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GRADUATE COLLEGE

THE ATTITUDES OF SEVENTH GRADE STUDENTS TOWARD THEIR ELEMENTARY AND JUNIOR HIGH SCHOOL EXPERIENCES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

ZUMA SLATON AUSTIN

Norman, Oklahoma

1972

THE ATTITUDES OF SEVENTH GRADE STUDENTS TOWARD THEIR ELEMENTARY AND JUNIOR HIGH SCHOOL EXPERIENCES

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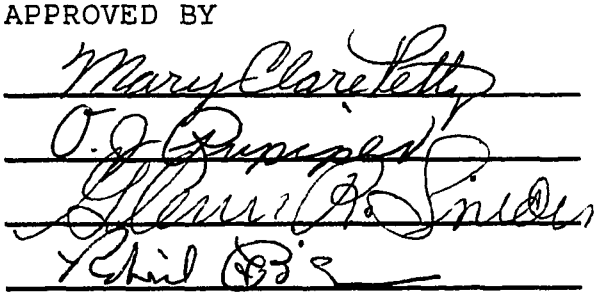

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THE ATTITUDES OF SEVENTH GRADE STUDENTS TOWARD THEIR ELEMENTARY AND JUNIOR HIGH SCHOOL EXPERIENCES

CHAPTER I

INTRODUCTION

Student attitudes toward elementary and junior high schools reflect the effectiveness of the schools and have pertinent and significant implications for comprehensive evaluation of the junior high school. The three-fold concern of this study was to assess the attitudes of all seventh grade students in the nine junior high schools of a school district toward their elementary and junior high schools, to determine the significance of selected variables influencing these attitudes, and to give a partial basis for the evaluation of the effectiveness of the junior high schools in the district.

Historical Background

The junior high school evolved in the public schools as a bridge across the adolescent years (Parker, 1962). The junior high school, as it is known today, did not spring into operation full-blown. Its history is an integral part of the history of American education and is rooted in an idea

which began to take form in this country as early as the mid-1600's (Cubberley, 1934). That idea was to develop a common school, tax-supported and free, that would provide education for all the children of all the people. From the beginning the concept "common school" was turned toward the establishment of a school that would be open to all boys and girls regardless of their station in life and attractive to them because of the quality of educational program it would offer (Cremin, 1951).

Education for young children was enacted early in the history of the United States. In New England in 1642 the government of the Massachusetts Colony passed a law requiring town officials to compel parents to provide elementary instruction for their children (Small, 1914), but the law did not establish schools or require the town to do so. However, it did demand that parents provide instruction themselves or employ tutors or schoolmasters to instruct their children. In 1647 Massachusetts passed another law that required each town of fifty families to provide an elementary school teacher and each town of one hundred families to establish a Latin grammar school. Then in 1780 Massachusetts passed a law which legally recognized the local school district (Risner, 1935). After 1850 most states passed laws requiring school attendance (Otto, 1934).

After 1900 new concepts related to elementary education began to emerge. This new thinking was due mostly

to the contributions of two men, G. Stanley Hall and John Dewey. G. Stanley Hall (Hall & Lindzey, 1957) had begun to investigate and write about the psychological aspects of the educative process, and he tried to turn the attention of elementary educators from an almost single concern for subject matter to the need for careful study of child development. John Dewey (Mahew & Edwards, 1936) enunciated a philosophy of education which took a position on the use of the school as an instrument for self-realization and social progress. Thus, with Hall and Dewey began two major successive movements to reform elementary education in America that provoked the proding and pushing of the curriculum to eventually expand to what it is today.

The Virginia Company made the first efforts to establish a secondary school in America (Knight & Hall, 1951). Plans were made and funds allocated for the establishment of Henrico College and the East India School. The plans were never carried to completion because of the Indian Massacre of 1622. However, the efforts of the Puritans in New England were more successful (Holmes, 1935). It was here that the American secondary school had its origin. In 1635 the citizens of the Massachusetts Bay Colony in Boston established a school commonly known as the Boston Latin Grammar School or Boston Public Latin School. It became recognized as the oldest secondary school in America. The citizens of the Colony set aside land for the use and support of the school, and

financial gifts were made to it from time to time. Years later the salary of the teacher was authorized to be paid from tax funds. This school has been free public education to students from Boston throughout its existence.

The first public high school in America was established in Boston in 1821 (Brown, 1907). It was established because of the citizens' interest in broader educational opportunities for pupils. This school moved to a new building in 1824 and its name became English High School. The purpose of this high school was to provide completion of a good English education to stuaents not interested in going to college. The academy, not the public school, was to serve as the college-preparatory institution. By 1820 many of the states had passed laws authorizing the establishment of the public high school. After the establishment of the public high school throughout this country, the single unitary graded plan of school organization evolved (Harris, 1960). This plan was presumably patterned after the German system of classifying students. Most of the earliest high schools were originally two year programs that expanded to four year programs by 1870.

Probably, the first junior high school was established in 1910 (Popper, 1967). Its beginning is credited to both the states of California and Ohio (Butts, 1955). The establishment of the junior high school grew out of the reorganization of secondary education that involved a shuffling of the

boundaries between elementary and secondary education (Ebel, 1969). This reorganization began through the efforts of various committees of the National Education Association to reduce the time spent in elementary school through the beginning of secondary education after six or seven years of childhood schooling. Later in 1912 the National Education Association Committee on Economy of Time in Education reported in favor of a six-year period of secondary education (Brubacher, 1966). This decision also recommended that the six-year period have a junior division of three years and a senior division of three years. These are the divisions of secondary education that are embodied in our present three-three grade plan for junior and senior high schools with grades seven, eight, and nine housed in the junior high school.

The junior high school movement grew rapidly (Briggs, 1920). By 1918 educators listed many good arguments for its existence which included (1) six instead of four years were needed to prepare for college, and (2) studies in the psychology of adolescence showed that pupils of this age were undergoing psychological and physical changes which demanded different kinds of educational and social opportunities from those provided in either the conventional elementary or secondary school. However, most educational historians agree that not all of the early junior high schools came into existence purely because of pedagogical or philosophical advantage

(Brubacher, 1966). Rather, the matter of physical facilities undoubtedly led to the establishment and subsequent adjustment of the grades and students to be accommodated in many junior high schools (Van Til, Vars, & Lounsbury, 1961). In the second and third decades of the century the rapid growth in high school enrollments outstripped existing facilities to house them (Harris, 1960). New buildings of some sort had to be built, and so junior high schools were established.

The junior high school is not a primary or elementary school, nor is it a senior high school (Trump, 1967). It is a unique school for unique students, and this institution's uniqueness springs primarily from the nature of its student body. This school aims to serve young people ranging in age from eleven years to fifteen years (Cole & Hall, 1964). These pupils are either on the verge of puberty, or they have just recently entered the adolescent period. They constitute a very select group in terms of growth and development. They differ markedly from each other in interests, academic skills, social development, sexual maturity, rate of growth, weight, and height. They seek to conform and to belong to their peer groups while withdrawing from adults. Yet, they need and want the help of understanding adults. They are eager for social service, and at the same time they are overly concerned about ideals and ethical concepts. It is for the boys and girls going through this special period in life that the junior high school serves educationally. This school's

purposes and functions are as follows (Vars, 1966):

1. A three year junior high or middle school provides a desirable separate learning environment for young adolescents. The school program provides courses that interest and benefit students in the age range of 11 to 15, inclusive, with flexibility in admission and promotion policies within the school at the two extremes.

2. Since development of the "whole man" is the responsibility of the "whole society," the junior high school defines carefully the limitations of what it does and concentrates on doing those tasks well.

3. The curriculum emphasizes the tremendous changes taking place in the world and how the young adolescent, himself in transition, copes with changes.

4. Every subject is taught to reveal opportunities for further study, to help students learn how to study, and to help them appraise their own interests and talents. In addition, the junior high school continues the developmental program of basic skills instruction started in the elementary school, with emphasis on both developmental and remedial reading.

5. The curriculum highlights the worthwhile contributions and character traits of individuals in order to help adolescent youth develop desirable goals. Social mores are examined to help students develop sets of values that will guide them into socially acceptable and personally satisfying standards of conduct. Democratic ideals and principles are stressed.

6. The junior high school curriculum is organized to provide a gradual transition from the typical self-contained elementary school instructional pattern to the highly departmentalized senior high school program. Positive steps are taken to show students the inter-relationships among the conventional school subjects (pp. 3-6).

Some school administrators have approached the requirements for the program of education for the junior high school

from the viewpoint that emphasizes studies in physiology and adolescent psychology (Conant, 1960). Others have approached the same problem from a viewpoint that emphasizes academic subject matter. Regardless of the approach to designing the junior high school educational program it should in practice provide pupils the kind of experiences they need. Trump (1967) considered that "although its program is basically of a secondary level, the transition from elementary school program should be smooth so that a continuum of education results (p. 73)."

Research Studies

Parker (1962) authored an article titled Fifty Years of the Junior High School; Preface to a Bibliography of 131 Doctoral Dissertations. His published work was an excellent cumulative example of the impressive magnitude of studies that had been completed in the broad area of junior high school education. Parker's publication contained a rather complete bibliography of doctoral dissertations for the specified range of time, but the total bibliography of published studies concerned with the junior high school has continued to grow through the past ten years. It was the purpose here to select from that accumulation and present a review of those junior high school studies, those seventh grade articulation studies, and those sixth-to-seventh grade transition studies that were most relevant to the problem of the present investigation.

In 1955 Byers (1962) conducted a study at the University of Connecticut that was devoted to articulation in the junior high school. The problem of this study was: "What can be done in the junior high school program to provide an effective basis for articulation in the curriculum between elementary and the senior high schools in systems which include a junior high school in their organization (Byers, 1962, p. 416)?" The two major purposes of the study were (1) to ascertain the current articulation practices in the junior high schools in the United States, and (2) to ascertain the desirable articulation practices in the curriculum of the junior high school. Checklists were sent to a random sample of junior high schools in the United States and the District of Columbia. The returned checklists were tabulated and analyzed to ascertain the current practices in articulation in the junior high school curriculum. Then a list of current articulation practices was formulated and rated by a group of seventy-eight elementary and junior high school leaders. Byers concluded the following: (1) there was a wide variety of articulation practices currently used in the junior high schools; (2) more attention was given to articulation practices between grades six and seven than between grades nine and ten; (3) there was a wider use of articulation practices that brought people together to work on common problems than practices that provided for the exchange of materials and information through records,

reports, bulletins, and other means; (4) there was a considerable difference in opinion among the educational leaders with respect to the articulation practices used; (5) the educational leaders indicated greater interest in the articulation practices between grades six and seven than between nine and ten; and (6) the educational leaders favored articulation practices that involved bringing people together more than they favored the exchange of materials, printed information, and other impersonal practices.

In 1956 Spivak (1962) conducted a study at Rutgers University that investigated the use of departmental and self-contained classrooms in the seventh and eighth grades. The students involved in this study were enrolled in a junior high school in Neward, New Jersey, that was located in an underprivileged area of the town. The conclusions of the study included the following: (1) children who had been departmentalized in grades seven and eight did not do better academically and with regard to school adjustment when they reached the ninth grade than the children who had been in self-contained classrooms in grades seven and eight, (2) there was evidence that the children from self-contained classrooms did better in some areas, (3) children from self-contained classrooms made more friends by the end of the first term, (4) children from the self-contained classrooms reported fewer school problems by the end of the first term, and (5) children from the self-contained classrooms

were referred for counseling and correction less frequently than children from departmentalized classrooms.

In 1957 Stillman (1962) conducted a study at New York University that was concerned with the relationship between parent empathy and the school adjustment of seventh and eighth grade male children. He postulated that the behavior of a parent toward his child would be related to the parent's understanding of the child within the given situation as the parent perceived it. Also, Stillman thought that parents who showed increased understanding of their child's concerns should be more capable of guiding the child in various areas of adjustment. School adjustment was operationally defined as the problem tendencies of a child as measured by the Haggerty-Olson-Wickman Behavior Rating, Schedule B. Empathy was operationally defined as the ability of one person to predict accurately on the SRA Youth Inventory the concerns of another person as self-reported on the same instrument. A random sample of ninety-five male students and their parents was used as subjects in this study. The student subjects were selected from the seventh and eighth grade population of a public junior high school. After the instruments were administered to the subjects and scores obtained, the empathy scores were correlated with the adjustment scores. Both Pearson's product-moment coefficient of correlation and eta coefficient of correlation were computed.

The data was tested for statistical significance at the .01 level. The conclusions of Stillman's study included the following: (1) the data indicated there was no significant difference between means of mother-son percentage of disagreement and father-son percentage of disagreement; (2) the data revealed that both mothers and fathers seemed to have little awareness of their sons' concerns as evidenced by the relatively high percentage of disagreement in both mother-son and father-son categories; (3) mothers were found to have over-estimated the concerns of their sons to a greater extent than the fathers; (4) the coefficients of correlation obtained when the empathy scores were correlated with the adjustment scores were not statistically significant; and (5) although no significant correlations were found between children's school adjustment and parental empathic ability, question was raised regarding the validity of using prediction as the only criterion of empathy.

In 1957 Shuford (1962) conducted a study at the University of Texas that investigated the trends in theory and practice in the junior high school from 1940 through 1954. This study was a continuation of the work done in 1939 by Thomas Sears Montgomery, Head Emeritus of the Department of Education in Sam Houston Teachers College at Huntsville, Texas. Montgomery's work covered junior high school philosophy and practice from the beginning up to 1939. Montgomery surveyed the literature on the junior

high schools, constructed a 108 item questionnaire, mailed the questionnaire to 310 progressive junior high schools in the nation, and compiled the results of the questionnaire to show trends in junior high school philosophy and practice. In 1957 Shuford followed substantially the same plan that Montgomery had followed in 1939. When the results of Shuford's study were compared with the results of Montgomery's study there was a reversal in trend on only one item. According to Shuford (1962) "in 1939 the trend was toward decreased emphasis on the use of standard achievement tests for the purpose of classification of students, but by 1954 there was a slight trend toward increased emphasis on this practice (p. 407)." On all the other items the trends indicated in the 1939 study were continuing with decreased intensity in the 1954 except for the following items which approached nearly perfect agreement in the studies: (1) special attention to the slow pupil, (2) special stimulation of creative activities as an integral part of experience units, (3) time devoted to commercial work, (4) community resources used in the instructional programs, (5) flexibility of the daily schedule to allow distribution of time to the particular needs of pupils and classes, and (6) flexibility of weekly schedule to allow distribution of time according to class and pupil needs.

In 1958 an investigation was conducted by Grannucci (1962) at the University of California that made an appraisal

of junior high school students referred to a guidance department. The two purposes of this study were (1) to describe the behavior problems of the pupils referred to the guidance department; and (2) to determine change, if any, in the classroom experiences of the pupils. Daily classroom observations were made of referred pupils in the actual classroom situation and the California Cooperative Study of In-Service Education, Record of Observation was used to record the various factors in the classroom during the daily observations. Also, the referred pupils were tested with the following instruments: Henmon-Nelson Intelligence Test, Stanford Intermediate Arithmetic Test, Stanford Intermediate Reading Test, Kvaraceus Delinquency Proneness Scale, and The Illinois Inventory of Pupil Opinion, Secondary Form. The major findings of this investigation were as follows (Granucci, 1962):

1. The group of pupils referred to the guidance department was approximately one per cent of the junior high-school enrollment in Richmond, California.

2. The pupils were retarded in both reading and arithmetic.

3. The pupils showed a definite proneness for delinquency as measured by the delinquency scale.

4. The pupils' grade-point average was below a "C" for the two years studied.

5. These pupils were absent without an excuse twice as often as unreferred pupils.

6. In spite of their school difficulties, these pupils' opinions of school were favorable and they felt school discipline was about right and that teachers and administrators treated them fairly.

7. Their major difficulties were emotional problems and social adjustment in school.

8. These pupils were the products of large families, divorce, and broken homes (p. 318).

Christenson (1962) studied student morale in a junior high school during the 1958-59 school year under the direction of the University of Colorado. The purposes of his study were (1) to plan and carry out a program for building student morale in a junior high school, and (2) to show a change in morale status of the students. The total 912 students enrolled in a junior high school in a large Midwestern city was used as the sample population for the study. This study of student morale in a junior high school revealed the following: (1) the morale status of junior high school students can be significantly changed; (2) the morale status of the junior high school students can be changed by using indirect methods; (3) after the program for building student morale was introduced in the school there was significant improvement in drop-out rate, the average daily attendance, the amount of achievement in reading, and in the number of students who were on probation or parole or placed in corrective institutions; (4) the democratic form of school administration was instrumental in bringing about a positive change in the morale status of the students; (5) the

importance of guidance and counseling in a program for building student morale was indicated by the students; (6) the students expressed no resentment for being placed according to their tested ability and achievement in one of four types of learning groups; and (7) the morale status of the students affected their attitude toward teachers, counselors, administration, and fellow students.

In 1959 Denton (1962) conducted a study at Pennsylvania State University that was concerned with selected junior high school orientation techniques. The three purposes of the study were (1) to determine what orientation techniques were in most common use by counselors to assist seventh grade students in their adjustment to junior high school, (2) to determine by experimental means the relative effectiveness of five selected orientation techniques, and (3) to determine the long-range benefits of orientation. From a review of literature five popular counselor-controlled orientation techniques were selected for application in the experimental situation. They were as follows (Denton, 1962):

1. The use of the guided tour and floor plan charts as means of orienting new seventh-grade students to the school plant.

2. The home-room program as a device for orienting the new routine of the junior high school.

3. The upper class committee as a means for orienting to the increased self-discipline and self-direction required by the junior high school.

4. The guidance class panel report of teacher interviews as a method for orienting to departmentalized instruction.

5. Group guidance using photographs as a method for orienting to the larger faculty of the junior high school (p. 324).

The subjects for Denton's study were 120 seventh grade students entering junior high school. Two sections of thirty students each formed the experimental group which participated in the orientation program. Two other sections of thirty students each served as the control group and were not oriented. Both the experimental group and the control group were tested twice in each area of orientation. The first tests were administered immediately after the completion of the program in order to ascertain the immediate effects of each orientation procedure on the experimental group. The follow up tests were administered at the end of the first semester in order to determine the long-range advantage to the oriented students. Also, students were rated by teachers to determine if orientation produced observable results, students grade point averages were analyzed to determine the effect of orientation upon achievement, and the investigator measured how the students felt about their own improvement in adjustment with a before-and-after checklist. The t test and chi square were used to test for statistical significance between the experimental and control reactions. In the conclusions for the study Denton included the following: (1) the techniques in most common

use by counselors to assist the adjustment of seventh grade students to junior high school were group orientation procedures conducted as a part of the regular guidance program, (2) the use of a guided tour and floor plan chart was effective for orienting new students to the school plant, (3) the upper class committee was not effective for orienting the new seventh grade student to the increased self-discipline and self-direction required by the junior high school, (4) the use of guidance class panel reports of teacher interviews was an effective method for orienting new seventh grade students to the departmentalized instruction of the junior high school, (5) group guidance using photographs was an effective device for orienting new students to the larger faculty of the junior high school, (6) oriented students achieved significantly higher grade point averages than non-oriented students, (7) teachers assigned significantly higher ratings to the oriented students, and (8) the analysis of needs checklist showed no statistically significant difference between the oriented group and the non-oriented group.

In 1961 Harris (1962) conducted a study at Florida State University that was concerned with the relationship between the sixth grade student's belief about junior high school, his concept of self and others, and his socio-economic status. This study was chiefly concerned with the articulation of elementary and secondary education. It was an exploratory study designed to reveal what sixth grade students

believed about junior high school and to determine the relationship of these beliefs to the students' self-other concepts and their socio-economic status. Also, the effect on the subjects' beliefs of eventually attending differently organized junior high schools was considered in the study. The students participating in this study were 818 white boys and girls enrolled in eleven selected public elementary schools in four Florida cities. The elementary schools were selected on the basis of the curriculum pattern of the junior high school they feed. Three different curriculum patterns were included: departmental, block-of-time, and self-contained classes. The Index of Adjustment and Values was used to obtain measures of students' self-other concepts, and their socio-economic status was determined through the use of the Index of Value Orientation. The beliefs concerning junior high school considered in the study were related to the following: (1) amount, nature, and difficulty of junior high school work; (2) time allowed for doing this work; (3) amount of homework; (4) strictness and helpfulness of junior high school teachers; (5) liking and being liked by these teachers; (6) expected number of friends; (7) conduct of junior high school students; (8) organization of junior high school; (9) quality and strictness of junior high school they expected to attend; (10) failure to meet seventh grade standards; (11) parental expectation; (12) increased freedom; (13) participation in student activities; and (14) information

received concerning junior high school. A questionnaire based on these beliefs was employed to obtain data from the subjects. Harris used chi square tests for testing the null hypotheses of this study. The level of statistical significance was .05. The conclusions for the study included the following: (1) no relationship was found to exist between the subjects' beliefs concerning junior high school and the curriculum pattern of the junior high school they expected to attend; (2) no relationship was found to exist between the subjects' beliefs concerning junior high school and the subjects' self-other concepts; (3) no relationship was found to exist between the subjects' beliefs concerning junior high school and the subjects' socio-economic status; and (4) a significant relationship was found to exist between the subjects' self-other concepts and their socio-economic status with a higher incidence of those with more desirable self-other concepts found among the highest social class, and a higher incidence of those with the least desirable self-other concepts found among the lowest social class.

A study was made by Koenig (1962) at New York University that compared the forethoughts of sixth grade students concerning the first year of junior high school with reality as seen through their afterthoughts at the end of their first year of junior high school. Students were questioned during their sixth grade year for their forethoughts and again at the end of their seventh grade year

for their afterthoughts. A major purpose of the study was to gather information that would be useful in facilitating the adjustments of future entrants into junior high school. Although the investigator regarded all of his findings as tentative, the following were among the conclusions made by Koenig: (1) sixth grade students in public schools appeared to have forethoughts concerning the seventh grade and the most prevalent sources of these forethoughts seemed to be elementary school experience, guidance counselors, junior high school friends, orientation visits to the junior high school, and junior high school principals; (2) seventh grade students in public schools appeared to have afterthoughts concerning their first year in the junior high school and experiences that the students had in the seventh grade seemed to influence their afterthoughts; (3) the forethoughts held by the sixth grade students appeared to be realistic about the school routine, student and teacher relationship, and student courses; (4) the forethoughts held by the sixth grade students appeared to be relatively unrealistic about direct out-of-school results of school life and student peers; and (5) students appeared to be entering public junior high school with a relatively high level of realism.

Shuttlesworth (1962) studied the relationship of socio-economic status to the measured adjustment of 234 seventh grade students in a junior high school in Houston, Texas. This study was made under the direction of the

Colorado College of Education. The purpose of this study was to find the relationship of socio-economic status of seventh grade students in the junior high school to their measured ability, achievement, personality rating, and interest level. The following questions were studied (Shuttlesworth, 1962):

1. Are there significant differences in the socio-economic status of these students?
2. Is there a relationship between socio-economic status and intelligence?
3. Is there a relationship between socio-economic status and achievement as shown by achievement tests?
4. In which of the five socio-economic classes is the greatest acceleration found? The greatest retardation?
5. In what subject matter area is the greatest acceleration found? The greatest retardation?
6. What is the relationship between socio-economic status and teachers' marks or grades given to these students?
7. Is there a relationship between socio-economic status and personality ratings?
8. What is the relationship between socio-economic status and scores indicating level of interest?
9. What is the relationship between socio-economic status and points made by participation in extra-curricular activities (pp. 289-290)?

