

CERTAIN ANXIETIES AND PROBLEMS EXPERIENCED  
BY TEACHERS WHEN INVOLVED  
IN CURRICULUM CHANGES

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## PREFACE

Almost from its beginning, the American high school has been faced with a continuing effort to improve its curriculum. Such efforts have been attempted at local, state, regional and national levels. Many such efforts have been attempted with little attention being paid to the teachers who would be involved in making curriculum changes.

Before curriculum changes can be successfully implemented, it is important to know what anxieties and problems teachers will face. If such anxieties and problems of teachers can be avoided or alleviated, curriculum improvement programs may be better implemented. The purpose of this study is to identify certain anxieties and problems experienced by teachers as they were involved in curriculum changes. Eight areas of anxieties and six problem areas were identified in this study.

Indebtedness is acknowledged to Drs. Halmer Sorenson, James Richardson, and especially to Andrew Holley for their valuable guidance and assistance, and to Drs. W. E. Little and Morris Wallace who served as former advisers, and to Mrs. Helen M. Jones for assistance in tabulating the data.

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## CHAPTER I

### INTRODUCTION

#### Nature of the Study

This study is concerned with what happens to teachers when they find themselves attempting to implement curriculum revisions in schools engaged in a program of curriculum change. It attempts to discover the tensions experienced, as well as the problems which seem to cause these tensions and the factors which affect teachers in such situations.

With the recognition of the changing nature and increasing demands of the American society, many schools have initiated programs of curriculum change. Among the insights derived from the attempts to implement proposals for curriculum change is that certain extraneous factors work toward maintaining the status quo, while other factors tend to facilitate change in the curriculum. Among the factors causing resistance to change are college entrance requirements, specifications for graduation by accrediting agencies, regulations and policies of state departments of education, and policies and procedures of local school boards. Such factors have tended to standardize the high school curriculum. Other factors have brought about changes in the curriculum. Courses and curricula in vocational education, and other special areas such as fine arts and physical education have been included in high school programs as a result of the pressures of special interest groups

outside of school. Technological developments, societal changes and research findings as to the nature of learning have brought about changes in the curriculum.

During any period of change, many teachers find themselves in the midst of conflict and tension. The teaching situation is new and strange. Their basic beliefs and practices are challenged. They lack the security of the traditional ways and means they have been employing in achieving the purposes they sought in teaching. Many teachers are products of schools adhering to a basic philosophy of authoritarianism. When such teachers find themselves in schools where the basic philosophy is different, some changes must of necessity take place in teachers as new learning is acquired. Alice Miel states: "The changes involved when the school curriculum is really modified are actually changes in the attitude and behavior of persons."<sup>1</sup> George Sharp, in his studies of curricular revisions, states that the curriculum changes only as teachers are reeducated in terms of the understandings, skills, and attitudes needed in the new and developing situation.<sup>2</sup>

Studies of the problems involved in curricular change tend to stress the importance of the teacher as the major factor in the implementation process. This investigation seeks to shed some light on certain areas of anxiety that teachers encounter as they seek to serve their role in implementing curricular change.

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<sup>1</sup>Alice Miel, Changing the Curriculum. New York: Appleton-Century-Croft, Inc., 1946, p. 14.

<sup>2</sup>George Sharp, Curriculum Development as Re-education of the Teacher. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

### Statement of the Problem

This study seeks to identify anxieties which tend to cause tensions and problems which teachers experience as they attempt to implement curricular changes. The study attempts to ascertain the reactions of teachers to some of the intangible factors which affect them in situations where curricular changes are involved. The study seeks to discover how teachers feel about their own abilities and inadequacies when they are placed in situations where curricular changes are proposed.

### The Purpose of the Study

The primary purpose of the study is to identify anxieties which tend to cause tensions and which affect the attitudes and behavior of teachers who are involved in making curricular changes. A second purpose is to identify specific problems which contribute to the tensions experienced by teachers and which tend to prevent progress in affecting curricular changes.

### Scope of the Study

This study is limited to the identification of anxieties or tensions and problems which teachers experience when working in programs of curricular revisions. It is not concerned with ways or methods for bringing about changes in curricula.

The study is further limited to the voluntary responses of 252 experienced teachers in 16 schools varying in enrolments from 100 to 3,000. The schools were distributed geographically across the United States east of Denver.

### Certain Assumptions Underlying the Study

In this study, the basic assumption is that changes, or lack of changes, in attitudes and behavior may be associated with changes, or lack of changes, in the curriculum. Thus the acceptance or rejection of an idea or a plan for modifying content and teaching methods is assumed to be associated with attitudes and habits of thinking and acting which characterize the teachers involved.

The statement that "teachers tend to teach as they were taught" is an observation relevant to the major premises: that in order to change or modify the curriculum, changes must occur in the attitudes, understandings, skills, and habits of teachers.

In this study, changes in the attitudes and behavior of teachers relative to curricular changes are assumed to be associated with anxieties and tensions. These anxieties and tensions in teachers may be created when teachers face situations in which they are required to make changes in content and methods.

### Background and Need of the Study

This investigation developed as an outgrowth of several years of actual experience in and study of programs of curriculum improvement by the investigator. Some of these programs had their origin in national studies, some in state or area studies, and others at the local school level. Many curricular programs on which much time and money were spent in preparation of resource units and teaching units and in compiling and preparing materials appeared excellent. However, these programs seemed to break down when the implementation or change was attempted in the classroom. In the same building, certain teachers would achieve success

in implementing the program while other teachers working in the same program would experience failure and frustration.

The investigator spent two summers in workshops sponsored by the Progressive Education Association in connection with work of the Eight-Year Study. In these workshops and in other workshops much attention was given by teachers and supervisors to a study of the needs of youth, to the nature of learning, to the development of resource units, and to evaluation.

Material was developed in the workshops which gave promise of bringing about changes in the curricula of the schools involved in the studies. Schools sent teams or committees of teachers to workshops armed with much material developed out of faculty studies of the pupils of their schools.

When the teachers returned to the classrooms, however, difficulty in implementing the proposals which came from the workshops was experienced. Things did not always work out in the academic year as it appeared likely in midsummer at the workshop.

It is generally agreed that changes in curriculum have not kept pace with developments in our society. Similarly, there is agreement that changes in curriculum have not kept pace with the findings of research. Improvements in curriculum have lagged far behind the proposals of such professional organizations and groups as the American Council on Education, the Commission on Life Adjustment Education, the Progressive Education Association, and the Committee of Fourteen.

The importance of teachers' attitudes, feelings, abilities, and behaviors as factors which determine what changes schools may attempt is slowly being established. The teacher working in a classroom with a

group of pupils actually is the implementing agent in curriculum change. If the teacher is opposed to the curriculum revision, or if his attitude is one of distrust or lack of confidence in the curriculum revision, the operation of revision programs will be affected. If the teacher has feelings about the curriculum revision which affect him adversely, the new curriculum is not likely to receive his full support. These feelings, which may be favorable or unfavorable to curriculum change, have a direct effect on the nature and quality of instructional improvement.

Alice Miel states,

To change the curriculum of the school is to change the factors interacting to shape that curriculum. In each instance this means bringing about changes in people—in their desires, beliefs, and attitudes, in their knowledge and skill.<sup>3</sup>

A knowledge of the factors which cause teachers to develop attitudes about curriculum changes, and about feelings and behaviors in implementing changes, should be of value to school administrators and coordinators in making revisions or changes. Such knowledge should assist in avoiding situations and conditions which may block teachers and others in their efforts to revise the curriculum. Likewise such knowledge should facilitate implementing curriculum revisions and make possible more rapid and at the same time more effective changes. Sharp says, "In curricular development, it is the teacher's problems, the teacher's insights, and the teacher's solutions that are the core of the process."<sup>4</sup>

If changes in the curriculum come about only as people change or experience growth, knowledge which helps to facilitate and hasten the

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<sup>3</sup>Alice Miel, p. 10.

<sup>4</sup>George Sharp, p. 40.

change in people is needed. The 1951 Yearbook Committee of the Association for Supervision and Curriculum Development reports, "The people involved in the educative process are the most important single factor in curriculum improvement. Curriculum improvement is made possible only through continued education of the professional personnel."<sup>5</sup>

Alexander and Saylor also support this view in the following statement:

Teachers are the key persons in curriculum planning. In the final analysis they will determine in a large measure the actual learning experiences that will go on in the classrooms, halls, and cafeterias and on the playgrounds of our schools.

It becomes much easier for such (secondary) teachers to work in a curriculum that is organized on the subject basis than it is to work with other types of curriculum design, and schools find it much easier to go ahead with the traditional type of subject curriculum than to re-educate teachers to work with a new type of design. In fact, it often has proved quite difficult for many teachers, especially at the secondary level, to change to a new method of organizing educational experiences. They flounder, are insecure, and exhibit considerable difficulty in adjusting to a new approach.<sup>6</sup>

The difficulties in changing the attitudes and habits of thinking and doing of teachers are stressed by Faunce and Bossing in the following statement:

It is not surprising that teachers are honestly hesitant to be rushed into radically new educational ideas that require drastic changes in classroom procedures, especially where guideposts are still too few and rule of thumb techniques do not fit. Although the public attitude toward teachers sometimes disagrees, teachers are human—very human. Like other people, they crave a sense of security.

For older teachers, habits of thinking and doing are hard to change. Legitimate question of their ability to make the change-over haunts many of them.<sup>7</sup>

<sup>5</sup>Association for Supervision and Curriculum Development, N.E.A. Action for Curriculum Development, 1951 Yearbook. Washington, D. C.: The Association, pp. 105-196.

<sup>6</sup>Alexander and Saylor, Secondary Education Basic Principles and Practices, p. 63.

<sup>7</sup>Faunce and Bossing, Developing the Core Curriculum, pp. 210-211.

The slowness of teachers in making changes in their attitudes and practices may account in part for the gap between the curriculum and American life referred to by Rugg in the following language:

Not only has there been a gap between the curriculum and American life; a similar one has persisted to the present day between the growing child and the curriculum. Three critical factors are present in the educative process: the child, contemporary American society, and standing between them, the school curriculum. In a hundred years, however, the public school has lagged far behind. It has never caught up with the momentum of industry, business, community life, or politics. Only rarely has it succeeded in dealing with contemporary issues and conditions; never has it anticipated social needs--the halo of the past has oriented those who have made the content of our school curriculum.<sup>8</sup>

Teachers who find themselves teaching in a situation which is new to them may develop tensions which affect their teaching efficiency. If the tensions experienced by teachers could be identified and analyzed, help might be provided by school authorities in preventing or overcoming such tensions.

If the problems and situations which tend to cause tensions in teachers could be identified, provisions might be made to prevent such problems and situations from arising. In case the problems and situations causing tensions could not be prevented, steps might be taken for solving or eliminating them.

The situations and problems which cause tensions of teachers might be made known to teacher training institutions as well as to supervisors, administrators, and curriculum directors. If a better understanding of the causes of tensions could be developed in pre-service programs of

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<sup>8</sup>Harold Rugg, "The School Curriculum and the Drama of American Life," Curriculum Making: Past and Present. Twenty-Sixth Yearbook of the National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Co., 1927), Ch. 1, Part 1, pp. 3-16.

teacher education, curriculum improvement programs could eventually proceed more rapidly and effectively.

#### Definition of Terms Used in the Study

Certain terms are defined in order to clarify the concepts represented by the terms as they are used in the study. They are defined as follows:

The term Anxiety is defined as condition of mental uneasiness arising from fear of some uncertainty.

Tension is defined as mental strain; intensity of feeling.

Curriculum has been defined as the total of the experiences of pupils under the direction of the school. Curriculum revision also refers to changes in the school program.

The term Problem is defined as a matter of concern which may cause a block to one's thinking or action.

Hypothesis is defined as tentative theories adopted by the jury of experienced teachers regarding anxieties and problems causing tensions of teachers used in guiding further research.

The term Feeling is defined as an emotion closely associated with a belief or conviction.

Stereotyped thinking in this study is defined as thinking which is based on "a standardized pattern of response to specific objects and situations."<sup>9</sup>

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<sup>9</sup>Dictionary of Education, Edited by Carter V. Good. McGraw-Hill Book Company, 1945, p. 389.

## CHAPTER II

### METHODOLOGY

#### Introduction

This study is designed to be exploratory in nature. Interviews, group conferences, jury opinion, and the use of a questionnaire were judged to be appropriate techniques for obtaining data pertinent to the purposes of this study. Ten experienced teachers in the Tulsa Public Schools were asked to respond freely about the kinds of things which affected them as persons when they attempted to teach in the revised or changed program. The investigator made longhand notes of free responses of teachers who were interviewed. Samples of free responses are included in Appendix A, classified under headings suggested by the jury of experienced teachers.

