit; summer sessions for educators."
20. "Multi-media library center for instruction aids."
21. "Media center."
22. "Film, filmstrip, recording service by mail; inservice guidance for beginning teachers; counseling-screening for psychological problems in students."
23. "Better communication of services."
24. "More student counseling; more custodial inservice training; more administrative workshops."
25. "Very useful and helpful services for our school, hope it will continue in years to come - helpful for our students. We appreciate the wonderful service."

B. Administrators:

1. "Specific, concrete help in drug education; central (regional) film library to expand instruction of science, social studies, etc."

Region X (Continued)

2. "More child guidance services."
3. "If the ones that are in service now were continued on a larger basis with more time spent in each school, it would help considerably."
4. "Not familiar enough with existing services."
5. "More people (personnel); more time in each school."
6. "More speech therapy time; more teacher supervision; health services need to be extended."
7. "More individualized testing for learning disabilities; more counseling for deep emotional problems."
8. "Expansion of time allotted for speech therapist and counselor; testing and evaluation."

C. Regional Personnel:

1. "A sharing, state-wide finance plan for schools whereby financing is equalized; sharing of school programs such as band, music, or a county system for high schools; organized activities for after school for Intermediate-Junior High age, especially the underprivileged boys."
2. "Assistance in needs assessment; school board leadership workshops; materials center for unique."
3. "More individualized testing services; more pre-vocational information; more personnel to improve and expand services."
4. "Psychometrist; psychologist; speech therapist."
5. "Environmental."
6. "Special education materials center; film library."
7. "Mobil unit for speech and hearing services."
8. "Environmental education."
9. "More counselors; more speech therapy."
10. "Better referral system; more aid to emotionally disturbed children."
11. "Psychologist services; social worker; special education services for learning disabilities and mentally retarded."
12. "Helping teachers in classrooms; more speech therapists; aides to help teachers."

Region X (Continued)

13. "Early childhood instruction techniques; individual instruction techniques; early childhood development."
14. "Materials and media for any area."

IV. Region XIV

A. Classroom Teachers:

1. "Classes available in each school; money allotted each school; more information sent to each school."
2. "Speech therapy; expand all services to more counties in this area."
3. "Classes available in each school; money for each school; more information sent to schools."
4. "More classrooms are needed through the area."
5. "Physical education in elementary."
6. "More work with local teachers (all areas); availability of psychometrists for conferences with parents; mobility of personnel and materials to schools rather than depending on teachers to visit the center."
7. "Guidance; health."
8. "Gifted student."
9. "More help to surrounding schools; people to confer with classroom teachers."
10. "Mainly expansion to include more students in dire need of learning disabilities classes."
11. "Speech therapy; expand the present services."
12. "Speech therapy; expand services to other schools in Southwest area."
13. "Speech therapy; expand the present services to include more counties."
14. "Speech therapy; expand services in southwest."

B. Administrators:

1. "Speech; learning disabilities for junior high."
2. "More special education classes, trainables in particular; more help in speech."

Region XIV (Continued)

3. "Speech therapist."
 4. "Speech therapy."
- C. Regional Personnel:
1. "Speech correction; trainable class; more learning disabilities classes in Junior High."
 2. "Speech therapist; more guidance and counseling services."
 3. "Speech therapist; school nurses; elementary counselors."

VITA ^v

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Candidate for the Degree of

Doctor of Education

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