In answering the questions proposed for this study data gathered from the following sources were used: Sims Socio-Economic Score Card, Otis Self-Administering Test of Mental Ability, California Achievement Test Battery,

California Test of Personality, California Interest Inventory, teachers' marks, grade points in the three major subject matter areas for the entire year, and points earned through participation in extracurricular activities. The treatment of the data included comparisons by use of percentages, computation of comparative data through measures of central tendency and variability, the computation of coefficients of correlation with the use of Pearson's product-moment formula, and tests of statistical difference through the use of standard errors and critical ratios. The level of statistical significance was .01. Among the conclusions made by Shuttlesworth are the following:

1. The means for total scores indicating socio-economic status for the students presented a pronounced hierarchy of class status. From Socio-Economic Class I, which included students from the professional group, to Socio-Economic Class V, which included students from the unskilled labor group, the means were: 26.5, 23.7, 20.3, 16.8, and 12.0. The differences in means for Classes I and III, Classes III and V, and Classes I and V were: 6.2, 8.3, and 13.5. All differences were statistically significant which indicated that a true difference in socio-economic backgrounds of the students did exist. Also, cultural offerings to the students and experiences of the home were found to decrease as class status decreased from the professional group to the laboring group.

2. The coefficient of correlation for intelligence scores and socio-economic scores was .37 which indicated a definite, but small relationship. This correlation coefficient was statistically significant.

3. Means for students' intelligence scores revealed the hierarchy of class status. From Class I, the professional group, to Class V, the unskilled labor group, the means were: 115.8, 113.6, 106.0, 102.9, and 94.0. The differences in means for Classes I and III, Classes III and V, and Classes I and V were: 9.8, 12.0, and 21.8. All differences were statistically significant which indicated that a true difference did exist in intelligence scores for students at various socio-economic levels.

4. The coefficient of correlation for the two variables achievement scores and socio-economic status scores was .33 which indicated a definite, but small relationship. This correlation coefficient was statistically significant.

5. The hierarchy of class status was quite apparent in the amount of acceleration and retardation found at the various socio-economic levels. When chronological age-grade placement was compared with actual grade placement, the percentages of students from Classes I through V who were accelerated by 0.5 to 1.9 school years were: 26.4, 18.8, 10.4, 9.7, and 4.5. Percentages of retardation of 0.5 to 1.9 school years from Classes I through V were: 10.5, 9.4, 14.5, 19.3, and 45.5.

6. When educational grade placement was compared with percentages of students achieving 0.5 to 2.9 school years above their intelligence grade placement there was an indication that students from the laboring classes achieved above their ability more than students in the professional class.

7. The greatest acceleration in a specific subject area for all students was found to be in the area of language, and the greatest amount of retardation was in arithmetic.

8. The coefficient of correlation for the two variables teachers' marks and socio-economic scores was .39 which indicated a small, but definite relationship. This correlation coefficient was statistically significant.

9. A definite hierarchy of class status was shown in the means for total grade points. From Class I through V they were: 69.9, 65.4, 63.9, 56.5, and 45.0. Differences in means for the classes compared were statistically significant.

10. When scores for total adjustment were correlated with socio-economic scores the coefficient of correlation was .19 which indicated a very small, but definite relationship. This correlation coefficient was statistically significant.

11. For the two variables level of interest scores and socio-economic status, the coefficient of correlation

was .02. This correlation coefficient was not statistically significant.

12. The coefficient of correlation for the two variables socio-economic status and extracurricular activities was .54 which indicated a substantial relationship. This correlation coefficient was statistically significant.

13. The hierarchy of class status was shown in the means for total scores on extracurricular activities, and in the percentages of the students who had received honors and special awards. The means for total scores from Classes I through V were: 22.9, 19.5, 15.6, 10.0, and 5.8. Differences in means compared were statistically significant which indicated that a real difference did exist in points won by participation in extracurricular activities.

White (1967) studied the academic achievement, personal-social adjustment, and activity participation of seventh grade students from five different organizational patterns of grades for the junior high years. The study was conducted in the junior high schools of Jefferson County, Colorado, under the direction of the University of Denver. Matched groups of thirty-five students from each type of junior high school were compared after one year of experience in their respective schools. The California Achievement Test was used to compare academic achievement. Personal-social adjustment was determined through the use of the Science Research Association Youth Inventory and by the number of

problems pupils reported in their efforts to fit into their new schools and the difficulties they encountered in handling personal emotional problems. Participation in school activities was measured through student response to a questionnaire listing activities in intramurals, athletics, school clubs, service to the school, and honors and awards. The groups of thirty-five students selected from each of the school types under investigation were matched on the basis of age, sex, I.Q., socio-economic status, and sixth grade achievement. At the end of the seventh grade all students selected were tested to determine the extent of their progress during the year. The data were analyzed to determine the statistical significant differences between sample groups with analysis of variance, t test, and chi square procedures. The findings were reported in terms of differences between means of the sample groups. Major findings of White's study included the following: (1) seventh grade students' performance tended to be lower in those schools where the majority of the students enrolled in the school was above the seventh grade level; (2) there were significant differences in total arithmetic, total language, and total battery scores, and the one-year and two-year school samples scored higher than the groups drawn from the other three organizational types; (3) on the school problems portion of the SRA Youth Inventory the K-9 and the two-year school groups scored significantly higher than the other three school types; (4) there were

differences in amount of participation by seventh graders in intramural games, with K-9 and one-year school types scoring significantly higher than the other schools; (5) there were significant differences in club activity participation with K-9 and two-year school types scoring significantly higher; (6) there were no significant differences among the schools in reading grade-level scores, total life-adjustment scores, inter-scholastic athletic participation, school service, and honors or awards attained by students in the seventh grades; (7) the greatest evidence of learning hindrance to seventh graders appeared in schools that contained the three grades 7-8-9 or the six grades 7-12; (8) seventh grade students in schools with only two grades seven and eight did very well generally; and (9) seventh grade students in the one grade experimental school did best of all academically, but they showed only moderate progress in personal-social adjustment and activity participation. From this study White (1967) concluded "the number of grades in the junior high school appears to have an effect upon the progress of pupils in the school (p.87)." His recommendations were as follows:

> Pupils who attended schools with only one or two grades experienced advantages in academic instruction over boys and girls enrolled in schools with three or more grades.
>
> Junior high school pupils also enjoyed some academic advantage when their instruction was organized and presented independently from the instructional programs of older and younger pupils.

> Pupils in the seventh grade were adversely affected in their adjustment to school-related problems when two or more grades were above the seventh in a particular school unit.
>
> When the majority of the pupils in the school were above a particular grade level, the participation of pupils in that lower grade group in school activities was likely to be less than in schools where that particular grade level was not overshadowed.
>
> Somewhat in contrast with the above, greater participation in club activities was likely to be generated by bringing pupils from several grades together rather than by trying to maintain activity programs from each individual grade level (p. 89).

Clinch (1968) conducted a study at the University of Pennsylvania that evaluated three methods of orientation of sixth grade pupils for junior high school. The three methods of orientation were visitation, closed-circuit television, and a combination of these two methods. The purpose of the study was to evaluate the effectiveness of the three methods of orientation in imparting information and in relieving anxiety of the sixth grade pupils. The total sample included 637 sixth grade pupils. The following were among the conclusions made by Clinch: (1) there were significant differences in the effectiveness of the three methods for imparting orientation information, (2) for information about classes and regulations both the visitation and the combination were more effective than the television alone, (3) for information about activities television alone was more effective than the combination, (4) for information about the role of the counselor the visitation was the most effective method,

and (5) there was no significant difference in the effectiveness of the three methods in relieving anxiety of the sixth grade pupils as a group, but for girls alone the combination was significantly more effective than the visitation.

Myers (1969) conducted a study under the direction of North Texas State University that examined the effects of transition from the sixth to the seventh grade upon student status, attitude, and achievement. The investigation was conducted in a 6-3-3 organized school system in the Denton, Texas, public schools. In May, 1968, sociometric questionnaires, attitude-toward-school scales, and achievement tests were administered to 350 sixth grade elementary school students. The same assessment measures were again administered to 426 students the following fall after they entered the seventh grade. A total of 243 students received the battery of tests in both the sixth and seventh grades. Achievement test scores and grade point averages were computed for each student at each grade level. Among the conclusions made by Myers are the following: (1) there was moderate stability of social status positions between the sixth and seventh grades, (2) there was significant decrease in mutuality from the sixth to the seventh grade and old friendships tended to dissolve as new friendships were developed in the seventh grade, (3) there was a significant increase between the sixth and seventh grades in the proportion of students receiving no mutual choices and the lack of opportunities for small-group

experiences plus the changing memberships of classes at the end of each period made the establishment of mutual friendships more difficult in the seventh grade than in the sixth grade, (4) transfer students faced a disadvantage as a group in achieving social status in the seventh grade during the first four months, and (5) positive change in social status from the sixth grade to the seventh grade contributed significantly to resistence to negative grade point change.

Bents (1969) conducted a study at the University of Arizona that investigated the efficiency of an elementary to junior high school orientation program. The purpose of the study was to evaluate the effectiveness of an extensive orientation program in helping the sixth grade student prepare for the junior high school and upon entrance to make satisfactory adjustments. Intensively oriented, traditionally oriented, and non-oriented groups were compared. Each of the three groups was comprised of a stratified random sampling of forty-three elementary to junior high school transitional students from different feeder schools. The traditional orientation program consisted of one hour of pre-entrance and two and one-half hours of post-entrance orientation during the third, fourth, and fifth weeks of the seventh grade. The extensive orientation program consisted of eight hours of pre-entrance orientation during the last seven weeks of the sixth grade, and nine hours of post-entrance orientation during the first five weeks of seventh grade. The non-oriented

group was deprived of all formal orientation during the experiment. The following six instruments were used in the collection of data for this study: (1) Bell's Index of Adjustment Values; (2) a behavior appraisal form; (3) a three-part test constructed by the investigator to sample subject knowledge of orientation information at the end of the study; (4) an orientation questionnaire with pre, mid, and post forms; (5) a post-orientation survey for subjects; and (6) a post-orientation questionnaire for parents of subjects. The conclusions of Bent's study included the following: (1) the extensively oriented students obtained significantly greater knowledge of school rules and procedures, academic and extra-curricular opportunities, the counseling service, and study skills; (2) the extensively oriented students obtained significantly higher first-grading-period grade point averages; (3) the extensively oriented students obtained significantly higher ratings for responsibility, regard for authority, and influence and adjustment; (4) the extensively oriented students obtained sufficient help with problems as judged by parents and easier adjustment to school; and (5) orientation whether intensive or minimal had no significant effect upon concern for others, establishment of new friendships, student participation in school elections, and attendance of pupils at athletic social events.

Scott (1969) conducted a study at the University of Oklahoma that analyzed the self-concepts of seventh grade

students in segregated and desegregated public junior high schools of Oklahoma City. The problem of this investigation was to determine whether there was significant difference in the self-concepts of students in a desegregated school and students in a segregated school. The purpose of this investigation was to analyze the self-concepts of both Negro and white seventh grade students in desegregated as well as segregated public junior high schools. Four groups of thirty seventh grade students in three junior high schools were involved in this study. One group of thirty students was selected from a segregated Negro junior high school. One group of thirty students was selected from a segregated white junior high school. Two groups of thirty students each, one group Negro and the other group white, were selected from a desegregated junior high school. The Coopersmith 50 Item Inventory of Self-Esteem was administered to all four groups to assess the self-concepts of the students. The findings and conclusions of Scott's study included the following: (1) there was no significant difference in self-concept of the four groups of students, (2) there was no significant difference in the self-concepts between white and Negro students, (3) the desegregated school setting probably resulted in greater parental expectations for their children and a consequent increase in aspirational level, (4) desegregation had not impaired the self-concepts or the aspirations of the Negro students in the desegregated junior high school, and

(5) white students in the desegregated junior high school appeared to have suffered no lowering of self-concepts.

Tobin (1969) conducted a study under the direction of Pennsylvania State University that investigated seventh grade students in two different administrative organizations. The purpose of the study was to determine which of the two organizations where seventh grade is generally found, middle school or junior high school, met the needs of the seventh grade students. Middle school was defined as housing grades 5-8 or 6-8 and junior high school was defined as housing grades 7-9 or 7-8. It was concluded from this investigation that differences in adjustment of the seventh grade students did not exist between the middle schools and junior high schools studied.

Atkins (1969) conducted a study at the University of Tennessee concerned with the nonpromotion of seventh grade students. The purposes of the study were: (1) to analyze the relationships between selected variables and pupil data from both a nonpromoted group of seventh grade students and a promoted group of eighth grade students in Memphis city schools, and (2) to compare the differences of pupil data between the two groups. The data consisted of student information on fifteen selected variables related to nonpromotion of seventh grade students. The data for the study were obtained from student data stored in the data-processing center, from student permanent record cards, and through

questionnaire-interviews with the students. The student data were factor analyzed to determine the amount of variance accounted for in each factor by the variables. It was found that a common factor accounted for over thirty per cent of the variance in both the promoted and nonpromoted groups. This common factor consisted of the following variables: (1) I.Q., (2) total grade equivalent, (3) reading level, (4) family income, (5) father's educational level, and (6) mother's educational level. To determine if there were statistically significant differences in student data between the promoted and nonpromoted groups t tests were used. The t tests revealed significant differences between the two groups in nine of the fifteen variables. These nine variables were as follows: (1) days present, (2) days absent, (3) I.Q., (4) total grade equivalent, (5) reading level, (6) number of prior retentions, (7) family income, (8) father's educational level, and (9) mother's educational level.

Newton (1969) conducted a study under the direction of Texas Tech University that analyzed the relationship between selected aspects of acculturation and the school adjustment of Mexican-American students in the seventh grade. The school adjustment level of the student was assessed from the following: (1) standardized achievement test scores, (2) school grades, (3) student attendance and behavior, and (4) student view of school. The students that participated

in the study were seventy-nine randomly selected Mexican-American seventh graders enrolled in four junior high schools in the public school system of Lubbock, Texas. Among the conclusions made by Newton are the following: (1) there was no significant difference in the socio-economic level of students with greater school adjustment and students with lesser school adjustment; (2) there was no significant difference in the level of culture of Mexican-American students with greater school adjustment and students with lesser school adjustment; (3) there was no significant difference in the value orientation of students with greater school adjustment and students with lesser school adjustment; (4) the contact that Mexican-American students in the seventh grade had with Anglo-American culture was a significant factor in school adjustment; (5) the school and residential segregation did not have an adverse effect on the school adjustment of Mexican-American students in the seventh grade; and (6) disorganization in the life of the Mexican-American student, as evidenced by having attended a greater number of schools and having a missing parent because of death or divorce, was significantly related to lesser school adjustment. Newton made the following recommendations to promote the optimum school adjustment of the Mexican-American student: (1) steps should be taken to increase contact between the Mexican-American student and the Anglo-American culture; and (2) steps should be taken by the public schools to develop, enhance,

and preserve a greater sense of community among the Mexican-American patrons of the schools.

Moates (1969) conducted a study at Auburn University that investigated the relative effects of group counseling on the self-concepts, peer acceptance, and grade point averages of disadvantaged Negro boys and girls. The sample for the study was comprised of sixty disadvantaged seventh grade Negro boys and girls. They were equated with respect to age, sex, I.Q., and academic aptitude. The students were assigned to two experimental and two control groups with fifteen students in each group. The experimental groups received twenty sessions of activity group counseling. The control groups received no group counseling. Pre-test and post-test data were collected. The Junior High School Index of Adjustment and Values and the Self Evaluation Test were the instruments used to measure changes in self-concept. An investigator-designed socio-metric instrument was used to measure changes in peer status, and grade point averages were used to determine changes in academic performance. The collected data were analyzed in a 2 x 2 factorial analysis of variance and in a 2 x 2 chi square contingency table. The .05 level of significance was used. Among the conclusions made by Moates are the following: (1) activity group counseling tended to produce positive changes in the self-concept scores of the seventh grade students, (2) activity group counseling tended to produce positive changes in the peer acceptance scores of

the seventh grade students, and (3) activity group counseling produced no statistically significant change in the grade point averages of the seventh grade students involved in the study.

Yutzy (1969) conducted a study at Ball State University that investigated articulation problems. The purpose of the study was to identify articulation problems as perceived by seventh grade students, teachers, and administrators in eight selected junior high schools in Indiana and to determine if significant differences existed between responses on the basis of type of respondent. The data were collected from 2,402 students and 173 teachers. A thirty-eight item questionnaire was utilized in the collection of the data. Among the conclusions made by Yutzy were the following: (1) articulation problems were individual and specific to particular students and schools, but they followed a rational pattern; (2) the most severe problems appeared to be those of environment, curriculum and learning skills, crowded hallways and stairways, difficulty with math, reading, English, and homework; (3) the age of the student appeared to cause no significant difference in his or her perception of problems; (4) low achievers perceived as problems all factors except gym routine and personal responsibility for getting to school; (5) males perceived more problems than females; (6) teachers and students viewed articulation problems differently with teachers perceiving that students had more

problems adjusting than the students perceived and in different patterns; (7) male teachers perceived that students had more articulation problems than did any other group; and (8) articulation problems appeared to be present and persistent as students moved from elementary to junior high school.

Jackson (1969) conducted a study at the University of Minnesota that investigated the extent to which teacher influence was related to the behavior of emotionally disturbed and normal junior high school students attending regular classes. Fifteen emotionally disturbed students enrolled in a suburban junior high school comprised the sample of the study. Classroom observations of teacher-pupil interaction and pupil behavior were made by five trained observers over a period of three months in English, social studies, math, and science. The Flanders System of Interaction Analyses was used to record the categories and sequence of verbal events of pupils and teachers in the classroom. The pupil rating portion of Ryans Observation Record was used to record a retrospective rating of the behavior of the emotionally disturbed child and the four normal students in front of, behind, and on either side of the disturbed student. The teachers were categorized as less direct and more direct according to the observations on the Flanders instrument. The Ryans record was used to assess student behaviors on four dimensions: apathetic-alert, obstructive-responsible, uncertain-confident, and dependent-initiating. Among the

conclusions made by Jackson were the following: (1) there was a significant difference between the behavior ratings of the emotionally disturbed and normal students, (2) there was a significant difference in the behavior ratings of the students under the less direct and more direct teacher influence, (3) there was a significant difference in the behavior ratings of the students in the types of subject matter, (4) normal students tended to exhibit more positive behavior on all dimensions and in all situations of teacher influence or subject influence, (5) the behavior of the normal and emotionally disturbed students varied in the same direction, and (6) both normal and emotionally disturbed students responded more positively to less direct teachers and in the English and social studies classes.

Goff (1969) conducted a study at Boston University that examined the relationship of noncognitive factors and general intelligence to academic achievement at the junior high school level. A sample of students from two junior high schools that included grades seven, eight, and nine was used in this study. The Kuhlman-Anderson Intelligence Test was used to assess the intellectual level of students. An investigator-developed instrument was used to assess noncognitive factors associated with academic achievement. The Gilmore Sentence Completion Test was used to construct the investigator-developed instrument and the investigator-developed instrument was titled Gilmore/Goff Instrument.

Among the implications and recommendations made by Goff are the following: (1) the results of this study pointed to the importance of noncognitive factors in the learning process; (2) the child rearing practices in the homes affected students' attitudes toward learning; (3) the school affected students' attitudes toward learning; (4) investigations are needed concerned with the organization of the curriculum, the structure of the school program, and how teachers' relationships with students effect students' learning; and (5) underachievement should be redefined by taking into consideration noncognitive factors.

Laneve (1970) conducted a study at the American University in Washington, D.C., that compared the effects of three different orientation programs on the attitude and academic achievement of pupils entering junior high school. The study was designed to determine and compare the effect of Correspondence, Five-Day, and Half-Day orientation programs on the attitudes toward junior high school of three groups of seventh grade pupils. The pupils who participated in this study were randomly assigned to three groups then each group was randomly assigned to participate in one of the three orientation programs. The Semantic Differential Test was administered to the students prior to participation in one of the three orientation programs, after participation in one of the three orientation programs, and after the students attended five weeks of junior high school. The grades

assigned to the pupils by the teachers after the first six weeks of junior high school were obtained from the junior high school records. Among the conclusions made by Laneve were the following: (1) there were no significant differences in the attitudes toward junior high school among the three groups of pupils prior to their participation in the three orientation programs; (2) the Five-Day and Half-Day orientation programs had a positive effect on the attitude of the pupils toward junior high school; (3) significant differences were found on the activity and evaluation factors of the Semantic Differential Test administered after the pupils participated in one of the three orientation programs, between the pupils who participated in the Five-Day and Correspondence orientation programs; (4) no significant differences were found in the attitude of the pupils toward junior high school after the pupils attended five weeks of junior high school; and (5) pupils who participated in the Five-Day orientation program attained higher grades at the end of the first six weeks in all subjects except English.

Carter (1970) conducted a study under the direction of the University of Tennessee that investigated the effect of teacher expectations on the self-esteem and academic performance of seventh grade students. There were forty-four seventh grade students who participated in the study. They were assigned by matched pairs into two homogeneously grouped class sections of one junior high school. Criteria for

pairing the students were their previous I.Q. scores, standardized achievement test scores, grades, and teacher ratings. One student from each matched pair was randomly assigned to the experimental group and the other student served in the control group. Treatment consisted of increasing cumulative data on all criteria on the school records of each experimental subject. Pre-tests and post-test were administered to the students using the Coopersmith Self-Esteem Inventory, the Lorge-Thorndike Intelligence Test, and the Metropolitan Achievement Tests. Also, grade point averages and teacher ratings on the Coopersmith Behavior Rating Form were compared as a post-test. The pair-by-pair difference between pre-test and post-test scores and the pair-by-pair difference in post-test scores were tested for statistical significance with the t test. Among the results and findings reported by Carter are the following: (1) experimental subjects made significant gains over control subjects on measures of self-esteem, I.Q., and word knowledge; (2) no significant difference was found on achievement tests in reading, language skills, or social studies information; (3) no significant difference was found on teacher grades or ratings; and (4) teacher expectations were partly determined by cumulative records and those expectations significantly affected students' level of confidence and scholastic potential.

At Texas Tech University Stokes (1970) studied selected value concepts of seventh grade Mexican-American students. The value concepts studied were: (1) equality, (2) the importance of the individual, (3) empathy, (4) government, and (5) freedom. The variables included in the study were sex, having failed a grade, participation in school activities, family size, extended family, parental educational level, parental birthplace, church affiliation, area of residence, socio-economic class, University Interscholastic League school classification, geographical location, and school attended. The sample used in the study was comprised of 347 seventh grade Mexican-American students from ten public school systems in the Panhandle region of Texas. A semantic differential was used as the instrument for the collection of the data. Mean scores were computed for each student on all five concepts, for each concept, for each participating school, and for each group according to the variable. To determine if there were statistically significant differences in responses t tests were used. A correlation matrix was used to determine possible relationships among variables. Among the findings stated by Stokes are the following: (1) students who had failed a grade scored significantly lower on all value concepts, (2) students who had participated in school activities scored significantly higher on all value concepts except government, (3) students living in an extended family situation scored lower on the concepts

of empathy and the importance of the individual, (4) the higher the parental education the more positive were the responses of the value concepts, (5) students who had parents with one each born in Mexico and the United States scored significantly lower on the concepts of freedom and government than the students whose parents were both born in the same country, (6) the higher the socio-economic class the more positive were the responses to the value concepts, and (7) proximity to heavier areas of Mexican-American population tended to give a more positive response to the value concepts.

Related Literature.

While the junior high school comprised of grades 7, 8, and 9 remains the most widespread pattern currently in use for this educational division both the name and the grade composition have been extensively challenged by recent educational literature (Vars, 1966). Not only has it been called a junior high school, but it has also been named a middle school, an intermediate school, and even a student center. However, the middle school has been the chief competition in the name-game with the junior high school. When the name junior high school has been used the traditional 7-9 grade structure has usually been adhered to, but when authorities have used the name middle school the grade composition has been any one of several including 5-8, 6-8, 6-9, and 7-9 (Alexander, Williams, Compton, Hines, Prescott,

& Dealy, 1969; Eichhorn, 1966; Grooms, 1967; Moss, 1969; Popper, 1967; Vars, 1966). Nevertheless, only that literature which specifically dealt with articulation and content within the junior high school has been included in this section.