Groups of two or three teachers from each of four Tulsa Public Schools were interviewed, including groups who were working together with the same pupils on curricular changes referred to in Tulsa as working in a "Block Schedule." These teachers were usually free one period per day for planning their work in what was called a planning period. Notes were made by the investigator of responses of the teachers who worked together in the block schedule.

Four principals who were in schools involved in curriculum revision programs were asked to relate their experiences with teachers who were

attempting to make the revisions. Notes were made of experiences and observations of these principals.

One assistant superintendent and one curriculum director of a large city school system were interviewed by the investigator regarding their experiences and observations about what happens to teachers in their schools when such teachers are involved in programs of curriculum change. These two officials responded freely, and their comments were listed along with the comments of the experienced teachers and principals.

Following the interviews with the teachers, the principals, the assistant superintendent, and the curriculum director, a jury of six teachers was selected from the faculty of Daniel Webster High School, Tulsa, Oklahoma and asked to consider the recorded remarks of teachers who had been interviewed. These six teachers had each spent more than ten years working on curriculum revisions. One of the jury was an experienced teacher of mathematics, one an experienced teacher of English, another an experienced teacher of home economics, another an experienced teacher of social studies, another experienced in history and physical education and the sixth had much experience in teaching in a program of "fused" English and social studies for slow readers. This jury of experienced teachers gave several hours to an oral review of their own experiences. They then grouped into common areas the concerns which they had expressed and the concerns of other teachers which had been recorded by the investigator through interviews. This procedure resulted in the selection of eight possible areas of anxieties causing tensions which the jury stated were experienced by teachers. No claim is made that the listing was complete or exclusive. These selected statements of areas served as hypotheses, or hypothetical statements, which the study sought to explore.

For example, the lack of a feeling of security in a new teaching field is likely to bring on anxieties which tend to cause tensions in teachers.

The following eight areas of anxieties representing factors and situations tending to cause tensions, as determined by the jury, were considered illustrative. It is not claimed that the areas are discreet. The statements of anxieties were considered aspects related to the areas or kinds of anxieties which teachers might exhibit. These kinds of anxieties might tend to cause tensions on the part of teachers and thus interfere with the progress of curriculum revision.

#### List of Areas of Anxieties Identified by Jury

##### 1. Security

Feeling insecure as a teacher working in a new area or on new and different problems in the classroom

Feeling insecure in presenting new or different materials

Feeling insecure in a belief in the value of the proposed curriculum

Feeling insecure in the acceptance by the community of the new program and method

##### 2. Confidence

Lack of feeling confidence in the school leadership and in the sincerity of that leadership

Lack of feeling confidence in the proposed curricular change and confident that it was an improvement over the former plan

##### 3. Skill in classroom methods and techniques

Feeling that one does not have the skill to teach in a situation where the role of the teacher might be different from the former role

Feeling that one lacks skill to find and use new materials

Feeling that one lacks skill in using pedagogical terminology

#### 4. Physical Factors

Believing that more time is needed for preparation and planning

Believing that more time is needed for finding suitable and usable instructional materials

Believing that there is a lack of adequate and suitable textbooks

Feeling that classes are too large for effective teaching

#### 5. Avoiding Conflicts

Believing that there are conflicts of basic educational philosophy with other staff members

Believing that there are conflicts of beliefs among fellow teachers in the psychology of learning

Believing that there are conflicts with fellow teachers about curriculum

Believing that there are conflicts with school administration about curriculum

#### 6. Recognizing Reality

Believing that reliable information about the lives of pupils outside of school is not available

Believing that information about graduates and their vocations is lacking after high school graduation

Believing that high school pupils lack the ability to plan and solve their own problems

Believing that information about the total school program is lacking

#### 7. Stereotyped Thinking

Thinking that teachers know best what should be taught

Thinking that an organized plan for teaching should not be disturbed

Thinking that different curricula should be provided for college and non-college pupils

#### 8. Status

Believing that teachers lose status with pupils when they do not know the answer

Believing that one's status is jeopardized by adverse opinions of fellow teachers

Believing that status with supervisory officers is very important

It was believed that the anxieties identified by the jury should be investigated. For testing the hypothetical statements classified under the eight areas of anxieties, a questionnaire was developed using the concerns of teachers under each area as the basis for framing the questions.

#### Developing the Questionnaire

Since the jury of teachers had established hypotheses regarding anxieties and problems of teachers out of their own experiences and the investigator's report of the interviews with teachers and other school officials, it was deemed feasible to investigate the hypotheses as they might affect teachers in other schools.

Since the schools selected were widely distributed, the questionnaire method was resorted to as the most feasible method. Furthermore, it was assumed that the responses of experienced teachers would be helpful in determining anxieties that tend to cause tensions and to create problems in curriculum revision.

A preliminary questionnaire was constructed which sought to explore the areas of anxieties as established by the jury. Questions were developed from the comments secured by the investigator in the interviews with teachers and other school officials. These questions were grouped under the areas of anxieties which the jury had classified. Each question was related to an area of anxiety.

The first draft of the questionnaire was designed to elicit responses on a five-point scale, as follows: (1) yes, to a very great extent,

(2) yes, to some extent, (3) undecided, (4) no, to some extent and (5) no, to a very great extent. A number of teachers and administrators examined the questionnaire and gave their reactions. From these reactions it became evident that there was little value in the use of a five-point scale because discriminations of this nature could not easily be made; consequently, a three-point scale for responses was selected which gave opportunity for an affirmative response, a negative response, and an undecided response.

The redraft of the questionnaire was organized so that the items of an area of anxiety were grouped together. It was found, when the questionnaire was tried out with small groups of graduate teachers at Oklahoma Agricultural and Mechanical College, that such a grouping tended to cause teachers to respond in terms of the area of anxiety rather than to specific items under each area; that is, there was a tendency on the part of respondents to react in a similar manner to all items under an area. In revising the questionnaire, the decision was made to distribute the items throughout the questionnaire so as to eliminate the identity of the areas of the anxieties.

The revised form of the instrument was presented to a seminar of graduate students in the School of Education at Oklahoma Agricultural and Mechanical College in the spring semester of 1950. (The students of the seminar were asked to criticize the questionnaire in terms of clarity or ambiguity of statements, and to indicate their own reactions to the questions. This procedure proved helpful, and certain changes were suggested to improve the meaning of poorly worded items.)

A revision of the instrument followed in the light of the experiences with the seminar group. This revised instrument was duplicated and tried

with a class of graduate students in the School of Education in Oklahoma Agricultural and Mechanical College during the summer session of 1950. This trial with the summer session class resulted in some further refinement of the wording of a few items in the questionnaire, and the instrument was judged ready for use.

The first page of the questionnaire was used for securing personal information about the respondents. It was believed that responses might vary with the age of teachers, with sex differences, with marital status, and with other information obtained. Data concerning professional education, background of training, the number of years in teaching, and the length of service in the present position were sought. Information was requested as to subject area preparation and the subjects then being taught by the respondents. These data were used to describe the population included in the study.

#### Procedures in Selecting Schools and Distributing Questionnaires

In selecting schools to be included in the study, it was deemed advisable to secure a wide geographical distribution. As a result of acquaintance with principals and superintendents in many states, it was possible for the investigator to identify schools which had been or were involved in programs of curriculum improvement.

In schools selected, a direct approach by personal letter was made to the principal. He was asked to determine the number of experienced teachers who were willing to respond to the questionnaire. On receipt of the information from the principal, the number of questionnaires requested was mailed to the principal of the school. He was asked to

distribute the instruments. Stamped return envelopes were given to teachers, who mailed their unsigned responses directly to the investigator.

In only one case was there no response. A principal in New Jersey, after receiving the questionnaires requested, returned the package of questionnaires with an explanation that the faculty was upset over certain changes in personnel and board policies. He advised that because of the situation within the school, the staff was in no mood to respond to questionnaires. All other principals responded.

The schools listed in Table I were involved in the study. Table I also includes data pertaining to the enrollment of the school during 1950-51, and the number of teachers responding.

#### Treatment of the Data

The questionnaire was made up of 56 questions which were designed to determine how teachers felt and what they thought about their role of teaching in a revised curriculum. Eight areas of anxieties which tend to cause tensions were identified by the jury of teachers before the questionnaire was developed.

The data which pertained to each of the areas were placed on 44"x28" cards. The data from the first page of the questionnaires were tabulated on the large working cards. These data included the following: age, marital status, sex, semester hours in the teaching field, semester hours in education, degrees held, total years teaching experience, school enrollment, years in the present position, participation in curriculum revision, the nature of the participation, amount of participation in weeks, subjects prepared to teach, and subjects now teaching. These data were not used as bases for classifying responses. Exploratory

TABLE I

LIST OF SCHOOLS INVOLVED IN STUDY, WITH ENROLLMENTS  
AND NUMBER OF TEACHERS RESPONDING

	Enrollment 1950 - 1951	No. of Teachers Responding
1. Central High School, Oklahoma City, Oklahoma (A school which engaged in a study of general curriculum and a special senior problems course)	1,700	21
2. Proviso Township High School, Maywood, Illinois (A school which had been active in curricular improvement in the Illinois study of secondary schools)	3,600	21
3. Springfield Senior High School, Springfield, Missouri (A school which was one of the partici- pating schools in the Eight-Year Study of College-High School Relations, and which participated in the Horace Mann-Lincoln study of school experimentation)	2,000	66
4. Kane High School, Kane, Pennsylvania (A school where the faculty had been active in the Pennsylvania citizenship Program)	600	12
5. Manchester High School, Manchester, Connecticut (A school which was active in developing a Life Adjustment Program)	1,300	15
6. Manual Training High School, Denver, Colorado (A school where the faculty had participated in the Horace Mann- Lincoln Study as well as the Eight-Year Study)	900	9
7. Battle Creek Central High School, Battle Creek, Michigan (A school where the faculty had been participating in the Michigan Secondary School Study)	1,500	3

TABLE I (Continued)

	Enrollment 1950 - 1951	No. of Teachers Responding
8. Mamaroneck Senior High School, Mamaroneck, New York (A school which was concerned with meeting the Life Adjustment needs of its pupils)	675	8
9. Roosevelt High School, Washington, D. C. (A school where a program of curriculum revision designed to meet problems of living needs for seniors had been in progress for several years)	935	4
10. Amarillo Senior High School, Amarillo, Texas (A school where the faculty was engaged in the Texas Secondary School Study)	1,300	6
11. Oak Ridge High School, Oak Ridge, Louisiana (A school where the faculty developed a unique curriculum designed to meet the needs of pupils in a rural community)	150	5
12. New Trier Township High School, Winnetka, Illinois (A school which participated in the Eight-Year Study and the Illinois Study)	2,300	10
13. Evanston Township High School, Evanston, Illinois (A school which participated in the Eight-Year Study and the Illinois Study)	2,400	3
14. Decatur High School, Decatur, Illinois (A school which was involved in the Illinois study of secondary education)	1,700	27
15. Bixby High School, Bixby, Oklahoma (A school which was attempting to develop a program of Life Adjustment Education)	350	9

TABLE I (Continued)

	Enrollment 1950 - 1951	No. of Teachers Responding
16. North East Junior-Senior High School, Oklahoma City, Oklahoma (A school which had been engaged in a program of unified studies designed to improve the curriculum)	900	33
TOTAL		<u>252</u>

analyses indicated that the results of such a procedure would not be very conclusive.

The responses to each item in the questionnaire were converted to percentages of total responses. For example, in Table II, ten per cent was computed by dividing 26 "Yes" responses by 252, or the total number of teachers responding to the item. The per cents were rounded off to the nearest whole per cent. All responses to the questionnaire were so treated and appear in the tables as per cents of the total number of respondents. Since all 252 respondents answered all questions in the questionnaire, the percentages were considered as indicative of the opinions of the teachers to the various items in the questionnaire.

## CHAPTER III

### ANXIETIES OF TEACHERS ACCORDING TO GENERAL CLASSIFICATION

#### Introduction

The purpose of Chapter III is to present and analyze the responses to the questionnaire in each of the eight areas of anxieties, as identified by the jury. Data presented include certain information concerning the teachers who responded to the questionnaire; the number and per cent of responses to each question; and the number and per cent of teachers who responded yes or no, or undecided.