Bennett (1926) outlined the functions of the junior high school for that time and discussed the problems and the solutions of this educational institution. He defined the junior high school by listing its characteristics as follows:

> (a) It is a separate educational institution, with a distinct organization and corps of officers and teachers.
>
> (b) It embraces the seventh, eighth and ninth grades, . . .
>
> (c) It has a curriculum in the seventh and eighth grades enriched by the presence of several subjects not ordinarily taught in elementary school, or by the broadening of the so-called common branches so as to make them contribute more largely to cultural, social and vocational ends.
>
> (d) It promotes by subject even in the seventh and eighth grades, thus permitting bright pupils to go faster and dull pupils to go more slowly than the average.
>
> (e) It permits a differentiation of courses for pupils or groups of pupils at a time when individual differences are becoming accentuated by the onset of adolescence.
>
> (f) The faculty is organized on the departmental plan (pp. 9-10).

One of the most popular and best known statements on the functions of the junior high school was first developed

between 1938 and 1940 by William T. Gruhn and Harl R. Douglass (Van Til et al., 1961). In order to arrive at their list of functions these two men studied the literature, noted changes in emphasis given various early functions, and formulated a draft of a new statement of functions. Gruhn and Douglass then obtained the advice of a selected group of twelve specialists in the theory and philosophy of the junior high school. They revised their statement of functions on the basis of the specialists' comments. Their completed statement on the functions of the junior high school has been steadily used from its origin to the present. The statement was as follows (Van Til et al., 1961):

> Function I. Integration
>
> To provide learning experiences in which pupils may use the skills, attitudes, interests, ideals, and understandings previously acquired in such a way that these will become coordinated and integrated into effective and wholesome pupil behavior.
>
> To provide for all pupils a broad, general, and common education in the basic knowledges and skills which will lead to wholesome, well-integrated behavior, attitudes, interests, ideals, and understandings.
>
> Function II. Exploration
>
> To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for decisions regarding educational opportunities.
>
> To lead pupils to discover and explore their specialized interests, aptitudes, and abilities as a basis for present and future vocational decisions.
>
> To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, avocational, and recreational interests.
>
> Function III. Guidance
>
> To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions.

To assist pupils to make intelligent decisions regarding present vocational opportunities and to prepare them to make future vocational decisions.

To assist pupils to make satisfactory mental, emotional, and social adjustments in their growth toward wholesome, well-adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities so that they may reach the maximum development of their personal powers and qualities.

Function IV. Differentiation

To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, aptitudes, abilities, personalities, and needs of pupils in order that each pupil may realize most economically and completely the ultimate aims of education.

Function V. Socialization

To provide increasingly for learning experiences designed to prepare pupils for effective and satisfying participation in the present complex social order.

To provide increasingly for learning experiences designed to prepare pupils to adjust themselves and contribute to future developments and changes in that social order.

Function VI. Articulation

To provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls (pp. 31-32).

Gruhn and Douglass (1947) considered certain administrative and supervisory practices to directly affect the problem of articulation. From the standpoint of articulation they thought that the change in these practices between the elementary and the secondary school should not be too abrupt. Their recommendations to improve the articulation in such practices were as follows:

1. Satisfactory articulation demands a definitely formulated statement of ultimate educational goals and a basic educational philosophy for the entire program of elementary and secondary education.

2. Satisfactory articulation demands that the teachers in each school unit be kept informed regarding the objectives, learning activities, and instructional methods of other school units.

3. Satisfactory articulation demands that teachers from all three school units--elementary, junior high, and senior high--participate when any considerable modification or reorganization is made in the instructional program of any one of these units.

4. Satisfactory articulation demands a gradual transition from the nondepartmentalized organization of the elementary school to the departmentalized plan of the secondary school.

5. Satisfactory articulation demands a gradual transition from the supervised study of the elementary school to the more independent study expected of pupils in secondary school.

6. Satisfactory articulation demands a gradual transition from the common education required of all pupils in the elementary school to the elective courses and curriculums of the secondary school.

7. Satisfactory articulation demands a gradual transition from the administrative policies and practices of the elementary school to those of the secondary school in such matters as attendance, home work, marks, report cards, and discipline (pp. 416-418).

James B. Conant and his staff studied the seventh and eighth grades in 1959 (Van Til et al., 1961). In 1960 Conant reported his recommendations in A Memorandum to School Boards: Recommendations for Education in the Junior High School Years. Conant (1960) wrote the following concerning articulation:

> Often an excellent social transition is provided for pupils between one school and another in the same system, but too often there is a failure to coordinate subject-matter instruction between schools and between grades in the same school. Without question, I consider the lack of what educators call articulation one of the most serious problems in many school systems (p. 33).

Educational authorities generally agree that problems of articulation were not always due to changes in the school environment of the pupil (Bennett, 1926; Faunce & Clute, 1961; Sheehan, 1927; Smith, Standley, & Hughes, 1942; Touton & Struthers, 1926). Often these problems stemmed from the rigidity of the personality of the pupil about which nothing had been done (Noar, 1953). Nevertheless, the modern junior high school places importance upon the progress that the pupil makes toward becoming a person who can make adjustments, and the educational program of the junior high school should be so organized that there is a gradual transition from the activities, methods, studies, and school organization of the elementary school to those which are more appropriate for boys and girls in the secondary school.

Noar (1961) considered a unique function of the junior high school to be making the transition of students from the elementary school to the senior high school smooth. She thought that the principals, counselors, and teachers in both the sending and receiving schools should consider the following factors in orienting youth to the new schools: "(1) maintaining a security balance from the old and familiar to the new and strange; (2) developing continuity for the

child as an individual and continuity for the whole group of youth; and (3) improving human relations in the school through appropriate administrative procedures and guidance (p.8)." Noar further contended that effective articulation in the junior high school required a staff prepared in junior high school programming who understood the nature of the students and the program of education offered in both elementary school and senior high school. She also believed effective guidance programs were necessary in the junior high school to facilitate seventh grade students' proper adjustment as they moved into a new school.

Bossing and Cramer (1965) wrote about the problems of articulation in a public school system. They considered the junior high school to be the designated connecting and articulating agent within the educational complex of the elementary school and the junior and senior high schools. They stressed that in unified school districts the junior high school is expected to provide every student from sixth grade in the elementary school continuous progression, and to eliminate learning obstructions at the point of transfer from the elementary school division to the junior high school. According to their view "practices that guide students toward constructive management of anxieties and frustrations, so typically associated with changes in school settings, teachers, curriculum, activities, and peer associations, facilitate continuous learning (p. 369)." In their detailed discussion

of the problems of articulation Bossing and Cramer (1965) also stated the following:

1. Student-focused articulation practices are basic to the effective management of the many changes in educational programs that insure learning progress.

2. The unique features of a particular school and/or school system are to be considered in the formulation of articulation aims and procedures but must not obstruct the over-all purposes of junior high school education.

3. Assisting students to re-establish a sense of equilibrium as they leave the past and encounter the new educational environs is a primary articulation aim.

4. The special purpose of articulation necessitates collaborative work between the elementary, junior high, and senior high school staffs.

5. A brief search for the reasons for student disequilibrium during the change in grade and/or school levels reveals the student's concern, or fear of failure, associated with unknown learning demands.

6. Students with specific learning deficiencies usually experience more acute and longer-lasting anxieties and may functionally withdraw from their learning situation. Junior high school staffs should consult with appropriate elementary school staff members in order to assess these deficiencies and institute remedial articulation measures.

7. Also important to this articulation aim is recognition of the additional problems of early adolesents confronted with simultaneous changes in school units, peer groups, and neighborhoods.

8. One of the prime considerations in articulation is the consistent and orderly instruction process which directs students from simple to complex learning and from the old to the new.

9. One of the most significant aims of articulation in junior high school is the establishment of productive student-teacher relationship. . . . A good student-teacher relationship is most influential in the student's development of positive learning attitudes, which are vital to effective learning progress at all school levels.

10. On a system-wide bases it is necessary for the central and local school unit staffs to formulate a wide range of articulation practices which are adaptable to the unique needs of the elementary school groups (pp. 370-374).

Summary

One reason for the introduction of the junior high school early in this country was the lack of articulation between the elementary and secondary school. However, the introduction of the junior high school did not automatically lead to better articulation because in some cases it resulted in two breaks in the school program instead of one. Nevertheless, in many schools there have been determined efforts to bridge the gap between elementary and secondary school, but educational authorities believe that most schools still need to give more attention to providing a smooth transition for pupils from the elementary to the secondary school.

Many research studies have been concerned with students' attitudes toward their junior high school and the articulation of students between elementary school and junior high school. Among the most pertinent findings of the research studies are the following:

1. There was a wide variety of articulation practices used in junior high schools, and more attention was given by educational leaders to articulation practices between grades six and seven than between grades nine and ten (Byers, 1962).

2. There was no significant correlation between seventh grade students' school adjustment and seventh grade students' parental empathic ability (Stillman, 1962).

3. The techniques in most common use by counselors to assist the adjustment of seventh grade students to junior high school were group orientation procedures conducted as part of the regular guidance program (Denton, 1962).

4. No significant relationship existed between sixth grade subjects' beliefs concerning junior high school and the curriculum pattern of the junior high school they expected to attend, and no relationship was found to exist between the subjects' beliefs concerning junior high school and the subjects' socio-economic status (Harris, 1962).

5. Seventh grade students entered junior high school with a relatively high level of realism concerning school routine, student and teacher relationship, and student courses (Koenig, 1962).

6. There were statistically significant differences in the socio-economic status of seventh grade students, and there was a very small relationship between seventh grade students' school adjustment and their socio-economic status (Shuttlesworth, 1962).

7. Seventh grade students' academic performance tended to be lower in schools where the majority of the students enrolled in the school was above the seventh grade (White, 1967).

8. There was no significant difference in the effectiveness of orientation to junior high school by visitation and orientation to junior high school by closed-circuit television for relieving anxiety of sixth grade pupils as a group (Clinch, 1968).

9. There was moderate stability of social status positions of students between the sixth and seventh grades (Myers, 1969).

10. There was no significant difference in self-concepts between seventh grade white and seventh grade Negro students (Scott, 1969).

11. Differences in adjustment of seventh grade students did not exist between the middle schools and the junior high schools (Tobin, 1969).

12. There was no significant difference in the socio-economic level of seventh grade students with greater school adjustment and seventh grade students with lesser school adjustment (Newton, 1969).

13. Ability group counseling tended to produce positive changes in the self-concept scores of seventh grade students (Moates, 1969).

14. Articulation problems with seventh grade students were individual and specific to particular students and schools, and articulation problems appeared to be present and persistent as students moved from elementary to junior high school (Yutzy, 1969).

15. Teachers' expectations of seventh grade students significantly affected students' level of confidence and scholastic potential (Carter, 1970).

In spite of the research that had been completed that was concerned with students' attitudes toward junior high school there had been no research done that determined whether there were statistically significant changes in seventh grade students' attitudes toward their elementary and junior high school experiences. Such a study was needed to learn more about seventh grade students' attitudes toward school and to give a partial basis for the evaluation of the effectiveness of the junior high schools in a school district.

CHAPTER II

THE PROBLEM AND PROCEDURES

Theoretically, purposes, functions, and a program designed to meet the need of early adolescence along with qualified teachers make the junior high school the utopian educational institution. Nevertheless, these factors do not reveal how seventh grade students view junior high school in comparison to the child-centered elementary school. Is the transition from the elementary school program to the junior high school program smooth for seventh grade students? Do seventh grade students find junior high school teachers as easy as elementary school teachers? Do seventh grade students think that junior high school provides for physical, social, and emotional development of boys and girls? Are seventh grade students' attitudes toward junior high school really different from their attitudes toward elementary school? Are there specific variables that significantly influence seventh grade students' attitudes toward junior high school and elementary school? These questions formed the basis of the problem of this study.

Statement of the Problem

The problem of this study was to compare the attitudes toward elementary school and junior high school of a selected group of seventh grade students. More specifically, it was intended to:

1. Assess the attitudes of seventh grade students toward elementary school and junior high school.

2. Determine whether specific variables such as sex, schools attended, I.Q., homeroom section, and homeroom teacher sex, age, and teaching experience influenced seventh grade students' attitudes toward elementary school and junior high school.

Purpose of the Study

The overall purpose of the study was to learn more about seventh grade students' attitudes toward elementary school and junior high school and to learn more about the variables which influence these attitudes. More specifically, the purpose was to determine if there were statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high school experiences.

Need for the Study

The investigation of seventh grade students' attitudes toward elementary school and junior high school was needed

as a contribution to better understanding of student behavior. Moreover, the study of seventh grade students' attitudes toward these two schools represented a contribution to more adequate evaluation of schools and their vertical articulation practices.

Limitations of the Study

The following limitations should be noted regarding this study:

1. This study was limited to expressed attitudes of seventh grade students enrolled in public junior high schools.

2. This study was limited to the seventh grade students enrolled in the nine junior high schools in one public school district in a city located in Texas.

3. This study was limited to seventh grade students enrolled in the spring semester of the 1971-72 school year.

4. This study was limited to those students in attendance in the nine junior high schools on the day the questionnaire was administered to students.

5. This study was limited by the validity and reliability of the instrument used to assess attitudes.

Operational Definitions

For the purpose of this investigation important terms used were defined with operational definitions as follows:

Articulation. A gradual transition from pre-adolescent education in elementary school to an educational program suited to the needs and interests of adolescent boys and girls (Gruhn & Douglass, 1947, p. 60).

Attitude. The sum total of a person's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic (Thurstone, 1959, p. 216).

Curriculum. Learning experiences provided by a school for the achievement of its purposes of developing effective citizens and fully functioning individuals (Vars, 1966, p. 4).

Elementary School. A school divided into grades one through six. Normally, it comprises the first six years of a pupil's public school education (Kidd, 1967, p. 13).

Homeroom Teacher. A teacher who acts as a personal advisor to the students designated to her homeroom section. This teacher meets with her homeroom section thirty minutes daily during the homeroom period. Usually, the homeroom teacher also teaches her homeroom section one or more classes (Vars, 1966, p. 9).

I.Q. Score. The student's score obtained in January, 1972, from the administration of the Short Form Test of Academic Aptitude, 1970 Edition, Level 4 (SFTAA).

Junior High School. A school comprising the first three years of a student's secondary school education. It

contains grades seven, eight, and nine (Kidd, 1967, p. 13).

Public School. An institution for academic instruction provided for pupils in grades one through twelve without discrimination on the grounds of race, color, or national origin, and whose teachers are certified by a state educational agency; financially supported from public tax revenue, deemed as free public education, and therefore affected with public interest (Lieberman, 1956, pp. 106-110; Public School Directory 1968-69; Saxe, 1968, pp. 13-14).

Principal. The person assigned the chief administrative responsibility of a public school (Austin, 1970, p. 10).

Program of Studies. That portion of the curriculum offered through courses or supervised study (Vars, 1966, p. 4).

Hypotheses

The following null hypotheses were formulated relative to the problem of this study:

Ho 1: There is no statistically significant difference in the frequency response of all seventh grade students' expressed attitudes toward their elementary schools and toward their junior high schools.

Ho 2: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the nine junior high schools.

Ho 3: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the seventy-nine homeroom teachers' sections.

Ho 4: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools from the thirty-two feeder elementary schools and the group that completed elementary school in a school system other than the one where they attended junior high school.

Ho 5: There is no statistically significant difference in the frequency response of male seventh grade students' expressed attitudes toward their elementary schools and their junior high schools and female seventh grade students' expressed attitudes toward their elementary schools and their junior high schools.

Ho 6: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by male homeroom teachers' sections and female homeroom teachers' sections.

Ho 7: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by three I.Q. groups (below normal, normal, above normal).

Ho 8: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by five age groups of homeroom teachers (21-30 years, 31-40 years, 41-50 years, 51-60 years, over 60 years).

Ho 9: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the four teaching experience groups of homeroom teachers (0-10 years, 11-20 years, 21-30 years, over 30 years).

Instrument

A Student Questionnaire was developed to assess seventh grade students' expressed attitudes toward elementary school and junior high school. The questionnaire also determined each respondents' sex, age, homeroom teacher, junior

high school, and elementary school last attended in the sixth grade.

Development of the Instrument

The first step in the construction of the Student Questionnaire was to compile a list of concerns of seventh grade students. A check list containing forty-five items was compiled from literature; personal experience as a seventh grade teacher; and suggestions offered by elementary school and junior high school principals, teachers, and counselors (see Appendix A). The check list was given to 224 seventh grade students the second week of the 1971-72 school year and the students were instructed to check each item they were concerned about in school. After the seventh grade students had checked the items the concern response frequency for each item was tabulated and percentages based on raw frequencies of the responses were calculated and rounded off to the nearest hundredth. Statements which were checked as concerns by at least twenty-five per cent of the 224 students were included in the final instrument. Table 1 (Appendix A) shows the frequency of response and percentage for each of the forty-five items on the check list.

In developing the items determined as students' concerns into statements for use on the Student Questionnaire, the investigator considered the following criterions (Petty, 1950):

(1) specific information desired
(2) the ease with which information collected could be used
(3) precautions to avoid suggesting desirable or expected answers
(4) means of obtaining spontaneous responses and
(5) techniques for obtaining thoughtful and accurate responses (p. 15).

The investigator also utilized in statement development suggestions offered in Study of Values (Allport, Vernon, & Lindzey, 1951) and attitude measurement methodology presented in Assessment of Behavior (Horrocks, 1964). Horrocks stated:

> The problem in the measurement of attitudes, as in the measurement of most of the psychological components of behavior, is that they may not be measured directly, but may be approached only through behavior believed to be a representative index of the attitude that underlies it. Thus attitudes are typically measured by having an examinee express or react to opinions, choose between contrasting statements or stimulus objects, or react overtly when presented with various other standard test situations (p. 678).

The completed Student Questionnaire contained forty-six statements that were stated the positive direction. There were twenty-three statements that pertained to elementary school and twenty-three statements that pertained to junior high school. The statements were paired on the instrument so that the odd numbered statements pertained to attitudes toward elementary school and the even numbered statements pertained to attitudes toward junior high school. The statements were constructed to elicit a yes or no response to each statement. A complete copy of the Student Questionnaire is in Appendix A.

Instrument Validity

"The Validity of a measuring instrument may be defined as the extent to which differences in scores on it reflect true differences among individuals, groups, or situations in the characteristic which it seeks to measure . . . (Selltiz, Johoda, Stuart, & Cook, 1959, p. 155)." The Student Questionnaire was evaluated for content validity, representativeness or sampling adequacy, by the procedure described by Kerlinger (1964) as follows:

> Content validation . . . is basically judgmental. The items of a test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item must be judged for its presumed relevance to the property being measured. . . . In many cases, other "competent" judges must also judge the content of the items. The universe of the content must, if possible, be clearly defined; that is, the judges must be furnished with specific directions for making judgments, as well as with specifications of what they are judging. Then some method for pooling the independent judgments must be used (p. 447).

Five judges examined and evaluated the content of the Student Questionnaire, and each judge gave an independent judgment of the adequacy of the questionnaire in regard to its content. The group of judges was comprised of five professional educators with experience in teaching seventh grade students. In order to pool the independent judgments of the judges the judges ranked five criterion statements pertaining to the adequacy of the questionnaire for obtaining data for which it was developed. The five criterion statements which the judges ranked were:

1. The content of the questionnaire is relevant to seventh grade students' attitudes toward elementary school and junior high school.

2. The questionnaire will assess seventh grade students' attitudes toward elementary school and junior high school.

3. The content of the questionnaire is representative of the universe of content of attitudes toward elementary school and junior high school of seventh grade students.

4. The statements on the questionnaire elicit responses that are psychologically related to attitudes toward elementary school and junior high school.

5. The questionnaire differentiates among students who have different attitudes toward elementary school and junior high school.

The data in Table 2 (Appendix A) show the criterion statement numbers and the ranking of these five statements by five judges. The relationship among these five sets of ranks was determined by Kendall's coefficient of concordance, W. The obtained coefficient of concordance was W = .82 which was highly significant at the 5 per cent level.

Instrument Reliability

According to the Standards for Educational and Psychological Tests and Manuals "reliability refers to accuracy (consistency and stability) of measurement by a

test (p. 25)." In order to estimate the reliability of the Student Questionnaire the test-retest technique was used to determine the total reliability of the data (Downie & Heath, 1965, p. 217; Ferguson, 1966, p. 377; Guthrie, 1965, p. 450; Lindquist, 1942, p. 223). Five weeks after the administration of the Student Questionnaire to seventh grade students in junior high schools the same questionnaire was again administered to seventh grade students in the same nine junior high schools. There were 2,132 students who marked both the first and the second questionnaire. The data in Table 3 (Appendix A) show the number and rank of yes responses for each of the forty-six statements on the Student Questionnaire for the first administration of the questionnaire and the second administration of the questionnaire. A reliability coefficient of rho = .92 was obtained which indicated that the responses of total subjects to the questionnaire were consistent.

Description of the Sample

The sample for this study was comprised of 2,225 seventh grade students in attendance on January 18, 1972, in the nine junior high schools of one public school district in a city located in Texas. The data in Table 4 (Appendix A) show the number of students in each junior high school. There were 1,172 male students and 1,053 female students included in the sample. The age range of the students was eleven to

fifteen years. The data in Table 5 (Appendix A) show the number of students in each of the following age groups: eleven, twelve, thirteen, fourteen, and fifteen. There were seventy-nine different seventh grade homeroom sections included in the sample. The data in Table 6 (Appendix A) show the number of students in each homeroom section. There were 2,004 seventh grade students who last attended thirty-two different public elementary schools located in the same school district where they attended junior high school. There were 221 seventh grade students who last attended an elementary school, either parochial or public, not included in the public school system where they attended junior high school. The data in Table 7 (Appendix A) show the number of students that last attended a public elementary school in the same school system where they attended junior high school and the number of students that last attended an elementary school that was not included in the school system where they attended junior high school. An outline of the detailed procedures that were used in collecting data from the sample is given in the following description:

1. A meeting was held with the deputy superintendent of the public school system and the study was explained to him by the investigator. A request was made for the deputy superintendent's assistance in enlisting the cooperation of the students involved in the investigation and the cooperation of the principals, counselors, and teachers involved with the

distribution and administration of the materials used for the collection of the data for the investigation. The deputy superintendent conferred with the assistant superintendent in charge of secondary instruction concerning the investigator's proposed study, and the two administrators then granted approval for the study to be conducted in the public school system.

2. The nine junior high school principals were contacted concerning the study and the procedure for gathering the data was explained to each principal.

3. Each of the nine junior high school principals received materials consisting of the following: (1) sufficient copies of the Student Questionnaire, (2) sufficient Homeroom Information sheets, and (3) sufficient Instructions for Administering Student Questionnaire. Copies of these materials are in Appendix A.

4. The Student Questionnaire was administered during homeroom period by the homeroom teachers to the seventh grade students in all nine junior high schools on the same designated day, and the homeroom teachers answered the Homeroom Teacher Information sheet.

5. Principals returned the answered Student Questionnaires and the answered Homeroom Teacher Information sheets to the investigator.

CHAPTER III

DESIGN AND STATISTICAL ANALYSIS

This chapter includes the research design used in the study and the statistical analysis of data obtained from the responses of 2,225 seventh grade students to the Student Questionnaire. The large quantity of data obtained from students' responses were processed through the use of computer programming. Responses were keypunched on IBM cards and the data were programmed on a computer to obtain the information needed to describe the data and to test the null hypotheses stated for the study.

Design

The basic research design for this study allowed for analyzing the difference between two statistics and determining whether the difference was a real difference or merely a chance variation. The independent variables were seventh grade students' attitudes toward elementary school and junior high school, and the dependent variables were seventh grade students' expressed attitudes toward elementary school and junior high school. Quantitative measures for the latter were ascertained for each of the forty-six statements on the Student Questionnaire (Appendix A) from students' responses.

Statistical Analysis

The principal statistical technique used in analyzing the data obtained for this study was the chi-square test for correlated data that took into account the agreement and disagreement of the responses of students to statements pertaining to elementary school and junior high school. This test indicated the number of students that changed categories between the odd numbered statement and the even numbered statement of a statement-pair on the instrument. All tests utilized a 2 x 2 contingency table with one degree of freedom and were statistically tested at the .05 level of significance. In order for the derived chi-square to be significant at the .05 level it had to be equal to or greater than 3.84. The nine null hypotheses formulated for this study were individually evaluated by statistical testing and the procedure for each evaluation follows:

Null hypothesis number one stated there is no statistically significant difference in the frequency response of all seventh grade students' expressed attitudes toward their elementary schools and toward their junior high schools. There were 2,225 students, 1,172 boys and 1,053 girls, who responded to the questionnaire. The data in Table 8 (Appendix B) show the frequency of student response for the school district to each of the forty-six statements on the Student Questionnaire, and the data in Table 9 (Appendix B) show the computed chi-square for each odd-even-numbered

statement pair for the total school district. There was no statistically significant difference in students' response to statements 7-8, 11-12, 13-14, 21-22, 25-26, 27-28, 29-30, 35-36, and 39-40; but there was statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 9-10, 15-16, 17-18, 19-20, 23-24, 31-32, 33-34, 37-38, 41-42, 43-44, and 45-46. Null hypothesis number one of no difference was rejected.

Null hypothesis number two stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the nine junior high schools. The data in Table 10 (Appendix B) show the number of students in each junior high school that responded to the questionnaire and the computed chi-square for each odd-even-numbered statement pair for each of the nine junior high schools. In junior high school number 1 there were 255 students, 123 boys and 132 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 13-14, 17-18, 21-22, 27-28, 39-40, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 9-10, 11-12, 15-16, 19-20, 23-34, 25-26, 29-30, 31-32, 33-34, 35-36, 37-38, 41-42, and 45-46. In junior high school number 2 there were 229 students, 122 boys and 107 girls, who responded to the questionnaire.

there was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 13-14, 17-18, 21-22, 25-26, 27-28, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 11-12, 15-16, 19-20, 23-24, 29-30, 31-32, 33-34, 37-38, 43-44, and 45-46. In junior high school number 3 there were 396 students, 223 boys and 173 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 7-8, 11-12, 13-14, 21-22, 27-28, and 35-36; but there was a statistically significant difference in students' response to statements 1-2, 5-6, 9-10, 15-16, 17-18, 19-20, 23-24, 25-26, 29-30, 31-32, 33-34, 37-38, 39-40, 41-42, 43-44, and 45-46. In junior high school number 4 there were 116 students, 58 boys and 58 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 29-30, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 3-4, 15-16, 19-20, 27-28, 31-32, 33-34, 43-44, and 45-46. In junior high school number 5 there were 292 students, 150 boys and 142 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 13-14, 19-20, 23-24, 25-26, 27-28, 29-30, and 39-40; but there was a statistically

significant difference in students' response to statements 3-4, 9-10, 11-12, 15-16, 17-18, 21-22, 31-32, 33-34, 35-36, 37-38, 41-42, 43-44, and 45-46. In junior high school number 6 there were 226 students, 120 boys and 106 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 11-12, 15-16, 17-18, 31-32, 33-34, 37-38, 43-44, and 45-46. In junior high school number 7 there were 199 students, 112 boys and 87 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. In junior high school number 8 there were 223 students, 122 boys and 101 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 7-8, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 35-36, 37-38, 43-44, and 45-46. In junior high school number 9

there were 289 students, 142 boys and 147 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. Null hypothesis number two of no difference was rejected.

Null hypothesis number three stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the seventy-nine homeroom teachers' sections. The data in Tables 11, 12, 13, 14, 15, 16, 17, 18, and 19 (Appendix B) show the number of students that responded to the questionnaire in each homeroom section and the computed chi-square for each odd-even-numbered statement pair for each of the seventy-nine homeroom teachers' sections. In homeroom teacher section number 1 there were 26 students, 11 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 21-22, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-26; but there was a statistically significant difference in students' response to statements 17-18, 19-20, 23-24, 31-32, and 33-34. In homeroom teacher section number 2 there were 31

students, 18 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 21-22, 31-32, 33-34, and 37-38. In homeroom teacher section number 3 there were 30 students, 13 boys and 17 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 29-30, 39-40, and 43-44; but there was a statistically significant difference in students' response to statements 11-12, 19-20, 23-24, 31-32, 33-34, 35-36, 37-38, 41-42, and 45-46. In homeroom teacher section number 4 there were 32 students, 15 boys and 17 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 5-6, 27-28, 31-32, and 45-46. In homeroom teacher section number 5 there were 29 students, 14 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14,

15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, and 37-38. In homeroom teacher section number 6 there were 29 students, 13 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 9-10, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, and 41-42. In homeroom teacher section number 7 there were 25 students, 14 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 19-20, 23-24, 25-26, 31-32, and 33-34. In homeroom teacher section number 8 there were 29 students, 14 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 9-10, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 37-38, 39-40, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 7-8, 11-12, 15-16, 19-20, 31-32, 33-34,

35-36, and 41-42. In homeroom teacher section number 9 there were 24 students, 11 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 19-20, 23-24, 31-32, 37-38, and 45-46. In homeroom teacher section number 10 there were 30 students, 18 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 19-20, 31-32, and 33-34. In homeroom teacher section 11 there were 27 students, 11 boys and 16 girls, who responsed to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 23-24, 31-32, and 37-38. In homeroom teacher section number 12 there were 29 students, 16 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students'

response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 11-12, 19-20, 23-24, 29-30, 31-32, 33-34, and 35-36. In homeroom teacher section number 13 there were 25 students, 11 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 14 there were 31 students, 19 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 33-34, and 43-44. In homeroom teacher section number 15 there were 27 students, 13 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to

statements 3-4, 7-8, 9-10, 31-32, 33-34, and 45-46. In homeroom teacher section number 16 there were 29 students, 15 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 31-32, 33-34, 35-36, 37-38, 43-44, and 45-46. In homeroom teacher section number 17 there were 31 students, 19 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students response to statements 1-2, 3-4, 5-6, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 7-8 and 31-32. In homeroom teacher section number 18 there were 26 students, 17 boys and 9 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 23-24, 31-32, and 39-40. In homeroom teacher section number 19 there were 28 students, 18 boys and 10 girls, who responded to the questionnaire. There was no statistically

significant difference in students' response to statements 3-4, 5-6, 9-10, 11-12, 13-14, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 7-8, 15-16, 21-22, 31-32, 33-34, and 43-44. In homeroom teacher section number 20 there were 27 students, 10 boys and 17 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 31-32, and 43-44. In homeroom teacher section number 21 there were 26 students, 14 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 19-20, 31-32, and 43-44. In homeroom teacher section number 22 there were 24 students, 17 boys and 7 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, and 41-42;

but there was a statistically significant difference in students' response to statements 19-20, 31-32, 33-34, 43-44, and 45-46. In homeroom teacher section number 23 there were 25 students, 15 boys and 10 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 21-22, and 37-38. In homeroom teacher section number 24 there were 27 students, 14 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 11-12, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 33-34, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 7-8, 9-10, 15-16, 17-18, 29-30, 31-32, and 45-46. In homeroom teacher section number 25 there were 27 students, 13 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 5-6, 31-32, 33-34, 37-38, and 43-44. In homeroom teacher section number 26 there were 29 students, 13 boys

and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 31-32, and 43-44. In the homeroom teacher section number 27 there were 28 students, 17 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 11-12, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 28 there were 24 students, 15 boys and 9 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 3-4, 15-16, 31-32, and 43-44. In homeroom teacher section number 29 there were 25 students, 15 boys and 10 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22,

23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 31-32, and 33-34. In homeroom teacher section number 30 there were 25 students, 14 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 7-8, 9-10, 11-12, 13-14, 15-16, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 5-6, 17-18, 31-32, 37-38, and 45-46. In homeroom teacher section number 31 there were 28 students, 16 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 19-20, 31-32, 33-34, 41-42, and 43-44. In homeroom teacher section number 32 there were 27 students, 15 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 19-20, 31-32, 33-34,

and 43-44. In homeroom teacher section number 33 there were 25 students, 12 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 19-20, 31-32, and 33-34. In homeroom teacher section number 34 there were 23 students, 12 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 21-22, 31-32, 43-44, and 45-46. In homeroom teacher section number 35 there were 25 students, 16 boys and 9 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 27-28, 29-30, 33-34, 35-36, 37-38, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 19-20, 25-26, 31-32, and 39-40. In homeroom teacher section number 36 there were 22 students, 9 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students'

response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 33-34, 43-44, and 45-46. In homeroom teacher section number 37 there were 21 students, 9 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 29-30, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 27-28, 31-32, 33-34, 43-44, and 45-46. In homeroom teacher section number 38 there were 28 students, 15 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 15-16, 31-32, 37-38, 39-40, 43-44, and 45-46. In homeroom section number 39 there were 29 students, 12 boys and 17 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, 41-42, and 45-46; but there was a statistically significant difference

in students' response to statements 17-18, 19-20, 31-32, 33-34, 37-38, and 43-44. In homeroom teacher section number 40 there were 30 students, 15 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in statements 15-16, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 41 there were 30 students, 15 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 11-12, 13-14, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, and 39-40; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 15-16, 21-22, 31-32, 41-42, 43-44, 45-46. In homeroom teacher section number 42 there were 28 students, 15 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 43 there were 31 students, 16 boys and 15 girls, who responded to the questionnaire. There was no

statistically significant difference in students' response to statements 5-6, 7-8, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 3-4, 9-10, 15-16, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 44 there were 30 students, 16 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 9-10, 11-12, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 15-16, 17-18, 31-32, 43-44, and 45-46. In homeroom teacher section number 45 there were 26 students, 13 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 13-14, 15-16, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 11-12, 17-18, 31-32, and 37-38. In homeroom teacher section number 46 there were 31 students, 16 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 15-16, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 43-44, and 45-46; but there was

a statistically significant difference in students' response to statements 9-10, 13-14, 21-22, 31-32, 37-38, 39-40, and 41-42. In homeroom teacher section number 47 there were 29 students, 17 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 37-38, and 43-44. In homeroom teacher section number 48 there were 33 students, 18 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 31-32, 43-44, and 45-46. In homeroom teacher section number 49 there were 31 students, 15 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, and 39-40; but there was a statistically significant difference in students' response to statements 31-32, 33-34, 41-42, 43-44, and 45-46. In homeroom teacher section number 50 there were 32 students, 17 boys and 15

girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 7-8, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 5-6, 9-10, 15-16, 31-32, and 37-38. In homeroom teacher section number 51 there were 32 students, 17 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 52 there were 33 students, 17 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to 15-16, 17-18, 31-32, and 45-46. In homeroom teacher section number 53 there were 33 students, 19 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28,

29-30, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 15-16, and 31-32. In homeroom teacher section number 54 there were 32 students, 17 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 37-38, and 43-44. In homeroom teacher section number 55 there were 26 students, 18 boys and 8 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 15-16 and 39-40. In homeroom teacher section number 56 there were 29 students, 14 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 31-32, and 37-38. In homeroom teacher section number 57 there

were 29 students, 17 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 21-22, 31-32, 39-40, and 43-44. In homeroom teacher section number 58 there were 28 students, 16 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 23-24, 31-32, 41-42, and 45-46. In homeroom teacher section number 59 there were 30 students, 19 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 33-34, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 29-30, 31-32, 37-38, and 45-46. In homeroom teacher section number 60 there were 27 students, 17 boys and 10 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20,

21-22, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46. In homeroom teacher section number 61 there were 30 students, 11 boys and 19 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 13-14, 15-16, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 7-8, 9-10, 11-12, 17-18, 19-20, 31-32, and 37-38. In homeroom teacher section number 62 there were 32 students, 18 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 31-32, 43-44, and 45-46. In homeroom teacher section number 63 there were 28 students, 14 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 31-32, 37-38, 43-44, and 45-46. In homeroom teacher section number 64 there were 25 students, 16 boys and 9 girls, who responded to the questionnaire. There was no

statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 31-32, 37-38, 39-40, 43-44, and 45-46. In homeroom teacher section number 65 there were 24 students, 14 boys and 10 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 31-32, 39-40, and 43-44. In homeroom teacher section number 66 there were 28 students, 17 boys and 11 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 7-8, 15-16, and 31-32. In homeroom teacher section number 67 there were 31 students, 16 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a

statistically significant difference in students' response to statements 1-2, 19-20, 31-32, and 33-34. In homeroom teacher section number 68 there were 25 students, 13 boys and 12 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 27-28, 29-30, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 15-16, 25-26, 31-32, 33-34, 37-38, and 45-46. In homeroom teacher section number 69 there were 30 students, 14 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 9-10, 21-22, 31-32, 33-34, and 45-46. In homeroom teacher section number 70 there were 30 students, 14 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 21-22, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. In homeroom teacher section 71 there were 28 students, 14 boys and 14 girls, who responded to the

questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 37-38, and 41-42. In homeroom teacher section number 72 there were 28 students, 13 boys and 15 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 19-20 and 31-32. In homeroom teacher section number 73 there were 28 students, 15 boys and 13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 31-32, 33-34, 37-38, and 45-46. In homeroom teacher section number 74 there were 29 students, 15 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 37-38,

39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 35-36, and 43-44. In homeroom teacher section number 75 there were 30 students, 14 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 31-32, and 43-44. In homeroom teacher section number 76 there were 31 students, 15 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 29-30, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 15-16, 19-20, 27-28, 31-32, and 33-34. In homeroom teacher section number 77 there were 29 students, 15 boys and 14 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 35-36, 37-38, and 43-44. In homeroom teacher section number 78 there were 26 students, 13 boys and

13 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 15-16, and 41-42. In homeroom teacher section number 79 there were 30 students, 14 boys and 16 girls, who responded to the questionnaire. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32 and 43-44. Null hypothesis number three of no difference was rejected.

Null hypothesis number four stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools from the thirty-two feeder elementary schools and the group that completed elementary school in a school system other than where they attend junior high school. The data in Tables 20, 21, and 22 (Appendix B) show the number of students in each elementary school that responded to the questionnaire and the computed chi-square for each odd-even-numbered statement pair for each of the thirty-two public elementary schools within

the same school district where the seventh grade students attend junior high school. The data in Table 23 (Appendix B) show the number of students that responded to the questionnaire and the computed chi-square for each odd-even-numbered statement pair for the group that completed elementary school in a school system other than where they attend junior high school. There were 84 students, 40 boys and 44 girls, that responded to the questionnaire who had last attended elementary school number 1. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 17-18, 19-20, 31-32, 33-34, 37-38, and 45-46. There were 84 students, 38 boys and 46 girls, that responded to the questionnaire who had last attended elementary school number 2. There was no statistically significant difference in students' response to statements 1-2, 7-8, 9-10, 11-12, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, and 39-40; but there was a statistically significant difference in students' response to statements 3-4, 5-6, 15-16, 17-18, 31-32, 37-38, 41-42, 43-44, and 45-46. There were 43 students, 20 boys and 23 girls, that responded to the questionnaire who had last attended elementary school number 3. There was no statistically significant difference in students' response to statements 3-4, 5-6, 13-14, 17-18, 25-26, 27-28, 29-30,

37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 7-8, 9-10, 11-12, 15-16, 19-20, 21-22, 23-24, 31-32, 33-34, and 35-36. There were 78 students, 36 boys and 42 girls, that responded to the questionnaire who had last attended elementary school number 4. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 9-10, 11-12, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, and 45-46. There were 61 students, 30 boys and 31 girls, that responded to the questionnaire who had last attended elementary school number 5. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 31-32, 37-38, and 43-44. There were 31 students, 15 boys and 16 girls, that responded to the questionnaire who had last attended elementary school number 6. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42; but there was a statistically significant difference in students' response to statements 1-2, 19-20, 21-22, 31-32,

33-34, 43-44, and 45-46. There were 67 students, 34 boys and 33 girls, that responded to the questionnaire who had last attended elementary school number 7. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 31-32, 37-38, 43-44, and 45-46. There were 31 students, 19 boys and 12 girls, that responded to the questionnaire who had last attended elementary school number 8. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 35-36, 37-38, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 19-20, 33-34, and 39-40. There were 84 students, 49 boys and 35 girls, that responded to the questionnaire who had last attended elementary school number 9. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 15-16, 31-32, 37-38, 43-44, and 45-46. There were 93 students, 44 boys and 49 girls, that responded to the questionnaire who had last attended elementary school number 10. There was no

statistically significant difference in students' response to statements 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 23-24, 25-26, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 3-4, 19-20, 27-28, 29-30, 31-32, 33-34, 43-44, and 45-46. There were 55 students, 30 boys and 25 girls, that responded to the questionnaire who had last attended elementary school number 11. There was no statistically significant difference in students' response to statements 3-4, 7-8, 9-10, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 5-6, 11-12, 15-16, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 51 students, 23 boys and 28 girls, that responded to the questionnaire who had last attended elementary school number 12. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 11-12, 13-14, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 1-2, 9-10, 15-16, 17-18, 31-32, 33-34, and 45-46. There were 37 students, 21 boys and 16 girls, that responded to the questionnaire who had last attended elementary school number 13. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26,

27-28, 29-30, 33-34, 35-36, 37-38, 29-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 15-16, 31-32, and 45-46. There were 91 students, 46 boys and 45 girls, that responded to the questionnaire who had last attended elementary school number 14. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, and 39-40; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 41-42, 43-44, and 45-46. There were 24 students, 15 boys and 9 girls, that responded to the questionnaire who had last attended elementary school number 15. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 31-32, and 43-44. There were 30 students, 18 boys and 12 girls, that responded to the questionnaire who had last attended elementary school number 16. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 31-32 and

37-38. There were 98 students, 62 boys and 36 girls, that responded to the questionnaire who had last attended elementary school number 17. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 88 students, 51 boys and 37 girls, that responded to the questionnaire who had last attended elementary school number 18. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 19-20, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 31-32, 37-38, 43-44, and 45-46. There were 74 students' 43 boys and 31 girls, that responded to the questionnaire who had last attended elementary school number 19. There was no statistically significant difference in students' response to statements 1-2, 5-6, 11-12, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 7-8, 9-10, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 52 students, 26 boys and 26 girls, that responded to the questionnaire who had last attended elementary school number 20. There was no statistically

significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 19-20, 31-32, 37-38, 43-44, and 45-46. There were 111 students, 59 boys and 52 girls, that responded to the questionnaire who has last attended elementary school number 21. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 11-12, 13-14, 21-22, 23-24, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 15-16, 17-18, 19-20, 25-26, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 45 students, 21 boys and 24 girls, that responded to the questionnaire who had last attended elementary school number 22. There was no statistically significant difference in students' response to statements 3-4, 5-6, 9-10, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 29-30, 35-36, 37-38, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 7-8, 15-16, 19-20, 27-28, 31-32, 33-34, and 43-44. There were 43 students, 29 boys and 14 girls, that responded to the questionnaire who had last attended elementary school number 23. There was no statistically significant difference in students' response to statements 3-4, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 27-28, 31-32, 35-36, 41-42, 43-44; but there was a

statistically significant difference in students' response to statements 1-2, 5-6, 23-24, 25-26, 29-30, 33-34, 37-38, 39-40, and 45-46. There were 52 students, 28 boys and 24 girls, that responded to the questionnaire who had last attended elementary school 24. There was no statistically significant difference in students' response to statements 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 3-4, and 31-32. There were 76 students, 47 boys and 29 girls, that responded to the questionnaire who had last attended elementary school number 25. There was no statistically significant difference in students' response to statements 1-2, 7-8, 13-14, 17-18, 19-20, 21-22, 23-24, 29-30, 33-34, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 5-6, 9-10, 11-12, 15-16, 25-26, 27-28, 31-32, 37-38, 43-44, and 45-46. There were 70 students, 39 boys and 31 girls, that responded to the questionnaire who had last attended elementary school number 26. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, and 41-42; but there was a statistically significant difference in students' response to statements 15-16, 19-20, 23-24, 31-32, 33-34, 43-44, and 45-46. There were 46 students, 21 boys and

25 girls, that responded to the questionnaire who had last attended elementary school number 27. There was no statistically significant difference in students' response to statements 1-2, 3-4, 7-8, 9-10, 11-12, 13-14, 17-18, 19-20, 21-22, 23-24, 25-26, 29-30, 35-36, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 5-6, 15-16, 27-28, 31-32, 33-34, 37-38, 39-40, and 43-44. There were 90 students, 48 boys and 42 girls, that responded to the questionnaire who had last attended elementary school number 28. There was no statistically significant difference in students' response to statements 1-2, 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, and 41-42; but there was a statistically significant difference in students' response to statements 3-4, 9-10, 19-20, 23-24, 31-32, 33-34, 37-38, 39-40, 43-44, and 45-46. There were 94 students, 42 boys and 52 girls, that responded to the questionnaire who had last attended elementary school number 29. There was no statistically significant difference in students' response to statements 1-2, 3-4, 9-10, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 45-46; but there was a statistically significant difference in students' response to statements 5-6, 7-8, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 41-42, and 43-44. There were 47 students, 26 boys and 21 girls, that responded to the questionnaire who had last attended elementary school number 30. There was no statistically significant difference in students'

response to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 23-24, 25-26, 27-28, 29-30, 33-34, 35-36, 39-40, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 9-10, 15-16, 19-20, 31-32, 37-38, and 43-44. There were 20 students, 8 boys and 12 girls, that responded to the questionnaire who had last attended elementary school number 31. There was no statistically significant difference in students' response to statements 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 37-38, 41-42, and 45-46; but there was a statistically significant difference in students' response to statements 1-2, 19-20, 23-24, 31-32, 33-34, 39-40, and 43-44. There were 54 students, 26 boys and 28 girls, that responded to the questionnaire who had last attended elementary school number 32. There was no statistically significant difference in students' response to statements 1-2, 3-4, 5-6, 7-8, 9-10, 17-18, 21-22, 27-28, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response to statements 11-12, 13-14, 15-16, 19-20, 23-24, 25-26, 29-30, 31-32, 33-34, 35-36, 37-38, and 45-46. There were 221 students, 118 boys and 103 girls, that responded to the questionnaire who had last attended an elementary school in a school system other than where they attend junior high school. There was no statistically significant difference in students' response to statements 5-6, 7-8, 9-10, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 37-38,

39-40, and 41-42; but there was a statistically significant difference in students' response to statements 1-2, 3-4, 15-16, 19-20, 23-24, 31-32, 33-34, 35-36, 43-44, and 45-46. Null hypothesis number four of no difference was rejected.

Null hypothesis number five stated there is no statistically significant difference in frequency response of male seventh grade students' expressed attitudes toward their elementary schools and their junior high schools and female seventh grade students' expressed attitudes toward their elementary schools and their junior high schools. The data in Table 24 (Appendix B) show the number of males and females that responded to the questionnaire and the computed chi-square for each odd-even-numbered statement pair for the male students' group and the female students' group. There were 1,172 students in the male group and there was no statistically significant difference in the male students' response to statements 7-8, 11-12, 13-14, 21-22, 25-26, 27-28, 29-30, 35-36, and 39-40; but there was a statistically significant difference in male students' response to statements 1-2, 3-4, 5-6, 9-10, 15-16, 17-18, 19-20, 23-24, 31-32, 33-34, 37-38, 41-42, 43-44, and 45-46. There were 1,053 students in the female group and there was no statistically significant difference in female students' response to statements 3-4, 13-14, 21-22, 25-26, 27-28, 35-36, 39-40, and 41-42; but there was a statistically significant difference in female students' response to statements 1-2, 5-6, 7-8, 9-10, 11-12, 15-16,

17-18, 19-20, 23-24, 29-30, 31-32, 33-34, 37-38, 43-44, and 45-46. Null hypothesis number five of no difference was rejected.