The data presented in Tables III to X, inclusive, relate to factors contributing to the creation of anxieties of teachers in curriculum revision as reported by 252 teachers in 16 school systems. The teachers were asked to respond to a series of questions designed to reveal concerns or anxieties in situations involving curriculum change. For purposes of analysis, the items or questions were grouped under headings representing areas of anxieties as classified by the jury of experienced teachers.

Anxieties as used in this study refer to conditions of mental uneasiness arising from fear of some uncertainty. Concern is used synonymously with anxiety. Tension is defined as a condition of mental strain, brought on by anxieties. An example of an anxiety is a feeling of insecurity which might arise when a teacher finds himself in a new situation for which he is ill prepared. Such an anxiety, if intensified

by continued insecurity, might lead to the development of a tension. Teachers working under tension might become less effective in making curricular changes.

#### Characteristics of Respondents

There were sixteen schools in this study. Two hundred fifty-two teachers answered the questionnaire. Data relating to respondents, showing variations in age, experience, education, sex, marital status, and size of school to which attached, are indicated.

The teachers responding to the questionnaire were identified by the principal of the school as teachers who had had some experience in curriculum implementation. The data in Table II show the nature of the teacher population responding to the questionnaire.

The 252 teachers who responded to the questionnaire were teaching in sixteen different schools. One hundred twelve men and 140 women responded. Of the total group, 127 were married, 111 were single, and fourteen were widowed. One respondent held the doctor's degree; 152 held master's degrees; 93 had bachelor's degrees; and six had no degree.

Of 252 responding, 166 had fifteen years or more teaching experience; 23 respondents had taught between eleven and fifteen years; 20 had six to ten years of experience; and 43 had taught for five years or less.

From the data presented in Table II, it is apparent that the teachers included in the study were experienced, that 173 of the 252 responding were over forty years of age, that 152 of the 252 responding held master's degrees, and that 154 of them were teaching in schools with enrollments above 1500.

TABLE II  
PERSONAL AND PROFESSIONAL INFORMATION ABOUT RESPONDENTS

Personal Information					
Age		Marital Status		Sex	
21-30	32	Married	127	Male	112
31-40	47	Single	111	Female	140
41-50	95	Widow	14		
51-	78				

  

Professional Information					
Degrees Held					
		Degree	Number		
		None	6		
		Bachelors	93		
		Masters	152		
		Doctors	1		

  

Teaching Experience				Respondents Classified According to School Enrollment		
In Present Position		Total Years		Enrollment	Number	Respondents
Years	Number	Years	Number			
1-9	126	1-5	43	0-499		11
10-19	53	6-10	20	500-1499		87
20-29	47	11-15	23	1500-2499		131
30-	21	16-	166	2500-		23

Analysis of Responses in Eight Areas of Anxieties

Analysis of Reactions of Teachers Toward Experiences in Curriculum Revision in the Area of Confidence

In this area, as shown in Table III, an attempt is made to discover whether the teachers had confidence in the proposed curriculum, and whether they had confidence in the leadership provided by the school. The data in Table III relating to anxieties in the area of confidence show the following:

TABLE III  
 RESPONSES RELATING TO ANXIETIES IN THE AREA OF CONFIDENCE

Item Number*	Items Related to Confidence	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
7.	Did you have any doubts as to the sincerity of those who proposed the curriculum?	26	10	204	81	22	9
20.	Did the ideas basic to the proposed curriculum conflict with what you believed are the purposes?	19	8	192	77	36	15
25.	Did you feel that if the proposed curriculum were right that somehow you had spent much time in preparation and experience which was futile?	28	11	189	75	35	15
35.	Did you lack confidence in the leadership provided as you approached the new teaching-learning situation?	38	15	180	71	33	14
2.	Did you have any feeling of doubt as to the value of the proposed curriculum?	61	24	146	58	44	18
8.	Do you think that the purposes of the proposed curriculum were different from the purposes of the previous curriculum?	129	51	69	28	54	21
14.	Did you question the idea that the proposed revision was better than that which you had previously been doing?	97	39	114	45	40	16

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

1. Slightly more than half of those responding thought that the purposes of the proposed curriculum were different from the purposes of the previous curriculum.
2. Thirty-nine per cent, or approximately two-fifths, of the respondents questioned the idea that the proposed revision was better than the curriculum which they had been teaching previously.
3. Almost one-fourth of the respondents had feelings of doubt as to the value of the proposed curriculum. When the "Undecided" responses are added to the "No" responses, more than two-fifths of the teachers expressed feelings of doubt or uncertainty as to the value of the proposed curriculum. This may be indicative of a lack of understanding of the value of the proposed curriculum. If so, some of this lack of understanding may have resulted from the procedures used in attempting to introduce curriculum changes.
4. While only 10 per cent of the respondents questioned the sincerity of those who proposed the curriculum, 15 per cent expressed lack of confidence in their leaders in the new situation.

These data indicate some lack of confidence in the proposed curriculum and some lack of confidence in the school leaders to help in the new situation. Such lack of confidence may contribute to tension causing anxieties on the part of the teachers. In general, however, the teachers indicated confidence in the proposed curriculum and in the school leadership.

Analysis of Reactions of Teachers toward Experiences in  
Recognizing Reality in Curriculum Revision Situations

Recognizing reality in curriculum revision, as used in this study, refers to opinions and knowledges of certain physical and human factors operating in curriculum revision situations. For example, did the teachers know the home conditions of their students? The hypothesis is that if the teachers knew home conditions, their experiences in teaching might be more meaningful and therefore more fruitful.

In the area of Recognizing Reality as shown by data in Table IV, the following findings are stated:

1. Two hundred twenty, or 87 per cent, of the respondents stated that they believe that high school pupils are mature enough to help plan in solving their problems.
2. Eighty-four per cent said that they had information about what pupils do while not in school.
3. Three fourths of the teachers responding said that they had accurate information about the number of graduates who enter college each year.
4. Seventy-one per cent said that they know what the parents of their pupils do to earn a living.
5. Almost two thirds of the respondents thought that their teaching methods were changed by the new curriculum.
6. Fifty-seven per cent of the respondents had knowledge of the home conditions of most of their pupils.
7. Slightly less than half of the teachers had information about reading materials in the homes.
8. Only thirty-four per cent of the teachers had accurate information about graduates after five or ten years.

TABLE IV

RESPONSES RELATING TO ANXIETIES IN THE AREA OF RECOGNIZING  
REALITY IN CURRICULUM REVISION SITUATIONS

Item Number*	Items related to Recognizing Reality	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
41.	Do you believe that high school pupils are mature enough to help you to help them plan ways and means of solving their problems?	220	87	8	3	24	10
34.	Do you have any information about what your pupils do while not in school?	212	84	21	9	19	7
39.	Do you have accurate information about the number of graduates of your school who enter college or university each year?	191	76	50	19	11	5
16.	Do you know what the fathers and/or mothers do to earn their living?	181	72	43	17	28	11
43.	Do you think that your teaching methods were changed by the new curriculum?	166	66	52	20	34	14
44.	Do you have knowledge of the home conditions of most of your pupils?	146	58	83	33	23	9
5.	Do you have information about the reading materials in the homes of your pupils - books - magazines - newspapers?	122	49	110	43	20	8
51.	Do you have accurate information about the present status of graduates of your school for the past five or ten years?	86	35	109	43	57	22

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

While more than half of the teachers said that they know the home conditions of their pupils, less than one half said that they know about the reading materials in the homes. If teachers fail to recognize the reality of the home conditions of their pupils, certain anxieties may be created in the teachers. Three fourths said that they knew the number of graduates of their schools who enter college each year; only about one third had information about their graduates after five or ten years. Teachers may be aware of those graduates who enter college each year, but do not know the status of graduates after a few years. As a consequence, certain anxieties may be created in teachers as the curriculum is revised, or as proposals for curriculum revisions are made.

An aspect which may be significant is the finding that nearly two thirds of the teachers thought their teaching methods were changed by the new curriculum. Here is a clue that anxieties may be brought about by introducing revised curricula calling for changing established methods or ways of teaching.

Analysis of Reactions of Teachers toward Experiences Relating  
To Skill in Teaching in a Revised Curriculum

Skill in this discussion refers to the teacher's ability to put into operation his knowledge and understanding in providing learning experiences for the pupils. An examination of the data in Table V reveals the following findings:

1. More than four fifths, or 83 per cent, of the respondents felt adequate to help pupils plan their learning activities.
2. Sixteen per cent, or about one sixth, of the respondents were disturbed by the role of the teacher in the new situation.

TABLE V

## RESPONSES RELATING TO ANXIETIES IN THE AREA OF SKILL IN TEACHING

Item Number*	Items Related to Skill	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
18.	Do you feel adequate to help pupils plan their learning activities?	209	83	6	2	37	15
31.	Were you disturbed about the role of the teacher in the new teaching-learning situation?	40	16	191	76	21	8
17.	Do you feel adequate in directing group activities?	190	75	15	6	47	19
38.	Did you feel at a loss about where or how to find needed materials?	47	19	188	75	17	6
9.	Did you feel that you were lacking in skill and ability to do your job of teaching?	40	16	180	71	32	13
53.	Do you worry about the value or harm in giving pupils failing grades?	156	62	70	28	26	10
54.	Were you at a loss for procedures when you attempted to put the revisions into practice?	70	28	140	55	42	17
42.	Did lack of knowledge of how to plan with pupils cause you any concern?	110	44	106	42	36	14
29.	Do you think that your former methods made it easier for you to handle large classes?	99	39	113	45	40	16

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

3. Three fourths of the respondents felt adequate in directing group activities.
4. Nearly 20 per cent of the respondents felt at a loss about where or how to find materials.
5. Sixteen per cent of those responding felt a lack of skill in teaching.
6. Sixty-two per cent of those responding worry about the value or harm in giving pupils failing grades.
7. Slightly more than one fourth of the respondents were at a loss for procedures when attempting the revision.
8. Slightly more than two fifths who responded were concerned about a lack of knowledge of how to plan with pupils.
9. Thirty-nine per cent of those responding thought that their former methods made it easier to handle large classes.

From a study of the data in Table V, the following concerns were indicated by a minority of the teachers:

1. Lack of knowledge of how to plan with pupils
2. At a loss for procedures in the new teaching-learning situation
3. Concern about the value or harm in giving pupils failing grades
4. Belief that former methods made it easier to handle large classes

A feeling of a lack of skill in teaching in a revised curriculum may cause anxieties on the part of teachers which in turn could create tensions and slow down the improvements sought.

Analysis of Reactions of Teachers Toward Experiences in Physical Arrangements in Teaching in a Revised Curriculum Situation

The fourth area identified by members of the jury of teachers and through the interviews was that of physical arrangements. It has been

termed physical because it has to do with size of classes, the use of materials, the availability of materials, sources of materials, and the matter of time that it takes for preparation. Five questions were used to determine possible sources of anxieties in this area. An analysis of data in Table VI shows the following:

1. Two hundred sixteen, or 86 per cent, of the 252 respondents reported that more time for preparation is required of the teacher when teaching in the new program.
2. Thirty per cent of the respondents experienced difficulty in finding suitable materials. Nearly two thirds, however, said they experienced no difficulty in finding suitable materials.
3. Fifty-eight per cent, or slightly more than one half, of the respondents had sources of materials readily available. The undecided response represents about one in eight teachers. When the number of "Undecided" responses is added to the "No" responses, more than two fifths of the teachers indicated that materials were not readily available, or that, if materials were available, the teachers were not informed of such availability.
4. Over one half of the respondents felt "pushed" for time to make adequate preparation for teaching because of the curriculum change.
5. Forty-one per cent of those reporting believed that a basic textbook would make teaching more effective in the new program.

These data suggest that:

1. More time for preparation is required for the teacher in the new program.
2. Materials and their availability present a problem in the new program.

TABLE VI  
 RESPONSES RELATING TO ANXIETIES IN THE AREA  
 OF PHYSICAL ARRANGEMENTS

Item Number*	Items related to Physical Conditions	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
21.	Does teaching in a new teaching-learning situation require more time of the teacher for preparation?	216	86	20	8	16	6
45.	Did you experience difficulty in finding suitable materials for classroom work?	77	30	159	64	16	6
49.	Did you have sources of materials readily available?	146	58	74	29	32	13
32.	Do you feel "pushed" for time to make adequate preparation brought on by the proposed curriculum change?	136	54	93	37	23	9
36.	Do you believe that a basic textbook would make teaching in the proposed curriculum more effective?	104	41	99	39	49	20

\* Item numbers correspond to item numbers in the questionnaire.