Null hypothesis number six stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by male homeroom teachers' sections and female homeroom teachers' sections. The sex of homeroom teachers was obtained from teachers' response to the Homeroom Teacher Information sheet. The data in Table 25 (Appendix B) show the number of students that responded to the questionnaire who were in male teachers' homerooms and female teachers' romerooms and the computed chi-square for each odd-even-numbered statement pair. There were 472 students, 262 boys and 210 girls, that responded to the questionnaire that were in male teachers homerooms. There was no statistically significant difference in students' response in male teachers' homerooms to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response in male teachers' homerooms to statements 1-2, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 1,753 students, 910 boys and 843 girls, that responded to the questionnaire that were in female teachers' homerooms. There was no statistically significant difference in students' response in female

teachers' homerooms to statements 3-4, 7-8, 11-12, 13-14, 25-26, 27-28, 29-30, 35-36, and 39-40; but there was a statistically significant difference in students' response in female teachers' homerooms to statements 1-2, 5-6, 9-10, 15-16, 17-18, 19-20, 21-22, 23-24, 31-32, 33-34, 37-38, 41-42, 43-44, and 45-46. Null hypothesis number six of no difference was rejected.

Null hypothesis number seven stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by three I.Q. groups (below normal, normal, and above normal). An I.Q. score for each student in the total school district was obtained with the administration of the Short Form Test of Academic Aptitude, 1970 Edition, Level 4 (SFTAA). The SFTAA had a mean of 100 and a standard deviation of 16. Students who scored 83 and less than 83 on the SFTAA were placed in the below normal group, students who scored 84 through 116 on the SFTAA were placed in the normal group, and students who scored 117 and more than 117 on the SFTAA were placed in the above normal group. The data in Table 26 (Appendix B) show the number of students that responded to the questionnaire in each I.Q. group and the computed chi-square for each odd-even-numbered statement pair for I.Q. groups below normal, normal, and above normal. There were 225 students, 130 boys and 95 girls, in the below normal group who responded to the

questionnaire. There was no statistically significant difference in students' response in the below normal group to statements 5-6, 7-8, 11-12, 13-14, 23-24, 29-30, 35-36, and 41-42; but there was a statistically significant difference in students' response in the below normal group to statements 1-2, 3-4, 9-10, 15-16, 17-18, 19-20, 21-22, 25-26, 27-28, 31-32, 33-34, 37-38, 39-40, 43-44, and 45-46. There were 1,743 students, 897 boys and 846 girls, in the normal group who responded to the questionnaire. There was no statistically significant difference in students' response in the normal group to statements 7-8, 11-12, 13-14, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response in the normal group to statements 1-2, 3-4, 5-6, 9-10, 15-16, 17-18, 19-20, 21-22, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 257 students, 145 boys and 112 girls, in the above normal group who responded to the questionnaire. There was no statistically significant difference in students' response in the above normal group to statements 1-2, 3-4, 5-6, 7-8, 11-12, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, and 41-42; but there was a statistically significant difference in students' response in the above normal group to statements 9-10, 13-14, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 39-40, 43-44, and 45-46. Null hypothesis number seven of no difference was rejected.

Null hypothesis number eight stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by five age groups of homeroom teachers (21-30 years, 31-40 years, 41-50 years, 51-60 years, over 60 years). The age group of homeroom teachers was obtained from teachers' response to the Homeroom Teacher Information sheet. The data in Table 27 (Appendix B) show the number of students in each teachers' age group that responded to the questionnaire and the computed chi-square for each odd-even-numbered statement pair for students' response in the five homeroom teachers' age groups. There were 944 students, 492 boys and 452 girls, who responded to the questionnaire in teachers' age group 21-30 years. There was no statistically significant difference in students' response in teachers' age group 21-30 years to statements 3-4, 7-8, 11-12, 13-14, 21-22, 25-26, 27-28, 29-30, 35-36, and 41-42; but there was a statistically significant difference in students' response in teachers' age group 21-30 years to statements 1-2, 5-6, 9-10, 15-16, 17-18, 19-20, 23-24, 31-32, 33-34, 37-38, 39-40, 43-44, and 45-46. There were 449 students, 236 boys and 213 girls, who responded to the questionnaire in teachers' age group 31-40 years. There was no statistically significant difference in students' response in teachers' age group 31-40 years to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 29-30, 35-36, 39-40, and

41-42; but there was a statistically significant difference in students' response in teachers' age group 31-40 years to statements 1-2, 9-10, 15-16, 19-20, 23-24, 27-28, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 494 students, 277 boys and 217 girls, who responded to the questionnaire in teachers' age group 41-50 years. There was no statistically significant difference in students' response in teachers' age group 41-50 years to statements 3-4, 5-6, 7-8, 11-12, 13-14, 21-22, 23-24, 25-26, 27-28, 29-30, and 39-40; but there was a statistically significant difference in students' response in teachers' age group 41-50 years to statements 1-2, 9-10, 15-16, 17-18, 19-20, 31-32, 33-34, 35-36, 37-38, 41-42, 43-44, and 45-46. There were 284 students, 142 boys and 142 girls, who responded to the questionnaire in teachers' age group 51-60 years. There was no statistically significant difference in students' response in teachers' age group 51-60 years to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 41-42, and 43-44; but there was a statistically significant difference in students' response in teachers' age group 51-60 years to statements 1-2, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 35-36, 37-38, 43-44, and 45-46. There were 54 students, 25 boys and 29 girls, who responded to the questionnaire in teachers' age group over 60 years. There was no statistically significant difference in students' response in the teachers' age group over 60 years to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22,

25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response in the teachers' age group over 60 years to statements 1-2, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. Null hypothesis number eight of no difference was rejected.

Null hypothesis number nine stated there is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the four teaching experience groups of homeroom teachers (0-10 years, 11-20 years, 21-30 years, over 30 years). The teaching experience group of homeroom teachers was obtained from teachers' response to the Homeroom Teacher Information sheet. The data in Table 28 (Appendix B) show the number of students in each teachers' teaching experience group and the computed chi-square for each odd-even-numbered statement pair for students' response to the questionnaire in the four homeroom teachers' teaching experience groups. There were 1,579 students, 832 boys and 747 girls, who responded to the questionnaire in homeroom teachers' teaching experience group 0-10 years. There was no statistically significant difference in students' response in teaching experience group 0-10 years to statements 3-4, 7-8, 11-12, 13-14, 21-22, 25-26, 27-28, 29-30, 35-36, and 39-40; but there was a statistically significant difference in students' response in teaching

experience group 0-10 years to statements 1-2, 5-6, 9-10, 15-16, 17-18, 19-20, 23-24, 31-32, 33-34, 37-38, 41-42, 43-44, and 45-46. There were 365 students, 196 boys and 169 girls, who responded to the questionnaire in homeroom teachers' teaching experience group 11-20 years. There was no statistically significant difference in students' response in teaching experience group 11-20 years to statements 3-4, 5-6, 7-8, 11-12, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response in teaching experience 11-20 years to statements 1-2, 9-10, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 225 students, 119 boys and 106 girls, who responded to the questionnaire in homeroom teachers' teaching experience group 21-30 years. There was no statistically significant difference in students' response in teaching experience group 21-30 years to statements 1-2, 5-6, 7-8, 13-14, 17-18, 21-22, 25-26, 27-28, 29-30, 35-36, 39-40, and 41-42; but there was a statistically significant difference in students' response in teaching experience group 21-30 years to statements 3-4, 9-10, 11-12, 15-16, 19-20, 23-24, 31-32, 33-34, 37-38, 43-44, and 45-46. There were 56 students, 25 boys and 31 girls, who responded to the questionnaire in homeroom teachers' teaching experience group over 30 years. There was no statistically significant difference in students' response in the teaching experience group over 30 years to statements 1-2, 3-4, 5-6, 7-8, 11-12, 13-14,

21-22, 25-26, 27-28, 29-30, 35-36, 37-38, 39-40, 41-42, and 43-44; but there was a statistically significant difference in students' response in the teaching experience group over 30 years to statements 9-10, 15-16, 17-18, 19-20, 23-24, 31-32, 33-34, and 45-46. Null hypothesis number nine of no difference was rejected.

CHAPTER IV

DISCUSSION

The purpose of this chapter is to provide an interpretation and discussion of the statistical analysis of the data. Discussion of the data was approached through the consideration of each odd-even-numbered statement pair on the Student Questionnaire. Seventh grade students' responses to statements in each statement pair had been tested for nine null hypotheses for statistical significance at the .05 level by the chi-square test for correlated data. Each odd numbered statement on the questionnaire pertained to seventh grade students' attitudes concerning elementary school, and each even numbered statement on the questionnaire pertained to seventh grade students' attitudes concerning junior high school. Sequential odd-even-numbered statements on the questionnaire pertained to identical student concerns except the odd numbered statements were worded to elicit students' yes or no responses concerning elementary school, and the even numbered statements were worded to elicit students' yes or no responses concerning junior high school. The sample for the study was comprised of 2,225 seventh grade students in one public school district; and the following groups were included

in the sample: (1) nine junior high schools; (2) seventy-nine homeroom teacher sections; (3) thirty-two feeder elementary schools; (4) one group of students that completed elementary school in a school system other than where they attended junior high school; (5) male students' group; (6) female students' group; (7) male homeroom teachers' group; (8) female homeroom teachers' group; (9) below normal, normal, and above normal I.Q. groups; (10) five homeroom teacher age groups; and (11) four homeroom teacher teaching experience groups.

A summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by the total school district and by the nine junior high schools is shown in Figure 1. In the total school district there was no statistically significant change in seventh grade students' expressed attitudes toward elementary school and junior high school concerning: (1) being promoted, (2) the right amount of homework, (3) some classes being easier than others, (4) losing textbooks, (5) being late for school, (6) being liked by other students, (7) being afraid of punishment at school, (8) having conferences with teachers, and (9) crowded halls at school. In the total school district there was a statistically significant change in seventh grade students' expressed attitudes toward elementary school and junior high school and the change was positive toward elementary school concerning: (1) making good grades most of the time, (2) easy teachers, (3) teachers

	State-ments	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46
Ho 1	Total District	*	**	**		**			**	**	*		*				**	*		**		**	**	**
Ho 2	Jr. High No. One	*		**	*	**	*		**		*		*	*		*	**	*	*	**		*		**
	Jr. High No. Two		**			**	*		**		*		*			*	**	*		**			**	**
	Jr. High No. Three	*		**		**			**	**	*		*	**		**	**	*		**	**	**	**	**
	Jr. High No. Four	*	**						**		*				*		**	*					**	**
	Jr. High No. Five		**			**	**		**	**		*					**	*	**	**		**	**	**
	Jr. High No. Six		**			**	**		**	**							**	*		**			**	**
	Jr. High No. Seven	*				**			**		*		*				**	*		**			**	**
	Jr. High No. Eight	*			*	**			**		*		*				**	*	**	**			**	**
	Jr. High No. Nine	*							**		*		*				**	*		**			**	**

Fig. 1.--Summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by total district and by nine junior high schools.

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

being easy for students to please, and (4) easy classwork. In the total school district there was a statistically significant change in seventh grade students' expressed attitudes toward elementary school and junior high school and the change was positive toward junior high school concerning: (1) showing the report card to parents, (2) making new friends easily, (3) enjoying school parties, (4) going to assemblies, (5) staying after school for teachers, (6) cafeteria food tasting good, (7) liking school, (8) enjoying class recitation, (9) having an assistant principal, and (10) having a counselor.

Statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools were specific to particular junior high schools. However, there was no statistically significant change in students' expressed attitudes in any of the nine junior high schools concerning some classes being easier than others. There was a statistically significant change in students' expressed attitudes in all nine junior high schools, and the change was positive toward elementary school concerning easy classwork. There was a statistically significant change in students' expressed attitudes in all nine junior high schools, and the change was positive toward junior high concerning: (1) going to assemblies, (2) cafeteria food tasting good, and (3) having a counselor. Perhaps the reason why students thought that going to assemblies was more worthwhile in junior high school than in elementary school was

because the assemblies were held in auditoriums in the junior high schools, but assemblies were held in cafetoriums in the elementary schools. A possible explanation for students thinking that cafeteria food tasted better in junior high school than in elementary school was because a wider selection of food was offered in their junior high school cafeteria than was offered in their elementary school cafeteria. Because of the variation in statistically significant changes in students' expressed attitudes among the seventy-nine homeroom sections in the nine junior high schools no attempt at interpretation of changes was made, but for the information of the reader a summary of these changes are shown in Figure 1a (Appendix C).

A summary of the statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by thirty-two elementary schools and by the group of students that completed elementary school in a school system other than where they attended junior high school is shown in Figure 2. There were statistically significant changes in students' expressed attitudes toward their elementary and junior high schools in all of the thirty-two elementary schools. However, these changes were specific to a particular elementary school because changes in an individual elementary school were not always consistent with changes in other elementary schools. The most frequent significant change in the elementary schools that was positive

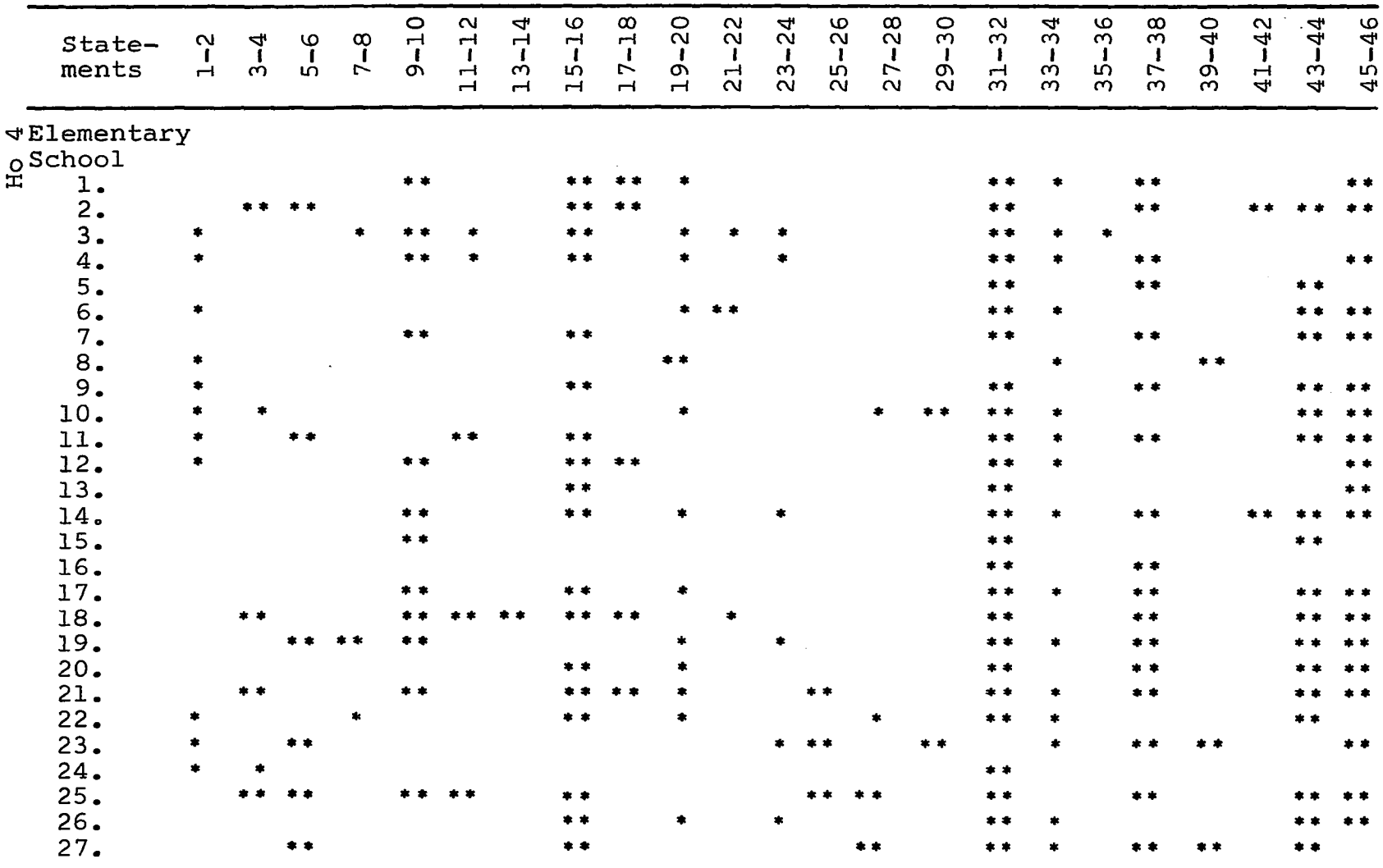

Fig. 2.--Continued on next page

	State-ments	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46
Ho 4	Elementary School																							
	28.		**			**					*		*				**	*		**	*		**	**
	29.			**	*				**		*		*				**	*		**		**	**	
	30.					**			**		*						**			**			**	
	31.	*									*		*				**	*			**		*	
	32.						*	*	**		*		*	*		*	**	*	*	**				**
	33.[a]	*	*						**		*		*				**	*	*				**	**

Fig. 2.--Summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by thirty-two elementary schools and by the group of students that completed elementary school in a school system other than where they attended junior high school.

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

[a]Elementary school No. 33 includes the students that last attended an elementary school that was not included in the public school system where they attended junior high school.

toward elementary school concerned easy classwork, and the most frequent significant change that was positive toward junior high school concerned cafeteria food tasting good.

There were ten statistically significant changes in students' expressed attitudes toward their elementary and junior high schools in the group that completed elementary school outside of the school system where they attended junior high school. Six of the significant changes were positive toward elementary school and four of the significant changes were positive toward junior high school. Nevertheless, significant changes in students' expressed attitudes were greater in four of the thirty-two elementary schools than were shown in the group that completed elementary school outside the school system. There was a greater number of significant changes positive toward elementary school in two of the thirty-two elementary schools than was shown in the group that completed elementary school outside the school system. There was a greater number of significant changes that was positive toward junior high school in seventeen of the thirty-two elementary schools than was found in the group that completed elementary school outside the school system. Therefore, it was determined that seventh grade students that completed elementary school in another school system other than where they attended junior high school expressed fewer significant changes in attitudes that were positive toward junior high school than were expressed by students from the

majority of the elementary schools within the school system.

A summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by sex of students, by sex of homeroom teachers, by I.Q. of students, by age of homeroom teachers, and by teaching experience of homeroom teachers is shown in Figure 3. Findings for the male students' group showed identical statistically significant changes to those shown for the total school district, and where significant changes existed these too were positive toward elementary school or positive toward junior high school the same as those shown for the total school district. The findings for the female students' group showed more statistically significant changes, more significant changes that were positive toward elementary school, and fewer significant changes that were positive toward junior high school than were shown for the male students' group.

There were more statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools shown in the female homeroom teachers' group than were shown in the male homeroom teachers' group, and there were more significant changes that were positive toward junior high school in the female homeroom teachers' group than were shown in the male homeroom teachers' group. Also, seventh grade students in the male homeroom teachers' group indicated they liked elementary school

	Statements	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46
Ho 5	Students																							
	Male	*	**	**		**			**	**	*		*				**	*		**		**	**	**
	Female	*		**	*	**	*		**	**	*		*			*	**	*		**			**	**
Ho 6	Teachers																							
	Male	*				**			**		*		*				**	*		*			**	**
	Female	*		**		**			**	**	*	*	*				**	*		**		**	**	**
Ho 7	Stu. I.Q.																							
	-Normal	*	*			**			**	**	*	**		**	*		**	*		**	**		**	**
	Normal	*	**	**		**			**	**	*	*	*				**	*		**			**	**
	+Normal					**		**	**		*		*				**	*		**	*		**	**
Ho 8	Teach. Age																							
	20-30	*		**		**			**	**	*		*				**	*		**	**		**	**
	31-40	*				**			**		*		*		*		**	*		**			**	**
	41-50	*				**			**	**	*						**	*	**	**		**	**	**
	51-60	*				**			**		*		*				**	*	*	**			**	**
	60+	*				**			**		*		*				**	*		**			**	**
Ho 9	Teach. Exp.																							
	0-10	*		**		**			**	**	*		*				**	*		**		**	**	**
	11-20	*				**			**		*		*				**	*		**			**	**
	21-30		**			**	*		**		*		*				**	*		**			**	**
	30+					**			**	*	*		*				**	*						**

Fig. 3.--Summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by sex of students, by sex of teachers, by I.Q. of students, by age of teachers, and by teaching experience of teachers.

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

significantly more than junior high school, but students in the female homeroom teachers' group indicated they liked junior high school significantly more than elementary school.

Statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools showed both variation and consistency between the below normal I.Q. group, the normal I.Q. group, and the above normal I.Q. group. There were more statistically significant changes shown in the below normal I.Q. group than were shown in either of the other two I.Q. groups, and there were more statistically significant changes that were positive toward junior high school shown in the below normal I.Q. group than were shown in the other two I.Q. groups. There were fewer statistically significant changes shown in the above normal I.Q. group than were shown in either of the other two I.Q. groups, and there were fewer significant changes positive toward elementary school and fewer significant changes positive toward junior high school shown in the above normal I.Q. group than were shown in either of the other two I.Q. groups. There was no statistically significant change in any of the three I.Q. groups in students' expressed attitudes toward their elementary and junior high schools concerning: (1) being promoted, (2) the right amount of homework, (3) being afraid of punishment at school, (4) having conferences with teachers, and (5) enjoying class recitation. There was a statistically significant change that was positive

toward elementary school in all of the three I.Q. groups concerning: (1) easy teachers, and (2) easy classwork. There was a statistically significant change that was positive toward junior high school in all of the three I.Q. groups concerning: (1) enjoying school parties, (2) going to assemblies, (3) cafeteria food tasting good, (4) liking school, (5) having an assistant principal, and (6) having a counselor.

Statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools showed both variation and consistency among the five homeroom teacher age groups. There were more statistically significant changes shown in the teacher age group 21-30 years than were shown in the other four teacher age groups, and there were more statistically significant changes that were positive toward junior high school shown in the teacher age groups 21-30 years and 41-50 years than were shown in the other three teacher age groups. There were fewer statistically significant changes shown in teacher age group over 60 years than were shown in the other four teacher age groups. There was no statistically significant change in seventh grade students' expressed attitudes toward their elementary and junior high schools in any of the five teacher age groups concerning: (1) showing the report card to parents, (2) being promoted, (3) the right amount of homework, (4) some classes being easier than others, (5) losing textbooks, (6) being late for school, (7) being afraid of punishment at

school, and (8) crowded halls at schools. There was a statistically significant change in seventh grade students' expressed attitudes toward their elementary and junior high schools in all of the five teacher age groups that was positive toward elementary school concerning: (1) making good grades most of the time, (2) easy teachers, (3) teachers being easy for students to please, and (4) easy classwork. There were statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools in all five teacher age groups that were positive toward junior high school concerning: (1) enjoying school parties, (2) going to assemblies, (3) cafeteria food tasting good, (4) liking school, (5) having an assistant principal, and (6) having a counselor.

Statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools showed both variation and consistency among the four homeroom teacher teaching experience groups. There were more statistically significant changes shown in teaching experience group 0-10 years than were shown in the other three teaching experience groups, and there were more statistically significant changes that were positive toward junior high school shown in the teaching experience group 0-10 years than were shown in the other three teaching experience groups. There were fewer statistically significant changes shown in the teaching experience group over 30 years

than were shown in the other three teaching experience groups. There were four statistically significant changes that were positive toward elementary school shown in all four teaching experience groups, and three of these changes were for the same concerns in all four groups. There was no statistically significant change in seventh grade students' expressed attitudes toward their elementary and junior high schools in the four homeroom teacher teaching experience groups concerning: (1) being promoted, (2) losing textbooks, (3) being late for school, (4) being liked by other students, (5) being afraid of punishment at school, (6) having conferences with teachers, and (7) crowded halls at school. There were statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools that were positive toward elementary school in the four homeroom teacher teaching experience groups concerning: (1) easy teachers, (2) teachers being easy for students to please, and (3) easy classwork. There were statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools that were positive toward junior high school in the four homeroom teacher teaching experience groups concerning: (1) enjoying school parties, (2) going to assemblies, (3) cafeteria food tasting good, and (4) having a counselor.

Even though statistically significant changes in seventh grade students' expressed attitudes toward their

elementary and junior high schools were discussed according to findings shown in Figure 1, Figure 2, and Figure 3; there was a wide range in students' frequency response to each statement on the Student Questionnaire that needed to be explained more completely. Therefore, pertinent and specific findings for each of the twenty-three odd-even-numbered statement pairs on the questionnaire were discussed as follows:

1. Statement 1 stated "I think that I made good grades most of the time in elementary school." Statement 2 stated "I think that I make good grades most of the time in junior high school." In the total school district 1,837 students responded yes and 388 students responded no to statement 1; 1,648 students responded yes and 577 students responded no to statement 2; there was a statistically significant difference in students' response to statements 1 and 2; the difference was positive toward elementary school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 1 and 2 in 3 junior high schools; there was a statistically significant difference in students' response in 6 junior high schools; the difference was positive toward elementary school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 1 and 2 in 69 sections; there was a statistically significant difference in students' response in 10 sections; the difference was positive toward elementary school in 8 sections and positive

toward junior high school in 2 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 1 and 2 in 20 elementary schools; there was a statistically significant difference in students' response in 12 elementary schools; the difference was positive toward elementary school. There was a statistically significant difference in students' response to statements 1 and 2 and the difference was positive toward elementary school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) normal and below normal I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) homeroom teacher teaching experience groups 0-10 years and 11-20 years. There was no statistically significant difference in students' response to statements 1 and 2 in homeroom teacher teaching experience groups 21-30 years and over 30 years.

2. Statement 3 stated "In elementary school, I liked to get my report card because I could show my grades to my parents." Statement 4 stated "In junior high school, I like to get my report card because I can show my grades to my parents." In the total school district 1,471 students responded yes and 754 students responded no to statement 3; 1,520 students responded yes and 705 students responded no

to statement 4; there was a statistically significant difference in students' response to statements 3 and 4; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 3 and 4 in 5 junior high schools; there was a statistically significant difference in students' response in 4 junior high schools; the difference was positive toward elementary school in 1 junior high school and positive toward junior high school in 3 junior high schools. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 3 and 4 in 73 homeroom teacher sections; there was a statistically significant difference in students' response in 6 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 3 and 4 in 24 elementary schools; there was a statistically significant difference in students' response in 8 elementary schools; the difference was positive toward elementary school in 2 elementary schools and positive toward junior high school in 6 elementary schools. There was no statistically significant difference in students' response to statements 3 and 4 in each of the following: (1) female students' group, (2) male homeroom teachers' group, (3) female homeroom teachers' group, (4) above normal I.Q. group, (5) the 5 homeroom teacher age groups, and (6) homeroom teacher

teaching experience groups 0-10 years, 11-20 years, and over 30 years. There was a statistically significant difference in students' response to statements 3 and 4 and the difference was positive toward elementary school in the group that completed elementary school in a school system other than where they attended junior high school and in the below normal I.Q. group. There was a statistically significant difference in students' response to statements 3 and 4 and the difference was positive toward junior high school in the normal I.Q. group and in the homeroom teacher teaching experience group 21-30 years.

3. Statement 5 stated "I feel that I made new friends easily in elementary school." Statement 6 stated "I feel that I make new friends easily in junior high school." In the total school district 1,843 students responded yes and 382 students responded no to statement 5; 1,949 students responded yes and 276 students responded no to statement 6; there was a statistically significant difference in students' response to statements 5 and 6; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 5 and 6 in 7 junior high schools; there was a statistically significant difference in students' response in 2 schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students'

response to statements 5 and 6 in 75 sections; there was a statistically significant difference in students' response in 4 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 5 and 6 in 26 elementary schools; there was a statistically significant difference in 6 elementary schools; the difference was positive toward junior high school. There was no statistically significant difference in students' response to statements 5 and 6 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male homeroom teachers' group, (3) below normal and above normal I.Q. groups, (4) homeroom teacher age groups 31-40 years, 41-50 years, 51-60 years, and over 60 years, and (5) homeroom teacher teaching experience groups 11-20 years, 21-30 years, and over 30 years. There was a statistically significant difference in students' response to statements 5 and 6 and the difference was positive toward junior high school in each of the following: (1) male students' group, (2) female students' group, (3) female homeroom teachers' group, (4) normal I.Q. group, (5) teacher age group 21-30 years, and (6) teacher teaching experience group 0-10 years.

4. Statement 7 stated "In elementary school, I did not worry about being promoted because I tried my best on school assignments." Statement 8 stated "In junior high

school, I do not worry about being promoted because I try my best on school assignments." In the total school district 1,758 students responded yes and 467 students responded no to statement 7; 1,720 students responded yes and 505 students responded no to statement 8; there was no statistically significant difference in students' response to statements 7 and 8. In the 9 junior high schools there was no statistically significant difference in students' response to statements 7 and 8 in 7 junior high schools; there was a statistically significant difference in students' response in 2 junior high schools; the difference was positive toward elementary school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 7 and 8 in 71 sections; there was a statistically significant difference in students' response in 8 sections; the difference was positive toward elementary school in 5 sections and positive toward junior high school in 3 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 7 and 8 in 28 elementary schools; there was a statistically significant difference in students' response in 4 elementary schools; the difference was positive toward elementary school in 3 elementary schools and positive toward junior high school in 1 elementary school. There was no statistically significant difference in students' response to statements 7 and 8 in each of the following: (1) the

group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) the 5 homeroom teacher age groups, and (7) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 7 and 8 in the female students' group and the difference was positive toward elementary school.

5. Statement 9 stated "I enjoyed school parties in elementary school, and I thought they were fun." Statement 10 stated "I think that I will enjoy school parties in junior high school because they will be fun." In the total school district 1,850 students responded yes and 375 students responded no to statement 9; 2,058 students responded yes and 167 students responded no to statement 10; there was a statistically significant difference in students' response to statements 9 and 10; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 9 and 10 in 2 junior high schools; there was a statistically significant difference in students' response in 7 junior high schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 9 and 10 in 56 homeroom teacher sections;

there was a statistically significant difference in students' response in 23 homeroom teacher sections; the difference was positive toward junior high school in 22 sections and positive toward elementary school in 1 section. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 9 and 10 in 17 elementary schools; there was a statistically significant difference in students' response in 15 elementary schools; the difference was positive toward junior high school. In the group that completed elementary school in a school system other than where they attended junior high school there was no statistically significant difference in students' response to statements 9 and 10. There was a statistically significant difference in students' response to statements 9 and 10 and the difference was positive toward junior high school in each of the following: (1) male students' group, (2) female students' group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) the 5 homeroom teacher age groups, and (7) the 4 homeroom teacher teaching experience groups.

6. Statement 11 stated "I think that my teachers assigned the right amount of homework in elementary school." Statement 12 stated "I think that my teachers assign the right amount of homework in junior high school." In the total school district 1,517 students responded yes and 707 students responded no to statement 11; 1,506 students

responded yes and 719 students responded no to statement 12; there was no statistically significant difference in students' response to statements 11 and 12. In the 9 junior high schools there was no statistically significant difference in students' response to statements 11 and 12 in 5 junior high schools; there was a statistically significant difference in 4 junior high schools; the difference was positive toward elementary school in 2 junior high schools and positive toward junior high school in 2 junior high schools. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 11 and 12 in 72 homeroom teacher sections; there was a statistically significant difference in students' response in 7 sections; the difference was positive toward elementary school in 4 sections and positive toward junior high school in 3 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 11 and 12 in 26 elementary schools; there was a statistically significant difference in students' response in 6 elementary schools; the difference was positive toward elementary school in 3 elementary schools and positive toward junior high school in 3 schools. There was no statistically significant difference in students' response to statements 11 and 12 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students'

group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) the 5 homeroom teacher age groups, and (7) homeroom teacher teaching experience groups 0-10 years, 11-20 years, and over 30 years. There was a statistically significant difference in students' response to statements 11 and 12 in the homeroom teacher teaching experience group 21-30 years and the female students' group and the difference was positive toward elementary school.

7. Statement 13 stated "I think that some of my classes were easier than others in elementary school." Statement 14 stated "I think that some of my classes are easier than others in junior high school." In the total school district 1,998 students responded yes and 227 students responded no to statement 13; 2,003 students responded yes and 222 students responded no to statement 14; there was no statistically significant difference in students' response to statements 13 and 14. In the 9 junior high schools there was no statistically significant difference in students' response to statements 13 and 14 in each junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 13 and 14 in 78 sections; there was a statistically significant difference in students' response in 1 section; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically

significant difference in students' response to statements 13 and 14 in 30 elementary schools; there was a statistically significant difference in students' response in 2 elementary schools; the difference was positive toward elementary school in 1 elementary school and positive toward junior high school in 1 elementary school. There was no statistically significant difference in students' response to statements 13 and 14 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) below normal and normal I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 13 and 14 in the above normal I.Q. group and the difference was positive toward junior high school.

8. Statement 15 stated "I looked forward to going to assemblies in elementary school because they were worthwhile." Statement 16 stated "I look forward to going to assemblies in junior high school because they are worthwhile." In the total school district 1,598 students responded yes and 627 students responded no to statement 15; 1,958 students responded yes and 267 students responded no to statement 16; there was a statistically significant difference in students'

response to statements 15 and 16; the difference was positive toward junior high school. There was a statistically significant difference in students' response to statements 15 and 16 in each of the 9 junior high schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 15 and 16 in 45 sections; there was a statistically significant difference in students' response in 34 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 15 and 16 in 11 elementary schools; there was a statistically significant difference in students' response in 21 elementary schools; the difference was positive toward junior high school. There was a statistically significant difference in students' response to statements 15 and 16 and the difference was positive toward junior high school in each of the following; (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) the 3 I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups.

9. Statement 17 stated "I feel that my teachers were justified when they had me stay after school in elementary

school." Statement 18 stated "I feel that my teachers are justified when they have me stay after school in junior high school." In the total school district 1,392 students responded yes and 832 students responded no to statement 17; 1,488 students responded yes and 737 students responded no to statement 18; there was a statistically significant difference in students' response to statements 17 and 18; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 17 and 18 in 6 junior high schools; there was a statistically significant difference in students' response in 3 junior high schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 17 and 18 in 71 sections; there was a statistically significant difference in students' response in 8 sections; the difference was positive toward elementary school in 3 sections and positive toward junior high school in 5 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 17 and 18 in 27 elementary schools; there was a statistically significant difference in students' response in 5 elementary schools; the difference was positive toward junior high school. There was no statistically significant difference in students' response to statements 17 and 18 in each of the following:

(1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male homeroom teachers' group, (3) above normal I.Q. group, (4) homeroom teacher age groups 31-40 years, 51-60 years, and over 60 years, and (5) homeroom teacher teaching experience groups 11-20 years and 21-30 years. There was a statistically significant difference in students' response to statements 17 and 18 and the difference was positive toward junior high school in each of the following: (1) male students' group, (2) female students' group, (3) female homeroom teachers' group, (4) below normal and normal I.Q. groups, (5) homeroom teacher age groups 21-30 years and 41-50 years; and (6) homeroom teacher teaching experience group 0-10 years. There was a statistically significant difference in students' response to statements 17 and 18 in homeroom teacher teaching experience group over 30 years and the difference was positive toward elementary school.

10. Statement 19 stated "I think that my teachers were easy in elementary school." Statement 20 stated "I think my teachers are easy in junior high school." In the total school district 1,436 students responded yes and 789 students responded no to statement 19; 1,046 students responded yes and 1,179 students responded no to statement 20; there was a statistically significant difference in students' response to statements 19 and 20; the difference was positive toward elementary school. In the 9 junior high schools there was

no statistically significant difference in students' response to statements 19 and 20 in 2 junior high schools; there was a statistically significant difference in students' response in 7 junior high schools; the difference was positive toward elementary school. In the 79 homeroom teachers' sections there was no statistically significant difference in students' response to statements 19 and 20 in 57 sections; there was a statistically significant difference in students' response in 22 sections; the difference was positive toward elementary school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 19 and 20 in 14 elementary schools; there was a statistically significant difference in students' response in 18 elementary schools; the difference was positive toward junior high school in 1 elementary school. There was a statistically significant difference in students' response to statements 19 and 20 and the difference was positive toward elementary school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) the 5 homeroom teacher age groups, and (7) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 19 and 20 in the female students' group and the difference was positive toward junior high school.

11. Statement 21 stated "In elementary school, I did not worry very much about losing my textbooks." Statement 22 stated "In junior high school, I do not worry very much about losing my textbooks." In the total school district 1,290 students responded yes and 935 students responded no to statement 21; 1,253 students responded yes and 972 students responded no to statement 22; there was no statistically significant difference in students' response to statements 21 and 22. In the 9 junior high schools there was no statistically significant difference in students' response to statements 21 and 22 in each junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 21 and 22 in 70 sections; there was a statistically significant difference in students' response in 9 sections; the difference was positive toward elementary school in 5 sections and positive toward junior high school in 4 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 21 and 22 in 29 elementary schools; there was a statistically significant difference in students' response in 3 elementary schools; the difference was positive toward elementary school in 2 elementary schools and positive toward junior high school in 1 elementary school. There was no statistically significant difference in students' response to statements 21 and 22 in each of the following: (1) the group that

completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) above normal I.Q. group, (6) the 5 homeroom teacher age groups, and (7) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 21 and 22 in the female homeroom teachers' group, the below normal I.Q. group, and the normal I.Q. group; the difference was positive toward elementary school in the female homeroom teachers' group and the normal I.Q. group; the difference was positive toward junior high school in the below normal I.Q. group.

12. Statement 23 stated "I feel that my teachers in elementary school were easy for me to please." Statement 24 stated "I feel that my teachers in junior high school are easy for me to please." In the total school district 1,564 students responded yes and 661 students responded no to statement 23; 1,361 students responded yes and 864 students responded no to statement 24; there was a statistically significant difference in students' response to statements 23 and 24; the difference was positive toward elementary school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 23 and 24 in 3 junior high schools; there was a statistically significant difference in students' response in 6 junior high schools; the difference was positive toward

elementary school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 23 and 24 in 68 homeroom teacher sections; there was a statistically significant difference in students' response in 11 sections; the difference was positive toward elementary school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 23 and 24 in 22 elementary schools; there was a statistically significant difference in students' response in 10 elementary schools; the difference was positive toward elementary school. There was a statistically significant difference in students' response to statements 23 and 24 and the difference was positive toward elementary school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) normal I.Q. group and above normal I.Q. group, (7) homeroom teacher age groups 21-30 years, 31-40 years, 51-60 years, and over 60 years; and (8) the 4 homeroom teacher teaching experience groups. There was no statistically significant difference in students' response to statements 23 and 24 in the below normal I.Q. group and the homeroom teacher age group 41-50 years.

13. Statement 25 stated "In elementary school, being late for school was not a problem that concerned me."

Statement 26 stated "In junior high school, being late for school is not a problem that concerns me." In the total school district 1,230 students responded yes and 995 students responded no to statement 25; 1,251 students responded yes and 974 students responded no to statement 26; there was no statistically significant difference in students' response to statements 25 and 26. In the 9 junior high schools there was no statistically significant difference in students' response to statements 25 and 26 in 7 junior high schools; there was a statistically significant difference in students' response in 2 junior high schools; the difference was positive toward elementary school in 1 junior high school and positive toward junior high school in 1 junior high school. In the 79 homeroom teachers' sections there was no statistically significant difference in students' response to statements 25 and 26 in 76 sections; there was a statistically significant difference in students' response in 3 sections; the difference was positive toward elementary school in 2 sections and positive toward junior high school in 1 section. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 25 and 26 in 28 elementary schools; there was a statistically significant difference in students' response in 4 elementary schools; the difference was positive toward elementary school in 1 elementary school and positive toward junior high school in 3 elementary schools. There was no

statistically significant difference in students' response to statements 25 and 26 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) normal I.Q. group and above normal I.Q. group, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 25 and 26 in the below normal I.Q. group and the difference was positive toward junior high school.

14. Statement 27 stated "Most of the time, I felt that other students liked me in elementary school." Statement 28 stated "Most of the time I feel that other students like me in junior high school." In the total school district 1,916 students responded yes and 309 students responded no to statement 27; 1,890 students responded yes and 335 students responded no to statement 28; there was no statistically significant difference in students' response to statements 27 and 28. In the 9 junior high schools there was no statistically significant difference in students' response to statements 27 and 28 in 8 junior high schools; there was a statistically significant difference in students' response in 1 junior high school; the difference was positive toward elementary school. In the 79 homeroom teacher sections there

was no statistically significant difference in students' response to statements 27 and 28 in 76 sections; there was a statistically significant difference in students' response in 3 sections; the difference was positive toward elementary school in 2 sections and positive toward junior high school in 1 section. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 27 and 28 in 28 elementary schools; there was a statistically significant difference in students' response in 4 elementary schools; the difference was positive toward elementary school in 2 elementary schools and positive toward junior high school in 2 elementary schools. There was no statistically significant difference in students' response to statements 27 and 28 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) normal I.Q. group and above normal I.Q. group, (7) homeroom teacher age groups 21-30 years, 41-50 years, 51-60 years, and over 60 years, and (8) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 27 and 28 in the below normal I.Q. group and homeroom teacher age group 31-40 years and the difference was positive toward elementary school.

15. Statement 29 stated "I believe that I was never afraid in elementary school of being punished at school." Statement 30 stated "I believe that I am never afraid in junior high school of being punished at school." In the total school district 1,182 students responded yes and 1,043 students responded no to statement 29; 1,154 students responded yes and 1,071 students responded no to statement 30; there was no statistically significant difference in students' response to statements 29 and 30. In the 9 junior high schools there was no statistically significant difference in students' response to statements 29 and 30 in 6 junior high schools; there was a statistically significant difference in students' response in 3 junior high schools; the difference was positive toward elementary school in 2 junior high schools and positive toward junior high school in 1 junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 29 and 30 in 76 sections; there was a statistically significant difference in students' response in 3 sections; the difference was positive toward elementary school in 2 sections and positive toward junior high school in 1 section. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 29 and 30 in 29 elementary schools; there was a statistically significant difference in students' response in 3 elementary schools; the difference was positive toward

elementary school in 1 elementary school and positive toward junior high school in 2 elementary schools. There was no statistically significant difference in students response to statements 29 and 30 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) the 5 homeroom teacher age groups, and (7) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 29 and 30 in the female students' group and the difference was positive toward elementary school.

16. Statement 31 stated "I think that I liked the cafeteria food in elementary school because it tasted good to me." Statement 32 stated "I think that I like the cafeteria food in junior high school because it tastes good to me." In the total school district 651 students responded yes and 1,574 students responded no to statement 31; 1,717 students responded yes and 508 students responded no to statement 32; there was a statistically significant difference in students' response to statements 31 and 32; the difference was positive toward junior high school. In the 9 junior high schools there was a statistically significant difference in students' response to statements 31 and 32 in each junior high school; the difference was positive toward junior high

school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 31 and 32 in 4 sections; there was a statistically significant difference in students' response in 75 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 31 and 32 in 2 elementary schools; there was a statistically significant difference in students' response in 30 elementary schools; the difference was positive toward junior high school. There was a statistically significant difference in students' response to statements 31 and 32 and the difference was positive toward junior high school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) the 3 I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups.

17. Statement 33 stated "I feel that my classwork was easy for me in elementary school." Statement 34 stated "I feel that my classwork is easy for me in junior high school." In the total school district 1,719 students responded yes and 506 students responded no to statement 33; 1,281 students responded yes and 944 students responded no to statement

34; there was a statistically significant difference in students' response to statements 33 and 34; the difference was positive toward elementary school. In the 9 junior high schools there was a statistically significant difference in students' response to statements 33 and 34 in each of the junior high schools; the difference was positive toward elementary school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 33 and 34 in 50 sections; there was a statistically significant difference in students' response in 29 sections; the difference was positive toward elementary school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 33 and 34 in 12 elementary schools; there was a statistically significant difference in students' response in 20 elementary schools; the difference was positive toward elementary school. There was a statistically significant difference in students' response to statements 33 and 34 and the difference was positive toward elementary school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) the 3 I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups.

18. Statement 35 stated "I enjoyed having conferences with the teachers in elementary school because my teachers were interested in me." Statement 36 stated "I enjoy having conferences in junior high school with my teachers because my teachers are interested in me." In the total school district 1,361 students responded yes and 864 students responded no to statement 35; 1,368 students responded yes and 857 students responded no to statement 36; there was no statistically significant difference in students' response to statements 35 and 36. In the 9 junior high schools there was no statistically significant difference in students' response to statements 35 and 36 in 6 junior high schools; there was a statistically significant difference in students' response in 3 junior high schools; the difference was positive toward elementary school in 1 junior high school and positive toward junior high school in 2 junior high schools. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 35 and 36 in 70 sections; there was a statistically significant difference in students' response in 9 sections; the difference was positive toward elementary school in 7 sections and positive toward junior high school in 2 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 35 and 36 in 30 elementary schools; there was a statistically significant difference in students' response in 2 elementary schools; the

difference was positive toward elementary school. In the group that completed elementary school in a school system other than where they attended junior high school there was a statistically significant difference in students' response to statements 35 and 36 and the difference was positive toward elementary school. There was no statistically significant difference in students' response to statements 35 and 36 in each of the following: (1) male students' group, (2) female students' group, (3) male homeroom teachers' group, (4) female homeroom teachers' group, (5) the 3 I.Q. groups, (6) homeroom teacher age groups 21-30 years, 31-40 years, and over 60 years, and (7) the 4 homeroom teacher age groups. There was a statistically significant difference in students' response to statements 35 and 36 in homeroom teacher age groups 41-50 years and 51-60 years and the difference was positive toward junior high school in the homeroom teacher age group 41-50 years and positive toward elementary school in the homeroom teacher age group 51-60 years.

19. Statement 37 stated "I feel that I liked elementary school." Statement 38 stated "I feel that I like junior high school." In the total school district 1,636 students responded yes and 589 students responded no to statement 37; 1,968 students responded yes and 257 students responded no to statement 38; there was a statistically significant difference in students' response to statements 37 and 38; the difference was positive toward junior high school. In the 9

junior high schools there was no statistically significant difference in students' response to statements 37 and 38 in 1 junior high school; there was a statistically significant difference in students' response in 8 junior high schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 37 and 38 in 46 sections; there was a statistically significant difference in students' response in 33 sections; the difference was positive toward elementary school in 3 sections and positive toward junior high school in 30 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 37 and 38 in 11 elementary schools; there was a statistically significant difference in students' response in 21 elementary schools; the difference was positive toward junior high school. In the group that completed elementary school in a school system other than where they attended junior high school there was no statistically significant difference in students' response to statements 37 and 38. There was a statistically significant difference in students' response to statements 37 and 38 and the difference was positive toward junior high school in each of the following: (1) male students' group, (2) female students' group, (3) female homeroom teachers' group, (4) the 3 I.Q. groups, (5) the 5 homeroom teacher age groups, and (6) homeroom teacher teaching experience

groups 0-10 years, 11-20 years, and 21-30 years. There was no statistically significant difference in students' response to statements 37 and 38 in homeroom teacher teaching experience group over 30 years. There was a statistically significant difference in students' response to statements 37 and 38 in the male homeroom teachers' group and the difference was positive toward elementary school.