<sup>#</sup> Per cents are rounded off to the nearest whole per cent.

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3. Teachers are about equally divided in their thinking regarding the value of a basic textbook.

The data also suggest that the availability of materials suitable to the new curriculum is a factor which concerns teachers. If this is generally the case, one procedure for bringing about curriculum change might be the providing of suitable materials and the making of such materials readily available.

The fact that more than eight out of each ten respondents said that more time is required in teaching in the new curriculum program may account for reluctance on the part of some teachers to go through with the introduction of new curriculum materials and methods. It should be noted here that teachers in the sample represented experienced teachers and probably better than average teachers. Therefore, the expenditure of more time for preparation might be less irksome to them than to teachers less experienced and less capable. In any event, teachers generally are overloaded with classroom and extra-classroom duties. As a consequence, making changes which require more preparation, without a corresponding lessening of other factors in the teaching load, might create resistance and anxiety on the part of the teachers.

Analysis of Reactions of Teachers Toward Experiences of  
Status in Teaching in a Revised Curriculum

Another area of anxiety identified by the jury of teachers had to do with how the teacher thinks he rates with his fellow teachers, with his students, and with his supervisors and administrators. Eight questions were used in attempting to determine how teachers respond to this area.

A summary of the responses shown in Table VII relating to status follows:

TABLE VII  
RESPONSES RELATING TO ANXIETIES IN THE AREA OF STATUS

Item Number*	Items related to Status	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
30.	Even though teaching procedures have been validated by research findings, do you hesitate to adopt them because of fear of criticism of other teachers?	2	0	247	99	3	1
13.	Do you feel that if you let pupils learn that you do not "know the answers" they lose confidence in you?	11	5	235	93	7	2
10.	Do your supervisory officers use educational terminology that you do not understand?	12	5	233	93	7	2
15.	Would you prefer to rate well with fellow teachers who may be opposed to your ideas even if you had to reject the curriculum revisions which you believe will better the teaching-learning situations?	7	3	220	87	25	10
6.	Do you get disturbed about your own status when the opinions of your fellow teachers are opposed to curriculum revisions?	31	12	191	76	30	12
55.	Do you think that your work is appreciated by your supervisors?	189	75	11	5	52	20
28.	Do you feel that you must have an opportunity to demonstrate to pupils that you are well prepared and well informed in at least one area of subject matter?	93	37	132	52	27	11

\* Item numbers correspond to item numbers in the questionnaire.

<sup>#</sup> Per cents are rounded off to the nearest whole per cent.

1. Two hundred forty-seven of the 252 teachers responding stated they had no hesitancy to adopt teaching procedures because of fear of criticism of other teachers.
2. Only 11 teachers, or 5 per cent of the teachers, felt that pupils lose confidence in teachers if they let pupils learn that the teacher does not know the answer.
3. Fewer than one out of ten respondents said that supervisors used educational terminology which the teachers did not understand.
4. Only 7 out of 252, or 3 per cent of the teachers, said that they would prefer to rate well with fellow teachers who oppose their ideas even if it meant rejecting the revisions which they believed were better.
5. Twelve per cent, or 31 of the teachers responding indicated that they get disturbed about their own status when fellow teachers are opposed to curriculum revision.
6. Three fourths of the respondents thought that their work was appreciated by their supervisors.
7. Thirty-seven per cent of the teachers thought that they must have an opportunity to demonstrate to pupils that the teacher was well prepared and well informed in at least one subject matter area. More than 50 per cent indicated that they felt that such opportunity was not necessary.

From the findings indicated in Table VII, it is evident that the teachers included in this study were not greatly concerned about status when teaching in a revised curriculum situation. Only a small per cent of the teachers were concerned with problems of status with fellow

teachers or with students. A contributing factor to this condition may be the expression of a feeling that their work was appreciated by their supervisors.

Analysis of Reactions of Teachers toward Experiences in  
Stereotyped Thinking in Curriculum Revision

Stereotyped thinking, as used in this study, refers to thinking which tends to be based on fixed or standardized patterns of response to problems and situations. In this sense, stereotyped thinking should be considered as the antithesis of scientific thinking where one relies on verifiable facts or generalizations, or on "reasoning from systematic observation to generalizations, which are verified wherever possible by experiment or further observation."<sup>1</sup> Persons who hold to certain preconceived ideas regarding curriculum revision would probably exhibit anxieties when faced with proposals which conflict with their ideas. On the other hand, curriculum change might be enhanced when proposals coincide with the preconceived notions of the persons involved.

The items listed in Table VIII are assumed to represent a few examples of stereotypes, or stereotyped thinking, with reference to curriculum change. To the extent that such stereotypes tend to cause anxieties in teachers represented, the following findings revealed in Table VIII are worth noting:

1. Seventy-seven per cent, or 194, of the respondents stated that they considered their major subject as important in the education of youth today as it was when they began teaching. Conceivably, if the proposed revision meant less emphasis upon their subjects, anxieties and tensions might develop.

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<sup>1</sup>Dictionary of Education, Edited by Carter V. Good. McGraw-Hill Book Co., 1945, pp. 424-425.

TABLE VIII

RESPONSES RELATING TO ANXIETIES IN THE AREA OF STEREOTYPED  
THINKING IN CURRICULUM REVISION

Item Number*	Items related to Stereotyped Thinking	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
11.	Do you have your work so organized that any changes are more bother than they are worth?	5	2	229	91	18	7
37.	Do you consider your major subject as important in the education of youth today as you considered it to be when you first began teaching?	194	77	52	21	6	2
4.	Do you ever think you know what is best for pupils and prefer not to be bothered by curriculum revision?	50	20	175	70	27	10
24.	Do you think the facts and knowledges which you have previously taught are more important than those called for in the revised curriculum?	20	8	173	69	59	24
46.	Do you think that putting into practice the proposed curriculum revision means much more and harder work on your part?	148	59	79	31	25	10
19.	Do you feel that the revised curriculum fails to provide for subject matter which you believe essential for meeting the needs of youth?	72	29	134	53	46	18
26.	Do you think that pupils who are not intending to go to college should take an entirely different curriculum than those who will enter college?	102	40	111	44	39	16

\* Item numbers correspond to item numbers in the questionnaire.

<sup>#</sup> Per cents are rounded off to the nearest whole per cent.

2. It is interesting to note that only 20 per cent indicated that they thought the facts and knowledges previously taught by them were more important than those called for in the revised curriculum. Approximately one in four were undecided on this question.
3. A type of attitude of the respondents toward curriculum revision is seen in the response to item number 4. Only one in five respondents indicated that they ever thought they knew what was best for their pupils and preferred not to be bothered with curriculum revision. The use of the term "ever" may have influenced some to answer in the affirmative. The prevailing attitude is indicated by the responses of 70 per cent, who said, in effect, that they did not think they knew what was best for pupils, and that they did not object to being bothered by curriculum revision.
4. When asked "Do you have your work so organized that any changes are more bother than they are worth?", more than nine out of ten respondents replied in the negative. The use of the term "any" may have influenced some to respond in the negative.
5. Nearly 60 per cent stated that they thought putting the proposed curriculum into practice would mean more work and harder work on their part. This response agrees with the response to item 32 in Table VI in which 54 per cent of the teachers said they felt "pushed" for time to make adequate preparation for changes called for by the revised curriculum.
6. Twenty-eight per cent, or 72, of the teachers stated that they felt the revised curriculum failed to provide for subject

matter believed essential for meeting the needs of youth. A majority of the teachers, or 53 per cent, responded in the negative, thereby indicating that they felt the revised curriculum did provide subject matter essential for meeting the needs of youth.

7. Two fifths, or 102, of the teachers said they thought pupils not going to college should take an entirely different curriculum from the curriculum taken by those going to college. On this question, approximately the same proportion of teachers disagreed with this opinion. In interpreting results, consideration must always be given to semantics. In this instance, use of the term "entirely different curriculum" may have affected the responses. In other words, the curricula for the two groups could be different, without being "entirely" different.

From the data in Table VIII certain stereotypes are apparent with reference to the attitudes and opinions of teachers included in the study. The following stereotypes are evidenced by the responses of a majority of the teachers:

1. Belief that their major subject is as important today as when they began teaching.
2. Belief that putting into practice the proposed curricula means more and harder work for them.
3. Opinion that their work is not so organized that any changes would be more bother than such changes were worth.
4. Opinion that the facts and knowledges which they previously taught are not more important than the facts and knowledges called for in the new curriculum.

5. Feeling that the revised curriculum does not fail to provide for subject matter considered essential in meeting the needs of youth.

In general it might be said that while the teachers believed in the importance of their subjects, they were not averse to change, even though such change meant more work on their part.

Analysis of Reactions of Teachers toward Experiences in  
Avoiding Conflicts in Curriculum Revision

The responses to items included in Table IX relate to opinions and attitudes considered to be associated with the avoidance of conflicts. The items were phrased in an effort to bring out opinions with reference to the effects of the attitudes of other teachers and administrators involved in programs of curriculum revision.

Item numbers 22, 12, 52, and 33 relate to relationships of respondents and fellow teachers. On the basis of the data obtained from these items, the following statements are made:

1. More than nine out of ten respondents said they did not alter their classroom teaching to avoid the criticisms of other teachers.
2. Eighty-four per cent, or 210, of the 252 teachers responding, indicated that they did not fear the adverse opinions of fellow teachers more than they feared the adverse opinions of those who proposed curriculum revisions.
3. Eighty three per cent, or 208 teachers, reported that they found themselves in agreement with the philosophy of education expressed by a majority of their fellow teachers. This may be a clue to the responses to item numbers 22 and 12: in other words, the

TABLE IX  
 RESPONSES RELATING TO ANXIETIES IN THE AREA OF  
 AVOIDING CONFLICTS

Item Number*	Items related to Avoiding Conflicts	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
22.	Did you alter your classroom teaching to avoid criticism of other teachers?	11	4	233	93	8	3
47.	Did you feel any resentment toward the administration about the proposed curriculum?	12	5	222	88	18	7
50.	Do you usually agree with those who proposed the curricular change rather than express your thought and feeling when you really don't believe in the proposed changes?	24	10	214	84	14	6
12.	Do you fear adverse opinions of fellow teachers more than adverse opinions of those who propose curriculum revisions?	6	2	210	84	36	14
52.	Do you find yourself in agreement with the philosophy of education expressed by a majority of your fellow teachers?	208	83	10	4	34	13
3.	Do you prefer to agree with those who propose curriculum revisions rather than have to defend your position?	31	12	195	78	26	10
48.	Did you feel that the proposed curriculum was imposed by the administration of your school?	36	14	192	76	24	10
33.	Have you had to defend your teaching from adverse opinions of other staff members?	77	30	161	64	14	6

\* Item numbers refer to item numbers in the questionnaire.

<sup>#</sup> Per cents are rounded off to the nearest whole per cent.

agreement in philosophy may have narrowed the differences and reduced the criticisms between and among teachers working in a curriculum situation.

4. A smaller but substantial proportion of the teachers responded that they had not had to defend their teaching from the adverse opinions of other teachers. Nearly 65 per cent thus reported. The responses show that 30 per cent, or nearly one third of the teachers, had had to defend their teaching against the adverse opinions of other teachers.

Item numbers 47, 50, 3, and 48 were devised to bring out opinions and attitudes of the respondents toward the administration with reference to proposed curriculum revision. The data in Table IX reveal the following responses:

1. Eighty-eight per cent, or nearly nine out of ten teachers, answered, "No" to this question: "Did you feel any resentment toward the administration about the proposed curriculum?"
2. Eighty-four per cent, or 214, of the 252 teachers checked, "No" to item 50, thus indicating that when they do not believe in the proposed changes, they express such thoughts and feelings, rather than agree with those who propose changes.
3. Only approximately one in ten teachers said they prefer to agree with those who propose curriculum revisions rather than to defend their own positions. The responses to item number 3 are in agreement with those given to item number 50. In effect, about eight teachers out of ten said they were willing to defend their positions, even when their ideas were in disagreement with those of the persons proposing changes.

4. Slightly more than three out of four respondents expressed a feeling that the proposed curriculum was not imposed by the administrative leadership of their school.

To summarize the findings and conclusions from the data in Table IX, the following statements seem justified:

1. A majority of the teachers said they do not fear the criticisms of their teaching by fellow teachers. They are willing to disagree with those who propose changes. Furthermore, they expressed a willingness to defend their positions relative to proposals for change; in fact, nearly one third said they had done so.
2. There was a remarkable expression by the respondents, of agreement with the philosophy of education of fellow teachers.
3. A majority of the teachers in this study apparently do not feel proposed curricula were imposed by the administration.
4. There is evidence, in a small minority of the teachers, of attitudes and actions which could lead to anxieties and which could cause tensions in curriculum revision situations.