20. Statement 39 stated "I don't think the halls were too crowded in elementary school." Statement 40 stated "I don't think the halls are too crowded in junior high school." In the total school district 1,145 students responded yes and 1,080 students responded no to statement 39; 1,195 students responded yes and 1,030 students responded no to statement 40; there was no statistically significant difference in students' response to statements 39 and 40. In the 9 junior high schools there was no statistically significant difference in students' response to statements 39 and 40 in 8 junior high schools; there was a statistically significant difference in students' response in 1 junior high school; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 39 and 40 in 71 sections; there was a statistically significant difference in students' response in 8 sections; the difference was positive toward elementary school in 5 sections and positive toward junior high school in 3 sections. In the

32 feeder elementary schools there was no statistically significant difference in students' response to statements 39 and 40 in 27 elementary schools; there was a statistically significant difference in students' response in 5 elementary schools; the difference was positive toward elementary school in 1 elementary school and positive toward junior high school in 4 elementary schools. There was no statistically significant difference in students' response to statements 39 and 40 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) normal I.Q. group, (7) homeroom teacher age groups 31-40 years, 41-50 years, 51-60 years, and over 60 years, and (8) the 4 homeroom teacher teaching experience groups. There was a statistically significant difference in students' response to statements 39 and 40 in the below normal I.Q. group and in the above normal I.Q. group and the difference was positive toward junior high school in the below normal I.Q. group and positive toward elementary school in the above normal I.Q. group. There was a statistically significant difference in students' response to statements 39 and 40 in the homeroom teacher age group 21-30 years and the difference was positive toward junior high school.

21. Statement 41 stated "I believe that I enjoyed class recitation in elementary school." Statement 42 stated "I believe that I enjoy class recitation in junior high school." In the total school district 1,326 students responded yes and 899 students responded no to statement 41; 1,376 students responded yes and 849 students responded no to statement 42; there was a statistically significant difference in students' response to statements 41 and 42; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response to statements 41 and 42 in 6 junior high schools; there was a statistically significant difference in students' response in 3 junior high schools; the difference was positive toward elementary school in 1 junior high school and positive toward junior high school in 2 junior high schools. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 41 and 42 in 69 sections; there was a statistically significant difference in students' response in 10 sections; the difference was positive toward elementary school in 3 sections and positive toward junior high school in 7 sections. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 41 and 42 in 29 elementary schools; there was a statistically significant difference in students' response in 3 elementary schools; the difference was positive

toward junior high school. There was no statistically significant difference in students' response to statements 41 and 42 in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) female students' group, (3) male homeroom teachers' group, (4) the 3 I.Q. groups, (5) homeroom teacher age groups 21-30 years, 31-40 years, 51-60 years, and over 60 years, and (6) homeroom teacher teaching experience groups 11-20 years, 21-30 years, and over 30 years. There was a statistically significant difference in students' response to statements 41 and 42 and the difference was positive toward junior high school in each of the following: (1) female homeroom teachers' group, (2) homeroom teacher age group 41-50 years, and (3) homeroom teacher teaching experience group 0-10 years.

22. Statement 43 stated "I think that I would have enjoyed having an assistant principal in elementary school." Statement 44 stated "I think that I enjoy having an assistant principal in junior high school." In the total school district 1,143 students responded yes and 1,082 students responded no to statement 43; 1,550 students responded yes and 675 students responded no to statement 44; there was a statistically significant difference in students' response to statements 43 and 44; the difference was positive toward junior high school. In the 9 junior high schools there was no statistically significant difference in students' response

to statements 43 and 44 in 1 junior high school; there was a statistically significant difference in students' response in 8 junior high schools; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 43 and 44 in 41 sections; there was a statistically significant difference in students' response in 38 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 43 and 44 in 10 elementary schools; there was a statistically significant difference in students' response in 22 elementary schools; the difference was positive toward elementary school in 1 elementary school and positive toward junior high school in 21 elementary schools. There was a statistically significant difference in students' response to statements 43 and 44 and the difference was positive toward junior high school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group, (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) the 3 I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) homeroom teacher teaching experience groups 0-10 years, 11-20 years, and 21-30 years. There was no statistically significant difference in students' response to statements

43 and 44 in homeroom teaching experience group over 30 years.

23. Statement 45 stated "I believe that I would have enjoyed having a counselor in elementary school." Statement 46 stated "I believe that I enjoy having a counselor in junior high school." In the total school district 1,768 students responded yes and 457 students responded no to statement 45; 2,034 students responded yes and 191 students responded no to statement 46; there was a statistically significant difference in students' response to statements 45 and 46; the difference was positive toward junior high school. In the 9 junior high schools there was a statistically significant difference in students' response to statements 45 and 46 in each junior high school; the difference was positive toward junior high school. In the 79 homeroom teacher sections there was no statistically significant difference in students' response to statements 45 and 46 in 47 sections; there was a statistically significant difference in students' response in 32 sections; the difference was positive toward junior high school. In the 32 feeder elementary schools there was no statistically significant difference in students' response to statements 45 and 46 in 11 elementary schools; there was a statistically significant difference in students' response in 21 elementary schools; the difference was positive toward junior high school. There was a statistically significant difference in students' response to statements 45 and 46

and the difference was positive toward junior high school in each of the following: (1) the group that completed elementary school in a school system other than where they attended junior high school, (2) male students' group, (3) female students' group. (4) male homeroom teachers' group, (5) female homeroom teachers' group, (6) the 3 I.Q. groups, (7) the 5 homeroom teacher age groups, and (8) the 4 homeroom teacher teaching experience groups.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to compare the attitudes toward elementary school and junior high school of a selected group of seventh grade students. More specifically, the study was broken down into the following sub-problems: (1) to assess the attitudes of seventh grade students toward elementary school and junior high school; and (2) to determine whether specific variables such as sex, schools attended, I.Q., homeroom section, and homeroom teacher sex, age, and teaching experience influenced seventh grade students' attitudes toward elementary school and junior high school.

A questionnaire comprised of forty-six statements was developed and administered to seventh grade students the first week of the second semester of the 1971-72 school year. Odd and even numbered statements on the questionnaire were paired so that odd numbered statements pertained to students' attitudes concerning elementary school, and even numbered statements pertained to students' attitudes concerning junior high school. The sample for the study was comprised of 2,225 seventh grade students in one public school district; and nine

junior high schools, seventy-nine homeroom teacher sections, and thirty-two feeder elementary schools were represented in the sample. The data obtained from the questionnaires were processed through the use of computer programming, and students' response to statements in each statement pair was tested for statistical significance at the .05 level by the chi-square test for correlated data. The following null hypotheses of no significant differences were tested:

Ho 1: There is no statistically significant difference in the frequency response of all seventh grade students' expressed attitudes toward their elementary schools and toward their junior high schools.

Ho 2: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the nine junior high schools.

Ho 3: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the seventy-nine homeroom teachers' sections.

Ho 4: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their

elementary schools and their junior high schools from the thirty-two feeder elementary schools and the group that completed elementary school in a school system other than where they attended junior high school.

Ho 5: There is no statistically significant difference in the frequency response of male seventh grade students' expressed attitudes toward their elementary schools and their junior high schools and female seventh grade students' expressed attitudes toward their elementary schools and their junior high schools.

Ho 6: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by male homeroom teachers' sections and female homeroom teachers' sections.

Ho 7: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by three I.Q. groups (below normal, normal, above normal).

Ho 8: There is no statistically significant difference in the frequency response of seventh grade

students' expressed attitudes toward their elementary schools and their junior high schools by five age groups of homeroom teachers (21-30 years, 31-40 years, 41-50 years, over 60 years).

Ho 9: There is no statistically significant difference in the frequency response of seventh grade students' expressed attitudes toward their elementary schools and their junior high schools by the four teaching experience groups of homeroom teachers (0-10 years, 11-20 years, 21-30 years, over 30 years).

Findings and Conclusions

The following conclusions were drawn from the findings of the study:

1. In the total school district there was no statistically significant difference in seventh grade students' expressed attitudes toward elementary school and junior high school concerning: (1) being promoted, (2) the right amount of homework, (3) some classes being easier than others, (4) losing textbooks, (5) being late for school, (6) being liked by other students, (7) being afraid of punishment at school, (8) having conferences with teachers, and (9) crowded halls at school.

2. In the total school district there was a statistically significant difference in seventh grade students'

expressed attitudes toward elementary school and junior high school and the difference was positive toward elementary school concerning: (1) making good grades most of the time, (2) easy teachers, (3) teachers being easy for students to please, and (4) easy classwork.

3. In the total school district there was a statistically significant difference in seventh grade students' expressed attitudes toward elementary school and junior high school and the difference was positive toward junior high school concerning: (1) showing the report card to parents, (2) making new friends easily, (3) enjoying school parties, (4) going to assemblies, (5) staying after school for teachers, (6) cafeteria food tasting good, (7) liking school, (8) enjoying class recitation, (9) having an assistant principal, and (10) having a counselor.

4. Seventh grade students' expressed attitudes toward both elementary school and junior high school were extremely positive in the total school district. There were only two statements of the forty-six statements on the questionnaire where students' no frequency response was greater than students' yes frequency response. These two statements were: (1) Number 20 that stated "I think my teachers are easy in junior high school." Number 31 that stated "I think that I liked the cafeteria food in elementary school because it tasted good to me."

According to variables considered with seventh grade students' expressed attitudes toward elementary school and junior high school, the following conclusions were warranted:

a. Junior high school--statistical significance between seventh grade students' expressed attitudes toward elementary school and junior high school varied among stated concerns and among the nine junior high schools studied. Findings for an individual junior high school were not always consistent with the findings for other junior high schools or with the findings for the total school district.

b. Homeroom section--statistical significance between seventh grade students' expressed attitudes toward elementary school and junior high school varied among stated concerns and among the seventy-nine homeroom sections studied. Findings for an individual homeroom section were not always consistent with the findings for other homeroom sections or with the findings for the total school district.

c. Elementary school--statistical significance between seventh grade students' expressed attitudes toward elementary school and junior high school varied among stated concerns and among the thirty-two feeder elementary schools studied. Findings for an individual elementary school were not always consistent with findings for other elementary schools or findings for the total school district.

d. Group that completed elementary school outside the school system--seventh grade students that completed

elementary school in another school system other than where they attended junior high school expressed fewer significant changes in attitudes that were positive toward junior high than were expressed by students from the majority of the thirty-two elementary schools within the school system.

e. Students' sex--findings for the male students' group showed identical statistically significant differences as those reported for the total school district and where differences existed these too were positive toward elementary school or positive toward junior high school the same as those reported for the total district. The findings for the female students' group showed more statistically significant differences, more differences positive toward elementary school, and fewer differences positive toward junior high school than were reported for the male students' group.

f. Homeroom teacher sex--there were more statistically significant differences between students' expressed attitudes toward elementary school and junior high school reported in the female homeroom teachers' group than were reported in the male homeroom teachers' group, and there were more significant differences positive toward junior high school in the female homeroom teachers' group than were in the male homeroom teachers' group. Students in the male homeroom teachers' group indicated they liked elementary school significantly more than junior high school, but students in the female homeroom teachers' group indicated they liked

junior high school significantly more than elementary school.

g. I.Q. groups--I.Q. did not significantly influence seventh grade students' expressed attitudes toward elementary school and junior high school concerning: (1) being promoted, (2) the right amount of homework, (3) being afraid of punishment at school, (4) having conferences with teachers, (5) enjoying class recitation, (6) easy teachers, (7) easy classwork, (8) enjoying school parties, (9) going to assemblies, (10) cafeteria food tasting good, (11) liking school, (12) having an assistant principal, and (13) having a counselor.

h. Homeroom teacher age--this variable did not significantly influence seventh grade students' expressed attitudes toward elementary school and junior high school concerning: (1) showing the report card to parents, (2) being promoted, (3) the right amount of homework, (4) some classes being easier than others, (5) losing textbooks, (6) being late for school, (7) being afraid of punishment at school, (8) crowded halls at school, (9) making good grades most of the time, (10) easy teachers, (11) teachers being easy for students to please, (12) easy classwork, (13) enjoying school parties, (14) going to assemblies, (15) cafeteria food tasting good, (16) liking school, (17) having an assistant principal, and (18) having a counselor.

i. Homeroom teacher teaching experience--this variable did not significantly influence seventh grade students' expressed attitudes toward elementary school and junior high

school concerning: (1) being promoted, (2) losing textbooks, (3) being late for school, (4) being liked by other students, (5) being afraid of punishment at school, (6) having conferences with teachers, (7) crowded halls at school, (8) easy teachers, (9) teachers being easy for students to please, (10) easy classwork, (11) enjoying school parties, (12) going to assemblies, (13) cafeteria food tasting good, and (14) having a counselor.

Recommendations

Findings and conclusions of the study support the following recommendations:

1. Since this sample was limited to seventh grade students, it is recommended that a similar study be made assessing sixth grade students' attitudes toward elementary school then follow the same students into the seventh grade and assess their attitudes toward junior high school.

2. The findings of this study were based on a single school system. It is suggested that a study be made of various types and sizes of school systems regarding seventh grade students' attitudes toward elementary school and junior high school.

3. Further attention should be given to the development of criteria or standards for evaluating the articulation practices of junior high schools. These criteria should be validated in a variety of ways, such as analyses of outstanding

programs, a panel of recognized leaders in the field, professional literature, and students' expressed attitudes.

4. A thorough study should be made in the same school system where this study was conducted to determine the various articulation procedures practiced by each junior high school, elementary school, and homeroom teacher.

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APPENDIX A

CHECK LIST OF CONCERNS

Put an X after each item below that you are concerned about in school this year.

1. new friends___
2. parties___
3. assemblies___
4. too much homework___
5. physical education___
6. music___
7. art___
8. science___
9. math___
10. English___
11. social studies___
12. shop___
13. home economics___
14. cafeteria food___
15. crowded halls___
16. a new school___
17. the principal___
18. getting spanked___
19. having to stay after school___
20. being late for school___
21. boys___
22. girls___
23. hard teachers___
24. hard classwork___
25. finding classrooms___
26. going to see the counselor___
27. the assistant principal___
28. liking school___
29. good grades___
30. parent-teacher conferences___
31. report cards___
32. losing textbooks___
33. getting sick at school___
34. getting lost at school___
35. not pleasing the teachers___
36. finding your locker___
37. going to the school nurse___
38. PTA meetings___
39. class recitation___
40. not liking school___
41. the right school supplies___
42. being promoted to eighth grade___
43. your parents visiting school___
44. being scared at school___
45. teacher-pupil conferences___

STUDENT QUESTIONNAIRE

What is your name?_____

What is the name of your school?_____

Who is your Homeroom Teacher?_____

How old are you?_____Are you a boy or girl?_____

What elementary school did you last attend?

Name of School	Town	State
_____	_____	_____

The purpose of this questionnaire is to obtain your attitudes toward elementary school and junior high school. Please circle Yes or No after the following statements:

1. I think that I made good grades most of the time in elementary school. Yes No

2. I think that I make good grades most of the time in junior high school. Yes No

3. In elementary school, I liked to get my report card because I could show my grades to my parents. Yes No

4. In junior high school, I like to get my report card because I can show my grades to my parents. Yes No

5. I feel that I made new friends easily in elementary school. Yes No

6. I feel that I make new friends easily in junior high school. Yes No

7. In elementary school, I did not worry about being promoted because I tried my best on my school assignments. Yes No

8. In junior high school, I do not worry about being promoted because I try my best on my school assignments. Yes No

9. I enjoyed school parties in elementary school, and I thought they were fun. Yes No

10. I think that I will enjoy school parties in junior high school because they will be fun. Yes No

11. I think that my teachers assigned the right amount of homework in elementary school. Yes No

12. I think that my teachers assign the right amount of homework in junior high school. Yes No

13. I think that some of my classes were easier than others in elementary school. Yes No

14. I think that some of my classes are easier than others in junior high school. Yes No

15. I looked forward to going to assemblies in elementary school because they were worthwhile. Yes No

16. I look forward to going to assemblies in junior high school because they are worthwhile. Yes No

17. I feel that my teachers were justified when they had me stay after school in elementary school. Yes No

18. I feel that my teachers are justified when they have me stay after school in junior high school. Yes No

19. I think that my teachers were easy in elementary school. Yes No

20. I think that my teachers are easy in junior high school. Yes No

21. In elementary school, I did not worry very much about losing my school textbooks. Yes No

22. In junior high school, I do not worry very much about losing my school textbooks. Yes No

23. I feel that my teachers in elementary school were easy for me to please. Yes No

24. I feel that my teachers in junior high school are easy for me to please. Yes No

25. In elementary school, being late for school was not a problem that concerned me. Yes No

26. In junior high school, being late for school is not a problem that concerns me. Yes No

27. Most of the time, I felt that the other students liked me in elementary school. Yes No

28. Most of the time, I feel that the other students like me in junior high school. Yes No

29. I believe that I was never afraid in elementary school of being punished at school. Yes No

30. I believe that I am never afraid in junior high school of being punished at school. Yes No

31. I think that I liked the cafeteria food in elementary school because it tasted good to me. Yes No

32. I think that I like the cafeteria food in junior high school because it tastes good to me. Yes No

33. I feel that my classwork was easy for me in elementary school. Yes No

34. I feel that my classwork is easy for me in junior high school. Yes No

35. I enjoyed having conferences with my teachers in elementary school because my teachers were interested in me. Yes No

36. I enjoy having conferences in junior high school with my teachers because my teachers are interested in me. Yes No

37. I feel that I liked elementary school. Yes No

38. I feel that I like junior high school. Yes No

39. I don't think the school halls were too crowded in elementary school. Yes No

40. I don't think the school halls are too crowded in junior high school. Yes No

41. I believe that I enjoyed class recitation in elementary school. Yes No

42. I believe that I enjoy class recitation in junior high school. Yes No

43. I think that I would have enjoyed having an assistant principal in elementary school. Yes No

44. I think that I enjoy having an assistant principal in junior high school. Yes No

45. I believe that I would have enjoyed having a counselor in elementary school. Yes No

46. I believe that I enjoy having a counselor in junior high school. Yes No

HOMEROOM TEACHER INFORMATION

Name_____ School_____

Sex: Male_____ Female_____

Age Group: 21-30 yrs.____ 31-40 yrs.____ 41-50 yrs.____

51-60 yrs.____ over 60 yrs.____

Teaching Experience: 0-10 yrs.____ 11-20 yrs.____

21-30 yrs.____ over 30 yrs.____

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRE

1. Students may write with either pencil or ink.
2. Ask the students to fill in the personal information at the beginning of the questionnaire.
3. Students should circle either Yes or No at the end of each statement.
4. Please return the marked Student Questionnaires and the Homeroom Teacher Information to the seventh grade counselor as soon as possible.

TABLE 1

FREQUENCIES AND PERCENTAGES OF RESPONSE FOR STUDENTS BY ITEMS OF CONCERN

No.	Item	Frequency	Per Cent
1.	New friends	134	60.63
2.	Parties	109	48.66
3.	Assemblies	97	43.30
4.	Too much homework	107	47.77
5.	Physical Education	79	35.27
6.	Music	73	32.59
7.	Art	72	32.14
8.	Science	101	45.09
9.	Math	97	43.30
10.	English	73	32.59
11.	Social studies	101	45.09
12.	Shop	61	27.23
13.	Home economics	36	16.07
14.	Cafeteria food	73	32.59
15.	Crowded halls	61	27.23
16.	A new school	44	19.64
17.	The principal	50	22.32
18.	Getting spanked	73	32.59
19.	Having to stay after school	91	40.62
20.	Being late for school	85	37.95
21.	Boys	76	33.93
22.	Girls	81	36.16

TABLE 1--Continued

No.	Item	Frequency	Per Cent
23.	Hard teachers	88	39.28
24.	Hard classwork	91	40.62
25.	Finding classrooms	53	23.66
26.	Going to see the counselor	59	26.34
27.	The assistant principal	59	26.34
28.	Liking school	64	28.61
29.	Good grades	155	69.15
30.	Parent-teacher conferences	53	26.66
31.	Report cards	144	64.28
32.	Losing textbooks	85	37.95
33.	Getting sick at school	53	23.66
34.	Getting lost at school	39	17.41
35.	Not pleasing the teacher	85	37.95
36.	Finding your locker	27	12.05
37.	Going to the school nurse	39	17.41
38.	PTA meetings	34	15.18
39.	Class recitation	61	27.23
40.	Not liking school	36	16.07
41.	The right school supplies	49	21.88
42.	Being promoted to the eighth grade	119	53.56
43.	Your parents visiting school	41	18.30
44.	Being scared at school	36	16.07
45.	Teacher-pupil conference	67	29.42

TABLE 2

RANKING OF VALIDITY CRITERION STATEMENTS[a]

State-ment	Judges' Ranks 1	2	3	4	5
1.	3	3	3	3	3
2.	1	1	1	2	1
3.	2	4	2	1	2
4.	4	2	4	4	4
5.	5	5	5	5	5

[a]Five judges examined and evaluated the content of the Student Questionnaire and each judge gave an independent judgment of the adequacy of the questionnaire in regard to its content, see page 66.

TABLE 3

FREQUENCY AND RANK OF "YES" RESPONSES TO STUDENT QUESTIONNAIRE ON TEST-RETEST

State-ment	Test		Retest	
	No. of Yes Response	Rank	No. of Yes Response	Rank
1.	1760	12	1890	5
2.	1578	18	1462	26
3.	1409	27	1369	28
4.	1456	23	1503	22
5.	1765	11	1685	15
6.	1867	7	1901	3
7.	1684	14	1701	13
8.	1648	15	1688	14
9.	1772	10	1677	16
10.	1971	1	1899	4
11.	1454	24	1479	25
12.	1442	25	1489	24
13.	1914	4	1875	6
14.	1919	3	1820	9
15.	1531	20	1430	27
16.	1876	6	1981	2
17.	1334	29	1292	34
18.	1425	26	1511	21
19.	1375	28	1521	20
20.	1003	45	1224	37
21.	1235	35	1215	38
22.	1200	37	1229	35
23.	1498	21	1298	33
24.	1303	33	1101	44
25.	1178	39	1213	39
26.	1198	38	1228	36
27.	1835	8	1742	12
28.	1810	9	1795	11
29.	1132	41	1107	42
30.	1105	42	1127	40
31.	623	46	592	46
32.	1645	17	1802	10
33.	1646	16	1844	7
34.	1227	36	1524	19
35.	1304	32	1327	30
36.	1310	31	1315	32
37.	1567	19	1493	23
38.	1885	5	1825	8
39.	1097	43	1121	41

TABLE 3--Continued

State-ment	Test		Retest	
	No. of Yes Response	Rank	No. of Yes Response	Rank
40.	1144	40	1099	43
41.	1270	34	1317	31
42.	1318	30	1337	29
43.	1095	44	914	45
44.	1485	22	1601	18
45.	1694	13	1627	17
46.	1948	2	2001	1

TABLE 4

SAMPLE OF SUBJECTS IN NINE JUNIOR HIGH SCHOOLS

Junior High School	Male	Female	Total
1	123	132	255
2	122	107	229
3	223	173	396
4	58	58	116
5	150	142	292
6	120	106	226
7	112	87	199
8	122	101	223
9	142	147	289
Total	1,172	1,053	2,225

TABLE 5

SAMPLE OF SUBJECTS IN FIVE AGE GROUPS

Age Group	Male	Female	Total
11 year old	2	1	3
12 year old	494	556	1,050
13 year old	558	413	971
14 year old	109	78	187
15 year old	9	5	14
Total	1,172	1,053	2,225

TABLE 6

SAMPLE OF SUBJECTS IN SEVENTY-NINE HOMEROOM SECTIONS

Home-room	Male	Female	Total	Home-room	Male	Female	Total
1	11	15	26	41	15	15	30
2	18	13	31	42	15	13	28
3	13	17	30	43	16	15	31
4	15	17	32	44	16	14	30
5	14	15	29	45	13	13	26
6	13	16	29	46	16	15	31
7	14	11	25	47	17	12	29
8	14	15	29	48	18	15	33
9	11	13	24	49	15	16	31
10	18	12	30	50	17	15	32
11	11	16	27	51	17	15	32
12	16	13	29	52	17	16	33
13	11	14	25	53	19	14	33
14	19	12	31	54	17	15	32
15	13	14	27	55	18	8	26
16	15	14	29	56	14	15	29
17	19	12	31	57	17	12	29
18	17	9	26	58	16	12	28
19	18	10	28	59	19	11	30
20	10	17	27	60	17	10	27
21	14	12	26	61	11	19	30
22	17	7	24	62	18	14	32
23	15	10	25	63	14	14	28
24	14	13	27	64	16	9	25
25	13	14	27	65	14	10	24
26	13	16	29	66	17	11	28
27	17	11	28	67	16	15	31
28	15	9	24	68	13	12	25
29	15	10	25	69	14	16	30
30	14	11	25	70	14	16	30
31	16	12	28	71	14	14	28
32	15	12	27	72	13	15	28
33	12	13	25	73	15	13	28
34	12	11	23	74	15	14	29
35	16	9	25	75	14	16	30
36	9	13	22	76	15	16	31
37	9	12	21	77	15	14	29
38	15	13	28	78	13	13	26
39	12	17	29	79	14	16	30
40	15	15	30				
				Total	1,172	1,053	2,225

TABLE 7

ELEMENTARY SCHOOLS LAST ATTENDED BY THE SUBJECTS

Elementary School	Male	Female	Total
1	40	44	84
2	38	46	84
3	20	23	43
4	36	42	78
5	30	31	61
6	15	16	31
7	34	33	67
8	19	12	31
9	49	35	84
10	44	49	93
11	30	25	55
12	23	28	51
13	21	16	37
14	46	45	91
15	15	9	24
16	18	12	30
17	62	36	98
18	51	37	88
19	43	31	74
20	26	26	52
21	59	52	111
22	21	24	45
23	29	14	43
24	28	24	52
25	47	29	76
26	39	31	70
27	21	25	46
28	48	42	90
29	42	52	94
30	26	21	47
31	8	12	20
32	26	28	54
33[a]	118	103	221
Total	1,172	1,053	2,225

[a]Elementary school No. 33 includes the students that last attended an elementary school that was not included in the public school system where they attended junior high school.