Analysis of Reactions of Teachers toward Experiences Relating to Security in Curriculum Revision

An examination of data in Table X reveals the following findings regarding security or insecurity of teachers as a possible cause of anxiety in curriculum revision situations:

1. Eighty-eight per cent, or 221 of the teachers responding, had participated with fellow staff members in establishing the purposes of the school.

TABLE X  
 RESPONSES RELATING TO ANXIETIES IN THE AREA OF SECURITY  
 IN CURRICULUM SITUATION

Item Number*	Items related to Security	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
40.	Have you participated with your fellow staff members in establishing the purposes of education for your school?	221	88	26	10	5	2
23.	Do you have an opportunity to know and understand the whole school program?	205	81	27	11	20	8
56.	Did you have any fear of consequences of community reaction?	22	8	205	82	25	10
27.	Do you feel that the subject matter which you taught under the previous curriculum had more value to pupils than the subject matter which was to be presented by the adjusted curriculum?	20	8	182	72	49	20
1.	Did you feel a lack of definiteness of purpose of the proposed curriculum?	52	21	169	67	30	12

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

2. Eighty-one per cent, or slightly more than four fifths, of the teachers reported they had had an opportunity to know and understand the whole school program.

3. Only 22, or 8 per cent of the teachers had any fear of consequences of community reaction. This finding seems to indicate a desirable

relationship between the school and the community in matters of curriculum change.

4. Only about 8 per cent, or 20 of the teachers, felt that subject matter which they had previously taught had more value for pupils than the subject matter of the revised curriculum. This finding squares with the responses to item number 24 in Table VIII. Together, the responses to item number 27 in Table X and item number 24 in Table VIII indicate an open-mindedness to the relative importance of subject matter in the revised curriculum.
5. Slightly more than one fifth, or 21 per cent, of the teachers reported a lack of definiteness of purpose in the revised curriculum.

The data in Table X show that in the schools involved in the study, a large majority of the responding teachers had participated in establishing purposes of the school and were acquainted with the whole school program. Such participation should give feelings of security to the teachers participating in the program.

The data further reveal that fear of community reaction against the program caused no great concern for most of the teachers reporting. This condition should also contribute toward feelings of security on the part of the teachers. Only a small minority reported concern regarding the relative importance of subject matter in the revised curriculum. For most of the respondents there is evidenced feelings of security with reference to the revised program. However, it should be noted that for approximately one fifth who reported a feeling of lack of definiteness of purpose of the proposed curriculum, some insecurity in the revised

curriculum situation program may have existed. The uncertainty and perhaps lack of understanding of purposes thus exhibited may have created anxieties and tensions and thereby impeded progress in curriculum revision.

### Summary of Findings in Chapter III

In Chapter III, data pertaining to anxieties experienced by 252 teachers who were involved in programs of curriculum revision in sixteen school systems, are presented and analyzed. In Chapter III, the responses are reported and analyzed under eight areas of anxieties or concerns, as classified by a jury of experienced teachers. The principal findings brought out in this chapter are as follows:

1. The majority of teachers had confidence in the curriculum proposals and leadership of the schools.
2. In general, the teachers reported they had knowledge concerning pupils and their home backgrounds.
3. Teachers felt that their teaching methods were changed by the new or revised curriculum.
4. A feeling of lack of skill for working in a revised curriculum was expressed by about one in six of the teachers responding.
5. The data suggest that the availability of materials suitable to the new curriculum is a factor which concerns teachers. Teachers were also concerned with the time required for preparation in the revised curriculum.
6. The teachers involved in this study were not greatly concerned with status when working in a revised curriculum situation.
7. Certain stereotypes are apparent with reference to the attitudes and opinions expressed by teachers included in the study. In

general, it may be said that while teachers believed in the importance of their subjects, they were willing to make changes, even when such changes meant more work on their part.

8. Teachers involved in this study expressed favorable attitudes toward their fellow teachers and administrators with reference to curriculum issues.
9. A majority of the teachers reported feelings of security in working in curriculum revision programs.

## CHAPTER IV

### ANXIETIES OF TEACHERS ACCORDING TO SIX SPECIFIC PROBLEM AREAS

#### Introduction

Chapter III dealt with teachers' responses to questions in eight areas of anxieties as established by the jury of experienced teachers. As the data were analyzed, it became evident that a further study of the responses to questions on which there was a preponderance of agreement might reveal useful information. The use of 70 per cent as the dividing factor was arbitrary. However, it was felt that when 70 per cent or more of the teachers agreed in their responses to a particular question or set of questions, this degree of agreement was perhaps significant and therefore worth noting. Likewise, it was felt that when fewer than 70 per cent of the teachers agreed in their responses, this fact was also worth noting. In Chapter IV, as in Chapter III, no particular effort was made to report or to analyze the undecided responses, except to include the data in the tables.

A study of the responses on which there was agreement of 70 per cent or more, and agreement of less than 70 per cent, suggested a different grouping or classification of items, from the grouping established by working with the jury of experienced teachers. In Chapter IV of the study, an effort was made to identify possible problem areas in which tensions or anxieties on the part of teachers might exist;

and, likewise, to identify problem areas in which, as judged by the degrees of agreement, tensions and anxieties might not exist.

Thus, in Chapter IV, questions or items, as classified according to degrees of agreement, were drawn from two or more of the original areas of anxieties, where the items seemed to relate to a common problem, or area of concern. These areas were considered as problem areas or areas of concern related to promoting or impeding curriculum change. For example, items which appeared to be related to attitudes of the teachers toward school leadership in curriculum revision programs were grouped together under the heading: "Attitudes of Teachers Relative to Curriculum Change."

An examination of the items on the questionnaire disclosed that some items could be related to more than one area of anxieties. For instance, an item that indicated a feeling of a lack of skill might also contribute to a lack of security and a lack of confidence. Regrouping the items which were considered closely related resulted in identifying six areas which were called problem areas. It was believed that a grouping of related items from two or more areas of anxieties could be labeled a problem area which might contribute to anxieties or tensions.

Grouping of items strictly according to degrees of agreement; i.e., those on which 70 per cent or more, and those on which less than 70 per cent of the teachers agreed, was not followed in the final classification. The determining factor in grouping was the relatedness of items, as judged by the writer.

A study of the responses to the various items in the questionnaire revealed that on 34 of the 56 questions, 70 per cent or more of the respondents were in agreement, either in giving affirmative or negative answers.

Analysis of Responses to Items Grouped  
According to Problem Areas

Whereas the teachers' responses to questions categorized according to eight general areas of anxiety were dealt with in Chapter III, their responses to the same questions categorized according to six specific problem areas will be presented in Chapter IV. It is assumed that the presence or absence of the anxieties of the teachers were revealed in their attitudes toward the problem areas, as follows:

1. Attitudes of teachers toward school leadership.
2. Relations of teachers with other teachers.
3. Attitudes concerning curriculum changes.
4. Attitudes relating to changes in teaching methods and techniques.
5. Attitudes relating to preparing and obtaining materials and resources for teaching.
6. Attitudes and knowledge pertaining to pupils and home conditions.

In the following sections are presented data pertaining to responses to the items in the questionnaire, grouped according to the six problem areas.

Attitudes of Teachers Relating to School Leadership

The leadership of the administrative and supervisory staff of the school is recognized as having a bearing upon the acceptance or rejection of curriculum changes. Furthermore, the stimulation or lack of stimulation on the part of administrators and supervisors affects the contributions made by teachers in programs of curriculum change. The manner in

which the leadership role is played may create or modify tension-type problems. For these reasons, it is felt that a knowledge of the feelings and opinions of teachers as to school leadership in curriculum proposals might give clues which would be helpful in planning and carrying out curriculum improvements.

The data in Table XI indicate that the teachers included in this study expressed confidence in their school leadership. About three out of each four answered "No" to the question: "Do you feel that the proposed curriculum was imposed by the administration of your school?" Very few teachers - only 5 per cent - reported a feeling of resentment toward the administration in connection with the proposed curriculum. Slightly more than four out of five of the teachers indicated that they had no doubts as to the sincerity of those who proposed the curriculum. Also, three out of four teachers responded by indicating that they thought their work was appreciated by their supervisors.

It is interesting to note that 71 per cent, or 180 of the 252 teachers, reported confidence in their leadership when faced with new teaching-learning situations.

From the responses to items in the questionnaire relating to school leadership, it may be inferred that teacher attitudes toward school leaders in the schools included in the study were generally favorable. It is well to remember, however, that the teachers responding to the questionnaire were located in schools where curriculum revisions had been underway for some time. Furthermore, the schools included in the study are recognized as being among the better schools of the country. The principals of several of these schools had gained reputations in professional circles for their effective leadership in developing

TABLE XI

## RESPONSES RELATING TO ANXIETIES IN THE AREA OF SCHOOL LEADERSHIP

Item Number*	Items related to School Leadership	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
48.	Do you feel that the proposed curriculum was imposed by the administration of your school?	36	15	192	76	24	9
47.	Did you feel any resentment toward the administration about the proposed curriculum?	12	5	222	88	18	7
7.	Did you have any doubts as to the sincerity of those who proposed the curriculum?	26	10	203	81	22	9
55.	Do you think that your work is appreciated by your supervisors?	189	75	11	5	52	20
35.	Did you lack confidence in the leadership provided as you approached the new teacher-learning situation?	38	16	180	71	33	13

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

curriculum improvement programs. It might therefore be expected that school leadership would present no serious curriculum problem area for the teachers included in this study.

#### Attitudes Involved in Staff Relations

Staff morale and staff relations are considered to be important factors in situations involving curriculum change. The responses to questions considered directly related to staff relations are included in

Table XII. The purpose of this grouping is to attempt to determine within the limits of the study whether or not staff morale and staff relations constituted a problem area.

In interpreting the data revealed in Table XII, consideration should be given to the personal and subjective nature of questions such as: "Do you get disturbed about your own status when the opinions of your fellow teachers are opposed to curriculum revisions?" The limitations inherent in the questionnaire as an instrument for seeking responses to such inquiries should be recognized.

It may be assumed that staff morale and staff relations are influenced by shared experiences. The fact that nearly 90 per cent of the teachers reported that they had participated with their fellow teachers in establishing purposes of education for their schools may account in part for the apparent favorable conditions of staff relations in the schools involved. Almost as large a proportion of the teachers responded that they were in agreement with the philosophy expressed by a majority of their fellow teachers.

Item number 10 pertains to the understanding of educational terminology used by the supervisory staff. More than 90 per cent of the teachers reported no problem in this connection. In other words, the responses of a large majority of the teachers indicated that terminology offered no problem in communication between supervisor and teachers.

The remaining questions in Table XII were designed to reveal attitudes between and among teachers which might influence curriculum change. The majority of teachers included in this study, ranging from 75 per cent to 98 per cent, expressed:

1. A willingness to defend their positions on curriculum issues.

TABLE XII  
RESPONSES RELATING TO THE PROBLEM OF STAFF RELATIONS

Item Number*	Items related to Staff Relations	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
40.	Have you participated with your fellow staff members in establishing the purposes of education for your school?	221	88	26	10	5	2
52.	Do you find yourself in agreement with the philosophy of education expressed by a majority of your fellow teachers?	208	83	10	4	34	13
10.	Do your supervisory officers use educational terminology that you do not understand?	12	5	233	93	7	2
3.	Do you prefer to agree with those who propose curriculum revisions rather than have to defend your position?	31	12	195	78	26	10
50.	Do you usually agree with those who proposed the curricular change rather than express your thoughts and feelings when you really don't believe in the proposed changes?	24	10	214	84	14	6
6.	Do you get disturbed about your own status when the opinions of your fellow teachers are opposed to curriculum revisions?	31	12	191	76	30	12
12.	Do you fear adverse opinions of fellow teachers more than adverse opinions of those who propose curriculum revisions?	6	2	210	84	36	14
15.	Would you prefer to rate well with fellow teachers who may be opposed to your ideas even if you had to reject the curriculum revisions which you believe will better the teaching-learning situations?	7	3	220	87	25	10

TABLE XII (Continued)

Item Number*	Items related to Staff Relations	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
30.	Even though teaching procedures have been validated by research findings, do you hesitate to adopt them because of fear of criticism of other teachers?	2	0	247	99	3	1
22.	Did you alter your classroom teaching to avoid criticism of other teachers?	11	4	233	93	8	3
33.	Have you had to defend your teaching from adverse opinions of other staff members?	77	30	161	64	14	6

\* Item numbers correspond to the item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

2. A lack of disturbance about their own status where differences of opinion with fellow staff members were involved.
3. A lack of fear of the adverse opinions and criticisms on the part of fellow teachers in matters pertaining to curriculum revision.
4. A lack of hesitation to adopt teaching procedures validated by research findings because of the fear of criticism of other teachers.
5. An unwillingness to alter classroom teaching in order to avoid the criticism of other teachers.

It is interesting to note that 30 per cent, or 77 of the teachers, responded that they had had to defend their teaching from the adverse

opinions of other staff members. This finding is not inconsistent with the other findings. In fact, it might indicate a favorable condition in that differences of opinion were expressed without personal status being placed in question.

#### Attitudes of Teachers Relative to Curriculum Change

When changes are proposed in a curriculum, teachers are apt to differ as to the purposes, values and subject matter of the revised curriculum as compared with the existing curriculum. The attitudes which teachers have to the curriculum, broadly defined, are apt to create anxieties and problems, and could develop blocks or impediments in programs for revising the curriculum.

An examination to the responses to items included in Table XIII, is basis for the following statements:

1. Slightly more than one half of the 252 teachers responding to the questionnaire indicated that they considered the purposes of the proposed curriculum different from the purposes of the previous curriculum. It is worth noting that slightly more than one fifth of the teachers were undecided on this question.
2. About two fifths, or 97, of the teachers questioned the idea that the proposed curriculum was better than the previous curriculum. This finding might be indicative of a problem area in curriculum planning, namely, acceptance or lack of acceptance by the teachers of the purposes of the revised curriculum.
3. The responses to questions numbers 2, 1, and 19 are somewhat related to the responses to items 8 and 14 in Table XIII. While

TABLE XIII  
 RESPONSES RELATING TO THE PROBLEM OF CURRICULUM CHANGES

Item Number*	Items related to Curriculum	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
8.	Do you think that the purposes of the proposed curriculum were different from the purposes of the previous curriculum?	129	51	69	28	54	21
14.	Did you question the idea that the proposed revision was better than that which you had previously been doing?	97	39	114	45	40	16
2.	Did you have any feeling of doubt as to the value of the proposed curriculum?	61	24	146	58	44	18
1.	Did you feel a lack of definiteness of purpose of the proposed curriculum?	52	21	169	67	30	12
19.	Do you feel that the revised curriculum fails to provide for subject matter which you believe essential for meeting the needs of youth?	72	29	134	53	46	18
24.	Do you think the facts and knowledges which you have previously taught are more important than those called for in the revised curriculum?	20	7	173	69	59	24
4.	Do you ever think you know what is best for pupils and prefer not to be bothered by curriculum revisions?	50	20	175	70	27	10
26.	Do you think that pupils who are not intending to go to college should take an entirely different curriculum than those who will enter college?	104	40	111	44	39	16
20.	Did the ideas basic to the proposed curriculum conflict with what you believe are the purposes?	19	8	192	77	36	15

TABLE XIII (Continued)

Item Number*	Items related to Curriculum	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
27.	Do you feel that the subject matter which you taught under the previous curriculum had more value to pupils than the subject matter which was to be presented by the adjusted curriculum?	20	8	182	72	49	20
37.	Do you consider your major subject as important in the education of youth today as you considered it to be when you first began teaching?	194	77	52	21	6	2
25.	Did you feel that if the proposed curriculum were right that somehow you had spent much time in preparation and experience which was futile?	28	11	189	75	35	14

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

nearly two out of each five teachers said they questioned that the proposed curriculum was better than the one previously followed, only about one in four expressed any feeling of doubt as to the value of the proposed curriculum. Nearly seven out of each ten respondents said they did not feel a lack of definiteness of purpose of the proposed curriculum. A majority of the teachers reporting on item number 19, said in effect that they felt the revised curriculum provided for subject matter believed to be essential for meeting the needs of youth.

4. The responses to items numbers 24 and 27 relate to opinions concerning the values of subject matter in the revised curriculum as compared with values of subject matter in the curriculum previously followed. The responses to these similar questions are consistent in that approximately seven out of each ten teachers indicated a negative answer, thus stating in effect that they did not feel that subject matter included in the previous curriculum had greater value or importance than the subject matter of the revised curriculum.
5. The pro and con opinions on the question relating to differentiated curricula for college-bound and non-college-bound students were about equally divided. The fact that more teachers answered "No" than "Yes" to question number 26, may be attributed to the use of the expression "entirely different curriculum" when referring to the students who expect to enter college. The fact remains that approximately two fifths expressed a view that the students not going to college should take an "entirely different curriculum" from the curriculum pursued by those expecting to attend college.
6. Seventy per cent of the teachers, or 175, answered "No" to the question: "Do you ever think you know what is best for pupils and prefer not to be bothered by curriculum revisions?" The combining of the two ideas which are not completely logical in one question may have been confusing. For example, a person might feel that he knew what was best for pupils and still be willing to be "bothered" by curriculum revisions. The converse opinion might also be expressed. It is worth noting that about

one fifth of the teachers responding were willing to indicate that they thought they knew what was best for pupils and that they preferred not to be bothered by curriculum revisions.

For those teachers who questioned the value of the new curriculum and who thought it might lack essential subject matter, the revised curriculum would present a problem which might contribute to creating tensions.

The fact that the teachers were approximately equally divided in thinking of a different curriculum for college and for non-college bound pupils, might also indicate a problem area which could contribute to tensions. The seriousness of the tensions would depend somewhat upon the awareness of the teachers to the problems faced in adjusting the curricula to student needs and objectives in the local school.

#### Attitudes Relating to Changes in Teaching Methods and Techniques

Curriculum revision may involve the introduction of new and different teaching methods and techniques. Adaptations and modifications in existing classroom and laboratory procedures may be required if curriculum change is to be affected. When curriculum revision calls for changes in teaching methods, teachers may feel insecure or inadequate in the new teaching-learning situations. Furthermore, teachers may be slow to adopt new curriculum proposals which disturb old patterns of teaching. Uncertainties or lack of knowledge as to appropriate methods of teaching in the revised curriculum may create tensions and problems.

A study of the responses to items included in Table XIV reveal the following findings:

1. Approximately four out of five, or a total of 209 teachers, indicated they felt adequate in helping pupils plan their

TABLE XIV

## ATTITUDES RELATING TO CHANGES IN TEACHING METHODS AND TECHNIQUES

Item Number*	Items related to Changing Methods	Number and Per Cent of 252 Teachers Responding					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
18.	Do you feel adequate to help pupils plan their learning activities?	209	83	6	2	37	15
31.	Were you disturbed about the role of the teacher in the new teaching-learning situation?	40	16	191	76	21	8
17.	Do you feel adequate in directing group activities?	190	75	15	6	47	19
9.	Did you feel that you were lacking in skill and ability to do your job of teaching?	40	16	180	71	32	13
11.	Do you have your work so organized that any changes are more bother than they are worth?	5	2	229	91	18	7
43.	Do you think that your teaching methods were changed by the new curriculum?	166	66	52	20	34	14
29.	Do you think that your former methods made it easier for you to handle large classes?	99	39	113	45	40	16
54.	Were you at a loss for procedures when you attempted to put the revisions into practice?	70	28	140	55	42	17
42.	Did lack of knowledge of how to plan with pupils cause you any concern?	110	44	106	42	36	14
46.	Do you think that putting into practice the proposed curriculum revision means much more and harder work on your part?	148	59	79	31	25	10

TABLE XIV (Continued)

Item Number*	Items related to Changing Methods	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
36.	Do you believe that a basic text-book would make teaching in the proposed curriculum more effective?	104	41	99	39	49	20
53.	Do you worry about the value or harm in giving pupils failing grades?	156	62	70	28	26	10

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

learning activities. About one out of each seven teachers was undecided on question number 18.

2. A question closely related to the foregoing is question 42, which asks: "Did lack of knowledge of how to plan with pupils cause you any concern?" The responses to this question were almost equally divided between "Yes" and "No," while about one in seven was an undecided response. It is interesting to note that more than two fifths, or 110, of the teachers indicated that lack of knowledge of how to plan with pupils caused them some concern. Whether or not there is any inconsistency in the responses to question number 18 and to question 42 may revolve around semantics, or the meanings attached to the two questions. It might be assumed that persons who felt adequate in helping pupils plan their learning activities would not lack in knowledge of how to plan with

pupils; and, therefore, would not check the latter question in the negative.

3. Approximately three out of four teachers indicated that they were not disturbed about the role of the teacher in the new teaching-learning situation. Almost the same proportion indicated that they felt adequate in directing group activities.
4. Slightly more than 70 per cent responded that they were not lacking in skill and ability to do their job of teaching. About one sixth expressed a feeling that they were lacking in such skills and abilities, while about one in twelve was undecided on this question.
5. Ninety-one per cent, or 229, of the 252 teachers, answered question number 11 in the negative, indicating a favorable attitude toward curriculum revision. Apparently, a large proportion of the teachers were willing to make changes in their organizations and plans for teaching, even though such changes meant much more and harder work on their part.
6. About two out of three teachers felt that their teaching methods were changed by the new curriculum. The remaining one third either felt that their teaching methods were unchanged, or were undecided on the point. About 45 per cent either admitted that they were at a loss for procedures when attempting to put the new curriculum revisions into practice, or were undecided on the question.
7. The teachers were about equally divided (39 per cent, "Yes"; and 45 per cent, "No") in their responses to the question: "Do you think that your former methods made it easier for you to handle

large classes?" The unfamiliarity of the teachers in the new situation may have accounted for the fact that more than one half answered "Yes" or were undecided on this question. In any case, it might be inferred that the question of teaching large class sections constitutes a problem in introducing curriculum changes.

8. The teachers were almost equally divided as to whether or not they thought a basic textbook would make teaching in the proposed curriculum more effective. About 20 per cent were undecided on this point, which may give a clue that this question constitutes a concern or problem in making curriculum changes. The responses to this question (number 36) may indicate that where basic textbooks are lacking, curriculum changes are apt to be impeded.
9. Sixty-two per cent, or 162, of the teachers answered "Yes" to the question: "Do you worry about the value or harm in giving pupils failing grades?" The giving of failing grades constitutes an issue in the secondary school. How this issue or question was associated with curriculum change by the responding teachers cannot be ascertained from the available data. It is worth noting that more than six out of ten teachers indicated that they were concerned about the value or harm in giving failing grades.

By way of summary, the data in Table XIV indicate that a majority of the teachers believed their methods were changed by the revised or new curriculum, and that teaching in the new situation meant more and harder work for them. It may be significant that about two fifths of the teachers

expressed the opinion that their former methods made it easier for them to handle large classes. More than one fourth of the teachers said they were at a loss for procedures when attempting to put the new curriculum into practice. A lack of knowledge in how to plan with pupils was expressed by about two fifths of the teachers. A similar proportion indicated the belief that a basic textbook would make teaching more effective in the new situation.

The fact that of the twelve questions classified under attitudes relating to changes in teaching methods and techniques, teachers were in agreement to the extent of less than 70 per cent on seven, may indicate a problem area in planning and initiating curriculum change.

#### Attitudes Relating to Preparing and Obtaining Teaching Materials and Resources

A commonly recognized problem connected with curriculum revision is that of developing and utilizing suitable teaching materials and resources. The lag between what is taught in the classroom and laboratory and what is known in the field of knowledge is often considerable. The opinions of experienced teachers on questions related to preparing and obtaining teaching materials and resources should be of value in planning and evaluating curriculum revision programs.

The responses to questions relating to preparing and obtaining suitable curriculum materials, as shown in Table XV, may be summarized as follows:

1. Eighty-six per cent, or 216, of the 252 teachers included in the study, indicated that teaching in a new teaching-learning situation required more time for preparation. When asked if they felt "pushed" for time to make adequate preparation under

TABLE XV  
ATTITUDES RELATING TO PREPARING AND OBTAINING  
TEACHING MATERIALS AND RESOURCES

Item Number <sup>a</sup>	Items related to Materials and Resources	Number and Per Cent of 252 Teachers Responding <sup>#</sup>					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
21.	Does teaching in a new teaching-learning situation require more time of the teacher for preparation?	216	86	20	8	16	6
38.	Did you feel at a loss about where or how to find needed materials?	47	19	188	75	17	6
45.	Did you experience difficulty in finding suitable materials for classroom work?	77	30	159	64	16	6
49.	Did you have sources of materials readily available?	146	58	74	29	32	13
32.	Do you feel "pushed" for time to make adequate preparation brought on by the proposed curriculum change?	136	54	93	37	23	9

<sup>a</sup> Item numbers correspond to item numbers in the questionnaire.

<sup>#</sup> Per cents are rounded off to the nearest whole per cent.

such situations, more than fifty per cent answered "Yes." It is interesting to record that 93 teachers, or about 37 per cent, responded that they did not feel pressed or pushed for time in making adequate preparation for teaching situations brought on by proposed curriculum change.

2. Questions numbers 38, 45, and 49 pertained to locating needed materials and having such readily available. When asked if they

felt at a loss about where or how to find needed materials, 188 teachers, or about three out of four, responded in the negative. A smaller proportion, or about 64 per cent, said they experienced no difficulty in finding suitable classroom materials. It should be noted that about one third of the teachers responded that they had experienced difficulty, or that they were undecided on this question. When asked if sources of materials were readily available, 74, or about 29 per cent, responded "No," while 32, or about 13 per cent, checked "Undecided."

The time factor in making preparation evidently was considered of some consequence by a large proportion of the teachers. The location and availability of suitable teaching materials and resources were considered as problems by approximately three out of ten of the teachers. These findings suggest factors to be considered in introducing curriculum changes.

#### Attitudes and Knowledges Pertaining to Pupils and Home Conditions

Teachers are expected to be knowledgeable concerning pupils and their homes and backgrounds. Presumably such knowledge enables the teacher to be more effective in working with individual students and with groups of students. The lack of information as to the backgrounds, objectives, and probable future careers of students would handicap the teacher in planning, introducing, and evaluating curriculum change.

The attitudes and knowledges of teachers pertaining to pupils and home conditions, as shown in Table XVI, are summarized as follows:

TABLE XVI

## ATTITUDES AND KNOWLEDGES PERTAINING TO PUPILS AND HOME CONDITIONS

Item Number*	Items related to Pupils and Home Conditions	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
39.	Do you have accurate information about the number of graduates of your school who enter college or university each year?	191	76	50	19	11	5
51.	Do you have accurate information about the present status of graduates of your school for the past five or ten years?	86	35	109	43	57	22
44.	Do you have knowledge of the home conditions of most of your pupils?	146	58	83	33	23	9
5.	Do you have information about the reading materials in the homes of your pupils - books - magazines - newspapers?	122	49	110	43	20	8
34.	Do you have any information about what your pupils do while not in school?	212	84	21	9	19	7
56.	Did you have any fear of consequences of community reaction?	22	8	205	82	25	10
13.	Do you feel that if you let pupils learn that you do not "know the answers" they lose confidence in you?	11	5	235	93	6	2
28.	Do you feel that you must have an opportunity to demonstrate to pupils that you are well informed and well prepared in at least one area of subject matter?	93	37	132	52	27	11
16.	Do you know what the fathers and/or mothers do to earn their livings?	181	72	43	17	28	11

TABLE XVI (Continued)

Item Number*	Items related to Pupils and Home Conditions	Number and Per Cent of 252 Teachers Responding#					
		Yes		No		Undecided	
		No.	%	No.	%	No.	%
41.	Do you believe that high school pupils are mature enough to help you to help them plan ways and means of solving their problems?	220	87	8	3	24	10

\* Item numbers correspond to item numbers in the questionnaire.

# Per cents are rounded off to the nearest whole per cent.

1. A total of 191 teachers, or slightly more than three fourths, indicated that they had accurate information as to the number of graduates entering college or university each year. However, only 86, or slightly more than one third, responded by indicating that they had accurate information about the present status of graduates of their schools for the past five or ten years. In other words, a large majority said they knew how many went to college or university, but about 65 per cent either did not have information, or were undecided on the question, as to the careers of their students five or ten years after graduation. Perhaps the teachers themselves should not be criticized for this lack of knowledge. Unless follow-up studies were systematically carried out by the schools represented, one could scarcely blame the teachers for not having the information.
2. Questions numbers 44, 5, and 16 pertain to information concerning home conditions and occupations of parents. A majority, or

about 58 per cent, of the teachers claimed that they had knowledge of the home conditions of most of their pupils. Fewer than one half, however, indicated that they had information as to reading materials available in the homes. It is interesting to note that more than eight out of ten teachers responded that they had information concerning what their pupils did while not in school. Slightly more than 70 per cent responded by indicating that they knew what the fathers and mothers did for a living. Whether or not the information revealed by these data indicate typical conditions cannot be determined. The fact that from one third to more than one half of the teachers indicated a lack of knowledge of home conditions, or were undecided on the question, is evidence that this constitutes a possible problem area in curriculum planning.

3. Related to the foregoing questions is question number 56, which asked: "Did you have any fear of consequences of community reaction?" More than eight out of ten teachers indicated they had no such fear. It might be presumed that teachers would be cautious and perhaps reluctant to institute curriculum changes when fearful of adverse community reactions.
4. Questions numbers 13, 28, and 41 in Table XVI pertain to attitudes and understandings teachers have toward pupils in school situations. To question 13, more than 90 per cent of the teachers expressed the feeling that letting pupils learn that they do not "know the answers" does not mean that pupils lose confidence in them. More than one third of the teachers answered "Yes," when asked: "Do you feel that you must have an

opportunity to demonstrate to pupils that you are well prepared and well informed in at least one area of subject matter?"

Slightly more than one half of the teachers responded "No" to this question, indicating a considerable division of opinion. Nearly 90 per cent of the teachers indicated they believed that high school pupils are mature enough to assist the teacher in helping to plan ways and means of solving their (the pupils') problems. The responses to questions numbers 13, 28, and 41 seem to indicate that the teachers in general expressed positive attitudes toward pupils and their relations with teachers in learning situations.

In Chapter IV, the questions are classified under six problem headings or areas, as determined by the investigator. These areas were considered to be related to the promoting of or slowing down of curriculum change. The data are presented in Tables numbers XI to XVI inclusive. The principal findings, as reported in this section, are as follows:

1. The attitudes of the teachers toward school leadership in curriculum revision situations were generally favorable. School leadership, therefore, in the schools included in this study, did not constitute a problem area of any consequence.
2. The fear of criticism by fellow teachers did not constitute a serious problem in curriculum revision situations.
3. Teachers were about equally divided on the issue of differentiated curricula for college-bound and non-college-bound students. This fact suggests a problem area of some consequence.

4. Teachers in general expressed favorable opinions relative to the values in the revised curriculum.
5. The fact that a majority of the teachers believed that their teaching methods, and techniques were changed by the revised or new curriculum, suggests that this be considered a problem area.
6. The factors of additional time required for preparation in teaching in the new or revised curriculum situation, and the location and availability of teaching materials and resources constitute problem areas, as indicated by the responses of the teachers included in this study.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter V will present a summary of the findings of the study, the conclusions of the study and implications for further study.

This study involved the exploration of hypotheses established by a jury of teachers who were experienced in a curriculum revision program. The hypotheses were established after reviewing their own experiences and the experiences of other teachers which had been secured through interviews. The jury of teachers established eight areas of anxieties of teachers when involved in curriculum revisions. These eight areas of anxieties are: Confidence, Recognizing Reality, Skill, Physical Factors, Status, Stereotyped Thinking, Avoiding Conflicts and Security.

The purpose of the study was to explore the hypotheses in order to attempt to identify areas of anxieties which might affect teachers to a point of impeding or promoting programs of curriculum improvement. The study also proposed to explore certain problems of teachers involved in programs of curriculum improvement which might tend to produce tensions in teachers.

It was determined to secure the reactions of teachers regarding the eight areas of anxieties, as established by the jury of teachers, through the use of the questionnaire method. A questionnaire was developed, tested, redesigned and finally accepted which was placed in the hands of 252 teachers in 16 selected schools. These schools were widely distributed geographically, and all had experienced some form of curriculum revision

program. The enrollment in the schools ranged from an enrollment of 100 to 3,000.

The items of the questionnaire were so phrased as to give information concerning the feelings, beliefs, thinking and experiences of the teachers responding in the eight areas to be explored.

A summary of the responses to the questionnaire revealed the following findings regarding the eight areas of anxieties:

1. About one fourth of the teachers had doubts as to the value of the proposed curriculum.
2. About two fifths of the teachers doubted that the new curriculum was better than the former one.
3. Teachers generally had confidence in the school leadership.
4. Slightly more than half of the teachers responding had knowledge of the home conditions of their pupils.
5. Less than half of the teachers had information about the reading materials in the homes of pupils.
6. About one third of the teachers had information about the status of graduates of their schools after five or ten years.
7. Most teachers reported no concern about their teaching skills in the new teaching-learning situation.
8. Almost half of the teachers reported a concern about their lack of knowledge as to how to plan with pupils.
9. Slightly over half of the teachers reported being worried about the harm or value of giving failing grades to pupils.
10. Almost two fifths of the teachers believed that their former methods made it easier to handle large classes.

11. Teachers reported that more time is needed for preparation for teaching in the new program, and more than half of those reporting felt pushed for time to make adequate preparation.
12. Not having sources of materials readily available bothered more than six out of ten of the teachers.
13. Teachers were about equally divided in their belief that a basic textbook would make teaching more effective.
14. Approximately three-fourths of the teachers believed that their work was appreciated by their supervisors. Over nine-tenths of the teachers were not bothered by educational terminology.
15. Generally, there was little concern about loss of status by the teachers, either with pupils or teachers, when involved in curriculum revision programs.
16. Over half of the teachers, or about six out of ten, reported that putting into practice a curriculum revision meant more and harder work.
17. Teachers are about equally divided in thinking that pupils not intending going to college should take an entirely different curriculum.
18. The teachers in this study did not report any serious conflicts with fellow teachers or with supervising officers.
19. Most of the teachers responding reported very little evidence of insecurity in their positions.

After identifying the eight general areas of anxieties from the responses of the 252 teachers, it appeared that an investigation of the items on which there was high agreement would be helpful in identifying the problem areas. When items on which there was agreement of 70 per

cent or more were grouped, two problem areas appeared. It was then deemed advisable to group the items of the questionnaire in terms of relatedness to specific problems.

When closely related items were grouped, four other problems were identified. The two groups where there was high agreement by the respondents revealed attitudes relating to school leadership and attitudes relating to staff relations. The four problems revealed by the groupings which were made up of closely related items were: (1) attitudes relating to curriculum changes, (2) attitudes relating to changes in teaching methods and techniques, (3) attitudes relating to preparing and obtaining teaching materials and resources, (4) attitudes and knowledges pertaining to pupils and home conditions.

#### Summary of Findings Concerning the Six Tension Problem Areas

1. School leadership was not reported as a problem by the teachers responding in the study.
2. Staff relations was little or no problem in the schools of the teachers reporting in the study.
3. Some question of the value of the revised curriculum was evident and difference of opinion about the curriculum for college bound and non-college bound students appeared as a curriculum problem.
4. Planning with students was a problem for many teachers.
5. Teachers recognize that changes in methods and technique are necessary when a revised curriculum is attempted, and the use of a basic textbook as it affected teaching efficiency presented a problem for almost half of the teachers in the new curriculum situation.

6. Finding time for preparation presented a problem for many teachers.
7. The availability of suitable teaching materials and resources presented a problem to teachers.
8. Knowing the real home conditions and the reading materials in pupils' homes presented a problem to teachers.

#### Conclusions

From the findings of the study, the following conclusions may be drawn:

1. It is possible to identify anxieties of teachers by the procedure used in this study.
2. It is possible by the procedure utilized in this study to identify problem areas in which teachers may experience tensions when involved in programs of curriculum revision.
3. All teachers do not necessarily have the same anxieties or problems.
4. Teachers do have anxieties and problems which may contribute to causing tensions when they are involved in programs of curriculum revision.

#### Recommendations for Further Study

1. Since this study was exploratory in nature it is recommended that further studies be made which would attempt to examine further and more intensively the anxieties of teachers.
2. A further study of the obstacles to curriculum change should be made using a control group of teachers not experienced in curriculum revision.

3. A study should be made to discover ways and means by which schools and school systems may avoid or alleviate situations in which teachers may develop anxieties or tensions.

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**APPENDICES**

## APPENDIX A

### COMMENTS OF TEACHERS WHEN INTERVIEWED REGARDING THEIR EXPERIENCES IN CURRICULUM REVISION PROGRAMS

The following list of comments were secured from experienced teachers when interviewed. They are recorded as given by the teachers, but are classified under headings of anxieties suggested by the jury of experienced teachers.

#### I. SECURITY

1. Lack of security
2. Fear of criticism
3. Security in a definite field (establish oneself as an authority)
4. Fear in loss of control of group
5. Dislike to change (clinging to old)
6. Lack of definiteness
7. Established patterns give security
8. Lack of security in the sincerity of leadership
9. Lack of security in terms of community
10. Fears for the failing of children
11. Lack of confidence in self in ability and skills

#### II. CONFIDENCE

1. What is the authority in Education?
2. What is right?
3. How do I know what to believe?
4. Not convinced change is better
5. Resistance to teacher-pupil planning (who says it's better?)

6. Philosophical conflict
7. Is the administrator sincere?
8. Not convinced in the value of the new
9. Faculty must have confidence in the leadership's sincerity, ability, intelligence, and in the abilities of the administration
10. Pressure of the pattern of education for such a long period of time
11. We all accept with our own peculiar reservations

### III. SKILL IN HOW TO DO WHAT WE BELIEVE

1. Group dynamics not understood
2. Lack of skill - ignorance
3. What is the role of the teacher?
4. Knowing needed materials
5. Knowing how to plan
6. Lack of techniques
7. Administration sets a poor example (change brought about by administrative edict)
8. Must originate with the teacher
9. Administrative leadership lacking
10. Fear for letting children fail
11. Difficulty in communication
12. When does leadership step in?
13. Identifying a problem is a learning experience
14. We must know how to use the potentialities of the group in order to develop the individual

#### IV. PHYSICAL FACTORS

1. Time to do the job
2. Size of groups
3. Too heavy a load
4. Too much time to move seats around
5. Material shortage

#### V. AVOIDING CONFLICTS

1. Harder work
2. Fear of conflict with fellow teachers
3. One big reason why some teachers give lip service, but don't believe, so avoid conflicts
4. We have no unity within the profession as to what we believe - no common philosophy among educators

#### VI. RECOGNIZING REALITY

1. The part of group dynamics and play
2. A teacher must have an opportunity to see the whole school program (one then really believes)
3. Knowing how people work and live outside of school
4. Knowing about home conditions of pupils
5. Lack of knowledge of graduates who do not go on to college

#### VII. STEREOTYPE THINKING

1. Looks of room
2. Lack of time
3. Too much bother
4. Resistance to change - to pupil-teacher planning
5. Harder work
6. Doubt in value of time expended

7. Subject matter limitation (body of facts is important)
8. Seating order
9. Previous learning
10. Situation controls or tends to control the "stereotype thinking" (purposes control thinking by same teachers with same children change when purposes change)
11. Previous pattern of teaching determines our present pattern
12. We always must give lip service to ideals about us  
(a realist, or debunker, has no place in working with young people)

#### VIII. STATUS

1. Fear in loss of control
2. Every teacher must have success which gives status with pupils and peers
3. Teachers want status with administrators and supervisors
4. Teachers want professional status

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## THE QUESTIONNAIRE

## What happens to teachers when they are involved in a changing Curriculum

The school system in which you teach has been involved in a continuous program of curriculum study and improvement. You have been a participant in the effort to bring about desirable curriculum change. Your experienced judgement should contribute toward a better understanding of what happens to teachers as persons when they teach in a school where curriculum change is taking place.

You are asked to cooperate in this study of what happens to teachers when involved in a changing curriculum. You need not identify yourself, but your response to the questions on the check sheet will be most helpful. Any comments you choose to make may be written in the space provided.

T. H. BROAD  
Daniel Webster High School  
Tulsa 7, Oklahoma

Name of School \_\_\_\_\_ Enrollment \_\_\_\_\_

Type of School. Junior High \_\_\_\_\_ Senior High \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Age (20-30) \_\_\_\_\_ (30-40) \_\_\_\_\_ (40-50) \_\_\_\_\_ (over 50) \_\_\_\_\_ Sex F \_\_\_\_\_ M \_\_\_\_\_

Marital status \_\_\_\_\_ Degrees held: Bachelor \_\_\_\_\_ Master \_\_\_\_\_ Doctors \_\_\_\_\_

Semester hours credit in teaching field \_\_\_\_\_ in Education \_\_\_\_\_

Number years in present position \_\_\_\_\_ Total years teaching experience: (1-5) \_\_\_\_\_

6-10) \_\_\_\_\_ (11-15) \_\_\_\_\_ (over 15) \_\_\_\_\_

What subjects did you prepare to teach \_\_\_\_\_

What subjects do you teach \_\_\_\_\_

What subjects do you prefer to teach \_\_\_\_\_

What experience have you had in curriculum construction \_\_\_\_\_ individually \_\_\_\_\_ on a committee \_\_\_\_\_

Weeks \_\_\_\_\_ months \_\_\_\_\_. Did you participate in determining the curriculum in which you teach? Yes \_\_\_\_\_ No \_\_\_\_\_

Have you had experience in helping to plan or in working in a revised curriculum in any of the following ways:

- a. revising courses of study \_\_\_\_\_
- b. determining *new* courses of study \_\_\_\_\_
- c. determining new or different approaches to meeting needs of pupils \_\_\_\_\_

## DIRECTIONS

The following items provide an opportunity for you to indicate your feelings as you found yourself involved in a changing curriculum.

Please place a check in the column which indicates your reaction to the question, [REDACTED]

Y - indicates "yes"

U - indicates that you are undecided

N - indicates "no"

- |    |   |          |          |          |
|----|---|----------|----------|----------|
| 1  | Did you feel a lack of definiteness of purpose of the proposed curriculum?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 2  | Did you have any feeling of doubt as to the value of the proposed curriculum?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 3  | Do you prefer to agree with those who propose curriculum revisions rather than have to defend your position?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 4  | Do you ever think you know what is best for pupils and prefer not to be bothered by curriculum revisions?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 5  | Do you have information about the reading materials in the homes of your pupils— books - magazines - newspapers?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 6  | Do you get disturbed about your own status when the opinions of your fellow teachers are opposed to curriculum revisions?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 7  | Did you have any doubts as to the sincerity of those who proposed the curriculum?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 8  | Do you think that the purposes of the proposed curriculum were different from the purposes of the previous curriculum?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 9  | Did you feel that you were lacking in skill and ability to do your job of teaching?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 10 | Do your supervisory officers use educational terminology that you do not understand? .....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 11 | Do you have your work so organized that any changes are more bother than they are worth? .....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 12 | Do you fear adverse opinions of fellow teachers more than adverse opinions of those who propose curriculum revisions?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 13 | Do you feel that if you let pupils learn that you do not "know the answers" they lose confidence in you?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 14 | Did you question the idea that the proposed revision was better than that which you had previously been doing?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 15 | Would you prefer to rate well with fellow teachers who may be opposed to your ideas even if you had to reject the curriculum revisions which you believe will better the teaching-learning situations?..... | <u>Y</u> | <u>U</u> | <u>N</u> |
| 16 | Do you know what the fathers and/or mothers do to earn their living?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |
| 17 | Do you feel adequate in directing group activities?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 18 | Do you feel adequate to help pupils plan their learning activities?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 19 | Do you feel that the revised curriculum fails to provide for subject matter which you believe essential for meeting the needs of youth?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 20 | Did the ideas basic to the proposed curriculum conflict with what you believe are the purposes?.....  | <u>Y</u> | <u>U</u> | <u>N</u> |
| 21 | Does teaching in a new teaching-learning situation require more time of the teacher for preparation?.....   | <u>Y</u> | <u>U</u> | <u>N</u> |

- 22 Did you alter your classroom teaching to avoid criticism of other teachers?..... Y U N
- 23 Do you have an opportunity to know and understand the whole school program?..... Y U N
- 24 Do you think the facts and knowledges which you have previously taught are more important than those called for in the revised curriculum?..... Y U N
- 25 Did you feel that if the proposed curriculum were right that somehow you had spent much time in preparation and experience which was futile?..... Y U N
- 26 Do you think that pupils who are not intending to go to college should take an entirely different curriculum than those who will enter college?..... Y U N
- 27 Do you feel that the subject matter which you taught under the previous curriculum had more value to pupils than the subject matter which was to be presented by the adjusted curriculum?..... Y U N
- 28 Do you feel that you must have an opportunity to demonstrate to pupils that you are well prepared and well informed in at least one area of subject matter?..... Y U N
- 29 Do you think that your former methods made it easier for you to handle large classes?..... Y U N
- 30 Even though teaching procedures have been validated by research findings, do you hesitate to adopt them because of fear of criticism of other teachers?..... Y U N
- 31 Were you disturbed about the role of the teacher in the new teaching-learning situation?..... Y U N
- 32 Do you feel "pushed" for time to make adequate preparation brought on by the proposed curriculum change?..... Y U N
- 33 Have you had to defend your teaching from adverse opinions of other staff members?..... Y U N
- 34 Do you have any information about what your pupils do while not in school?..... Y U N
- 35 Did you lack confidence in the leadership provided as you approached the new teaching-learning situation?..... Y U N
- 36 Do you believe that a basic textbook would make teaching in the proposed curriculum more effective?..... Y U N
- 37 Do you consider your major subject as important in the education of youth today as you considered it to be when you first began teaching?..... Y U N
- 38 Did you feel at a loss about where or how to find needed materials?..... Y U N
- 39 Do you have accurate information about the number of graduates of your school who enter college or university each year?..... Y U N
- 40 Have you participated with your fellow staff members in establishing the purposes of education for your school?..... Y U N
- 41 Do you believe that high school pupils are mature enough to help you to help them plan ways and means of solving their problems?..... Y U N
- 42 Did lack of knowledge of how to plan with pupils cause you any concern?..... Y U N
- 43 Do you think that your teaching methods were changed by the new curriculum?..... Y U N
- 44 Do you have knowledge of the home conditions of most of your pupils?..... Y U N
- 45 Did you experience difficulty in finding suitable materials for classroom work?..... Y U N
- 46 Do you think that putting into practice the proposed curriculum revision means much more and harder work on your part?..... Y U N

- 47 Did you feel any resentment toward the administration about the proposed curriculum? .....  Y  U  N
- 48 Did you feel that the proposed curriculum was imposed by the administration of your school? .....  Y  U  N
- 49 Did you have sources of materials readily available? .....  Y  U  N
- 50 Do you usually agree with those who proposed the curricular change rather than express your thoughts and feelings when you really don't believe in the proposed changes? .....  Y  U  N
- 51 Do you have accurate information about the present status of graduates of your school for the past five or ten years? .....  Y  U  N
- 52 Do you find yourself in agreement with the philosophy of education expressed by a majority of your fellow teachers? .....  Y  U  N
- 53 Do you worry about the value or harm in giving pupils failing grades? .....  Y  U  N
- 54 Were you at a loss for procedures when you attempted to put the revisions into practice? .....  Y  U  N
- 55 Do you think that your work is appreciated by your supervisors? .....  Y  U  N
- 56 Did you have any fear of consequences of community reaction? .....  Y  U  N

- 57 Were you disturbed about the role of the teacher in the new teaching-learning situation? .....  Y  U  N
- 58 Do you feel "busied" for time to make adequate preparation for the proposed curriculum changes? .....  Y  U  N
- 59 Have you had to defend your position from adverse opinions of other staff members? .....  Y  U  N
- 60 Do you have any information about what your pupils do while not in school? .....  Y  U  N
- 61 Did you feel confident in the leadership provided as you approached the new teaching-learning situation? .....  Y  U  N
- 62 Do you believe that a team approach would make teaching in the proposed curriculum more effective? .....  Y  U  N
- 63 Do you consider your major subject as important in the education of youth today as you considered it to be when you first began teaching? .....  Y  U  N
- 64 Did you feel at a loss about where or how to find needed materials? .....  Y  U  N
- 65 Do you have accurate information about the number of graduates of your school who were college or higher by each year? .....  Y  U  N
- 66 Have you quarreled with your fellow staff members in establishing the process of change for your school? .....  Y  U  N
- 67 Do you believe that high school pupils are mature enough to help you to help them find ways and means of solving their problems? .....  Y  U  N
- 68 Did lack of knowledge of how to plan with pupils cause you any concern? .....  Y  U  N
- 69 Do you think that your teaching methods were changed by the new curriculum? .....  Y  U  N
- 70 Do you have knowledge of the home conditions of most of your pupils? .....  Y  U  N
- 71 Do you experience difficulty in finding suitable materials for classroom work? .....  Y  U  N
- 72 Do you think that putting into practice the proposed curriculum revision means more work and higher stress on your part? .....  Y  U  N

VITA

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