APPENDIX B

TABLE 8

NUMBER OF RESPONSES TO EACH STATEMENT IN STUDENT QUESTIONNAIRE BY SEX

State-ment:	Girls		Boys		Total	
	Yes	No	Yes	No	Yes	No
1.	917	136	920	252	1,837	388
2.	825	228	823	349	1,648	577
3.	743	310	728	444	1,471	754
4.	755	298	765	407	1,520	705
5.	879	174	964	208	1,843	382
6.	937	116	1,012	160	1,949	276
7.	890	163	868	304	1,758	467
8.	864	189	856	316	1,720	505
9.	931	122	919	253	1,850	375
10.	1,006	47	1,052	120	2,058	167
11.	770	283	748	424	1,518	707
12.	730	323	776	396	1,506	719
13.	951	102	1,047	125	1,998	227
14.	962	91	1,041	131	2,003	222
15.	809	244	789	383	1,598	627
16.	973	80	985	187	1,958	267
17.	692	361	701	471	1,393	832
18.	737	316	751	421	1,488	737
19.	712	341	724	448	1,436	789
20.	504	549	542	630	1,046	1,179
21.	623	430	667	505	1,290	935
22.	597	456	656	516	1,253	972
23.	789	264	775	397	1,564	661
24.	681	372	680	492	1,361	864
25.	589	464	641	531	1,230	995
26.	594	459	657	515	1,251	974
27.	926	127	990	182	1,916	309
28.	903	150	987	185	1,890	335
29.	568	485	614	558	1,182	1,043
30.	534	519	620	552	1,154	1,071
31.	276	777	375	797	651	1,574
32.	845	208	872	300	1,717	508
33.	862	191	857	315	1,719	506
34.	636	417	645	527	1,281	944
35.	704	349	657	515	1,361	864
36.	692	361	676	496	1,368	857
37.	835	218	801	371	1,636	589
38.	966	87	1,002	170	1,968	257
39.	538	515	607	565	1,145	1,080
40.	567	486	628	544	1,195	1,030
41.	637	416	689	483	1,326	899

TABLE 8--Continued

State-ment:	Girls		Boys		Total	
	Yes	No	Yes	No	Yes	No
42.	644	409	732	440	1,376	849
43.	587	466	556	616	1,143	1,082
44.	775	278	775	397	1,550	675
45.	881	172	887	285	1,768	457
46.	979	74	1,055	117	2,034	191
Total	34,815	13,623	36,112	17,800	70,927	31,423

TABLE 9

CHI-SQUARE FOR PAIRED STATEMENTS
FOR TOTAL SCHOOL DISTRICT

State-ments:	Chi-Square	State-ments:	Chi-Square
1-2	60.44*	25-26	0.71
3-4	4.62**	27-28	1.75
5-6	22.03**	29-30	1.39
7-8	3.42	31-32	916.41**
9-10	110.93**	33-34	236.84*
11-12	0.19	35-36	0.10
13-14	0.07	37-38	196.82**
15-16	245.45**	39-40	2.09
17-18	18.53**	41-42	6.03**
19-20	166.77*	43-44	257.61**
21-22	2.94	45-46	209.33**
23-24	56.06*		

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 10

CHI-SQUARE FOR PAIRED STATEMENTS
FOR JUNIOR HIGH SCHOOLS

	Junior High School								
	1	2	3	4	5	6	7	8	9
	Number of Students								
Boys	123	122	223	58	150	120	112	122	142
Girls	132	107	173	58	142	106	87	101	147
Total	255	229	369	116	292	226	199	223	289
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	14.91*	0.96	15.55*	16.02*	3.13	3.00	7.04*	12.81*	10.92*
3-4	0.38	4.57**	0.08	4.84*	28.57**	9.98**	0.17	1.08	0.75
5-6	5.12**	0.49	16.64**	1.97	3.75	3.18	1.13	0.96	2.25
7-8	7.22*	0.02	0.00	0.04	0.02	0.85	1.12	6.23*	3.76
9-10	13.33**	12.75**	20.25**	1.80	17.81**	20.48**	18.93**	11.52**	2.07
11-12	23.51*	5.31*	0.36	0.19	6.86**	9.05**	1.42	0.06	1.85
13-14	0.00	0.44	1.03	1.12	1.00	1.48	0.20	0.04	0.00
15-16	32.97**	9.68**	48.00**	5.45**	36.00**	34.12**	22.72**	39.18**	24.89**
17-18	2.05	1.92	5.04**	0.75	26.04**	7.71**	2.79	1.04	0.02
19-20	56.90*	22.27*	36.65*	9.00*	3.70	2.27	19.75*	14.41*	25.27*
21-22	1.86	3.27	0.16	0.11	5.56*	0.11	0.20	0.81	0.92
23-24	36.96*	13.76*	10.66*	0.02	0.36	0.26	5.73*	5.23*	9.24*
25-26	13.12*	0.88	7.50**	1.72	1.53	0.92	1.60	2.40	0.50
27-28	0.60	0.24	0.13	14.08*	0.25	1.88	0.44	1.40	0.47
29-30	7.20*	9.65*	4.08**	1.45	0.39	0.20	1.33	1.28	1.00
31-32	82.47**	150.58**	121.95**	36.48**	145.58**	145.10**	65.69**	61.12**	115.75**

TABLE 10--Continued

	Junior High School								
	1	2	3	4	5	6	7	8	9
	Number of Students								
Boys	123	122	223	58	150	120	112	122	142
Girls	132	107	173	58	142	106	87	101	147
Total	255	229	369	116	292	226	199	223	289
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
33-34	46.40*	41.83*	55.51*	19.69*	3.95*	15.07*	17.75*	20.00*	27.77*
35-36	25.08*	0.02	0.53	0.90	3.94**	3.78	0.60	4.24**	3.31
37-38	17.05**	19.80**	42.67**	2.94	45.20**	32.66**	20.48**	18.96**	30.31**
39-40	0.10	1.15	17.03**	0.19	1.43	0.89	2.22	2.10	0.24
41-42	7.68*	0.28	5.18**	0.03	11.76**	2.50	0.11	0.90	2.57
43-44	0.66	28.47**	60.71**	21.33**	66.46**	27.56**	8.06**	38.62**	32.97**
45-46	27.12**	25.13**	33.98**	13.36**	39.00**	25.00**	8.53**	30.11**	13.50**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 11

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER ONE

	Homeroom Teacher Section								
	1	2	3	4	5	6	7	8	9
	Number of Students								
Boys	11	18	13	15	14	13	14	14	11
Girls	15	13	17	17	15	16	11	15	13
Total	26	31	30	32	29	29	25	29	24
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	2.66	0.00	3.00	2.00	2.27	4.50*	0.66	2.66	1.00
3-4	1.00	0.81	0.00	2.40	0.81	0.33	1.28	2.66	1.80
5-6	0.00	0.11	2.00	5.33**	2.66	1.00	0.14	3.00	0.33
7-8	1.00	1.60	1.80	0.50	2.66	4.00*	0.00	5.33*	1.00
9-10	2.00	5.00**	1.00	3.57	1.00	3.00	1.00	1.28	3.00
11-12	2.66	1.14	7.36*	0.06	0.81	10.00*	1.28	6.40*	2.66
13-14	0.00	0.00	0.33	0.06	0.20	0.14	0.00	1.28	0.00
15-16	3.00	6.40**	1.28	2.00	2.00	5.44**	5.44**	8.60**	1.80
17-18	6.00*	1.80	0.11	1.28	0.50	1.00	0.50	0.14	2.00
19-20	9.00*	6.25*	11.84*	0.25	3.57	10.71*	4.50*	8.33*	9.00*
21-22	0.14	3.87**	3.57	0.81	2.00	0.09	0.33	0.50	3.00
23-24	7.36*	2.27	18.00*	0.07	0.14	10.28*	6.40*	0.33	4.50*
25-26	0.00	3.00	1.14	1.33	2.77	1.00	6.00*	2.00	0.00
27-28	1.00	0.00	0.33	5.00**	0.00	1.80	0.50	1.80	1.00
29-30	0.11	0.00	0.81	1.60	1.00	3.60	2.27	0.14	2.00
31-32	9.00**	12.80**	4.00**	10.28**	7.14**	14.00**	12.25**	7.11**	6.40**

TABLE 11--Continued

	Homeroom Teacher Section								
	1	2	3	4	5	6	7	8	9
	Number of Students								
Boys	11	18	13	15	14	13	14	14	11
Girls	15	13	17	17	15	16	11	15	13
Total	26	31	30	32	29	29	25	29	24
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
33-34	8.06*	5.40*	15.21*	0.07	0.07	10.28*	7.36*	7.36*	3.57
35-36	3.57	0.14	11.00*	1.28	2.00	2.27	3.57	6.00*	0.33
37-38	1.00	4.45**	4.50*	1.60	5.44**	4.45**	2.00	0.66	9.00**
39-40	0.33	0.72	0.05	0.25	0.28	0.25	0.00	0.20	0.09
41-42	0.33	0.14	4.50*	0.14	1.00	5.00*	1.00	4.00*	0.20
43-44	0.66	0.66	0.00	2.00	2.66	0.06	2.66	2.77	1.00
45-46	2.00	2.00	7.00**	6.00**	1.00	1.80	3.00	0.00	5.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 12

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER TWO

	Homeroom Teacher Section							
	10	11	12	13	14	15	16	17
	Number of Students							
Boys	18	11	16	11	19	13	15	19
Girls	12	16	13	14	12	14	14	12
Total	30	27	29	25	31	27	29	31
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.66	1.00	1.28	0.20	0.20	2.00	0.50	2.00
3-4	1.28	1.00	0.00	0.33	2.77	7.00**	1.00	1.00
5-6	0.00	0.14	3.57	0.20	0.66	2.77	2.00	0.33
7-8	0.33	0.20	0.33	1.00	0.66	5.00*	1.28	4.00**
9-10	2.00	0.00	1.00	6.40**	3.00	6.00**	4.50**	0.00
11-12	0.07	1.00	5.33*	1.00	0.07	0.66	1.92	0.00
13-14	0.33	0.00	0.00	1.00	0.40	1.00	0.33	1.00
15-16	1.80	0.66	0.33	0.00	2.66	1.80	7.36**	0.66
17-18	0.81	0.00	0.50	2.66	3.57	0.00	0.81	2.66
19-20	6.40*	3.60	5.33*	2.00	3.00	0.11	12.00*	0.00
21-22	0.81	1.80	0.33	0.00	0.11	2.00	3.57	3.00
23-24	0.50	4.45*	6.25*	1.00	0.40	2.66	0.07	2.27
25-26	0.11	0.09	0.00	0.66	3.76	2.27	1.33	0.66
27-28	0.50	0.14	1.00	1.00	0.00	0.33	0.33	0.33
29-30	2.00	0.09	4.50*	1.00	0.33	1.00	2.66	1.33

TABLE 12--Continued

	Homeroom Teacher Section							
	10	11	12	13	14	15	16	17
	Number of Students							
Boys	18	11	16	11	19	13	15	19
Girls	12	16	13	14	12	14	14	12
Total	30	27	29	25	31	27	29	31
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
31-32	15.69**	21.00**	10.88**	15.21**	25.00**	18.00**	23.00**	23.00**
33-34	11.00*	0.00	8.33*	3.60	10.88*	5.40*	5.33*	3.26
35-36	0.33	1.00	5.00*	1.00	0.11	0.20	6.00**	0.14
37-38	0.20	9.00**	0.20	8.00**	1.00	2.66	6.00**	1.28
39-40	1.92	1.14	1.00	0.07	0.33	0.28	0.81	0.33
41-42	0.14	0.09	1.28	0.00	2.00	1.00	0.20	0.50
43-44	1.28	1.28	3.57	7.00**	10.00**	1.33	5.44**	2.77
45-46	1.00	1.00	1.00	9.00**	3.57	5.00**	4.50**	1.88

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 13

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER THREE

	Homeroom Teacher Section						
	18	19	20	21	22	23	24
Boys	17	18	10	14	17	15	14
Girls	9	10	17	12	7	10	13
Total	26	20	27	26	24	25	27
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	2.77	10.28**	0.90	1.28	1.00	2.00	1.33
3-4	1.28	1.33	2.66	1.80	1.00	0.20	0.50
5-6	3.57	1.28	3.57	0.20	1.28	1.00	2.66
7-8	0.66	4.50*	0.33	0.66	1.80	0.14	5.00**
9-10	0.00	0.20	4.50**	1.00	0.14	2.00	6.00**
11-12	1.33	1.33	0.00	0.00	0.07	3.00	0.14
13-14	0.66	1.88	0.33	1.00	1.00	0.11	0.33
15-16	0.40	10.00**	0.33	7.00**	1.00	6.00**	4.50**
17-18	0.14	0.33	0.33	0.33	2.66	1.60	4.50**
19-20	3.76	2.27	2.27	5.40*	9.30*	2.57	0.40
21-22	0.00	5.00*	0.00	0.14	0.20	6.00**	0.00
23-24	5.33*	1.92	1.60	0.50	2.77	0.66	0.33
25-26	0.40	0.40	0.00	1.28	0.40	0.14	0.20
27-28	1.00	0.66	0.00	0.33	1.80	1.80	1.00
29-30	2.00	0.00	0.00	0.66	0.20	1.28	8.00**
31-32	6.25**	7.11**	12.00**	6.40**	10.28**	2.00	8.06**
33-34	3.76	8.06*	3.57	3.60	9.30*	2.27	3.00
35-36	0.14	0.66	3.00	1.00	0.66	0.20	1.80
37-38	0.00	1.60	3.57	2.66	0.20	7.00**	3.57
39-40	4.76**	3.26	1.00	0.09	0.88	0.07	1.66
41-42	0.11	1.60	0.33	1.80	0.66	0.14	0.33
43-44	1.00	11.00**	4.00**	6.00**	6.40**	2.27	2.77
45-46	0.50	2.00	1.80	3.00	5.00**	0.00	5.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 13--Continued Horizontally

Homeroom Teacher Section							
25	26	27	28	29	30	31	32
Number of Students							
13	13	17	15	15	14	16	15
14	16	11	9	10	11	12	12
27	29	28	28	25	25	31	27
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
0.14	1.00	0.33	0.11	2.77	0.11	0.14	0.11
0.00	0.11	0.00	4.50**	0.14	0.20	0.20	0.40
6.40**	3.60	0.40	0.50	1.80	5.00**	0.33	3.57
3.00	1.00	1.80	0.20	0.20	1.00	0.00	1.28
0.20	0.50	5.00**	3.00	2.66	3.57	4.50**	4.00**
0.14	0.00	8.00**	0.33	1.60	0.11	0.00	0.14
0.00	0.33	0.33	0.33	0.00	1.00	0.33	0.00
3.00	7.36**	0.66	4.50**	5.00**	3.60	0.66	2.66
1.00	0.50	3.57	0.14	0.66	5.00**	0.20	1.80
1.92	1.60	0.69	2.27	0.40	0.00	5.33*	5.40*
0.66	1.00	1.33	0.14	0.00	1.80	0.66	0.00
0.50	0.09	0.00	1.00	0.40	0.50	0.33	2.57
1.00	3.57	0.09	2.66	0.66	0.14	0.40	3.57
3.00	0.14	0.14	0.33	0.00	0.20	2.00	0.33
2.00	2.00	0.66	0.14	0.33	3.00	2.00	0.11
4.45**	13.00**	13.00**	9.34**	7.36**	4.57**	11.00**	11.84**
7.36*	3.60	0.11	3.00	4.50*	0.00	8.33*	4.45*
0.14	0.66	0.50	0.33	1.80	1.00	0.40	0.14
6.00*	0.66	4.50**	1.00	3.57	10.00**	3.57	1.80
0.25	2.88	2.33	1.47	0.07	1.14	0.60	1.66
0.00	0.00	0.20	0.20	0.33	1.00	4.50**	3.57
5.00**	4.00**	7.00**	4.50**	2.77	3.57	9.30**	6.00**
2.00	3.00	6.00**	1.00	2.00	4.00**	2.66	0.00

TABLE 14

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHCOL NUMBER FOUR

	Homeroom Teacher Section				
	33	34	35	36	37
Boys	12	12	16	9	9
Girls	13	11	9	13	12
Total	25	23	25	22	21
Statements:	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.81	1.80	2.66	4.50*	9.00*
3-4	3.60	0.00	0.20	1.00	0.66
5-6	0.40	0.00	0.09	1.28	1.18
7-8	0.11	0.50	0.20	1.00	0.00
9-10	0.66	1.00	0.20	0.33	0.00
11-12	0.40	0.40	3.60	1.92	1.00
13-14	0.00	0.00	2.00	0.20	0.14
15-16	0.50	6.40**	2.66	0.33	1.00
17-18	0.20	0.50	0.14	0.00	1.80
19-20	5.40*	0.00	4.57*	0.33	2.77
21-22	3.76	4.50**	0.66	0.00	0.33
23-24	0.07	0.00	0.40	0.11	0.20
25-26	0.33	1.00	8.33**	1.28	1.28
27-28	3.00	2.00	0.40	3.60	8.00*
29-30	2.00	0.40	0.81	2.00	1.28
31-32	4.45**	8.06**	16.00**	2.00	8.00**
33-34	5.33*	2.57	1.80	4.45*	6.40*
35-36	0.40	2.00	0.09	0.11	0.00
37-38	0.40	2.77	0.33	0.20	3.57
39-40	0.00	0.11	7.36**	1.28	2.00
41-42	0.81	0.00	0.00	0.66	0.00
43-44	3.00	6.40**	1.28	4.45**	8.00**
45-46	1.60	5.00**	0.50	5.00**	5.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 15

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER FIVE

	Homeroom Teacher Section			
	38	39	40	41
	Number of Students			
Boys	15	12	15	15
Girls	13	17	15	15
Total	28	29	30	30
Statements:	χ^2	χ^2	χ^2	χ^2
1-2	0.00	0.66	2.00	1.00
3-4	7.00**	1.80	0.20	5.00**
5-6	3.57	0.00	1.00	3.00
7-8	0.00	0.00	1.00	0.33
9-10	0.00	0.00	0.00	5.00**
11-12	1.33	0.00	1.00	1.00
13-14	0.00	0.00	0.00	0.00
15-16	7.00**	1.00	6.00**	9.00**
17-18	0.00	4.50**	2.66	1.00
19-20	2.27	5.40*	0.28	0.40
21-22	2.66	1.00	1.00	4.00*
23-24	0.20	0.20	0.11	0.20
25-26	0.07	0.66	0.66	0.20
27-28	0.33	0.33	2.00	0.33
29-30	0.66	0.00	0.66	0.20
31-32	14.72**	9.94**	19.00**	15.21**
33-34	0.50	7.00*	0.20	0.69
35-36	0.20	0.00	1.00	0.33
37-38	6.40**	6.00**	4.00**	0.66
39-40	5.00*	0.33	0.52	0.25
41-42	0.00	1.00	1.00	6.00**
43-44	9.00**	5.00**	8.00**	11.00**
45-46	4.00**	2.00	4.00**	5.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 15--Continued Horizontally

Homeroom Teacher Section					
42	43	44	45	46	47
Number of Students					
15	16	16	13	16	17
13	15	14	13	15	12
28	31	30	26	31	29
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
3.66	5.00**	2.77	1.00	3.14	0.00
2.66	5.00**	7.00**	1.80	0.20	2.66
0.33	0.50	0.00	0.00	2.66	0.14
1.00	1.00	1.00	1.00	0.66	0.33
5.00**	7.00**	3.00	2.66	4.00**	0.00
2.66	1.00	0.81	4.45**	0.81	0.20
0.00	0.00	0.00	0.00	4.00**	0.00
3.57	8.00**	6.00**	1.80	0.20	0.14
2.66	2.00	6.40**	5.44**	1.28	3.57
0.14	0.07	0.07	0.07	1.66	0.50
1.00	0.20	1.00	1.80	4.00*	2.66
0.14	0.81	0.00	0.66	0.14	0.50
0.07	1.33	0.66	1.80	1.80	0.50
0.00	0.66	0.20	0.33	0.00	0.00
2.66	0.11	0.33	3.57	1.00	0.50
10.88**	20.00**	13.23**	15.21**	14.22**	14.22**
1.00	0.00	0.09	0.14	1.28	1.60
0.00	2.66	1.80	1.60	0.14	0.20
5.44**	6.40**	1.80	4.50**	8.00**	4.45**
0.80	0.09	1.19	0.22	6.54*	0.04
0.33	0.33	0.00	1.80	7.00**	0.00
8.00**	9.00**	6.40**	1.80	1.00	9.00**
7.00**	5.00**	4.00**	3.00	2.00	3.00

TABLE 16

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER SIX

	Homeroom Teacher Section						
	48	49	50	51	52	53	54
	Number of Students						
Boys	18	15	17	17	17	19	17
Girls	15	16	15	15	16	14	15
Total	33	31	32	32	33	33	32
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.00	2.66	0.33	1.28	1.00	4.50*	1.26
3-4	3.60	2.66	3.00	0.50	3.60	0.40	2.66
5-6	0.11	0.14	4.00**	0.40	2.00	0.90	0.00
7-8	0.09	0.00	2.00	1.80	1.00	0.00	0.00
9-10	1.28	1.80	4.45**	7.00**	1.80	3.57	2.00
11-12	3.76	0.00	3.60	0.09	2.00	2.00	1.00
13-14	0.20	1.80	0.33	0.20	0.20	1.00	0.66
15-16	13.00**	1.60	5.44**	5.44**	6.00**	5.00**	1.60
17-18	0.20	2.00	2.66	3.57	5.28*	3.00	0.00
19-20	1.00	0.50	0.11	1.33	0.33	1.92	1.00
21-22	0.33	1.00	0.20	1.00	0.14	2.00	2.66
23-24	3.00	0.66	1.80	0.00	0.14	2.00	0.40
25-26	1.28	0.66	0.14	0.09	2.00	0.14	1.28
27-28	0.33	0.20	0.20	0.66	3.00	2.00	0.00
29-30	2.77	1.80	1.00	2.66	1.80	0.14	1.00

TABLE 16--Continued

	Homeroom Teacher Section						
	48	49	50	51	52	53	54
	Number of Students						
Boys	18	15	17	17	17	19	17
Girls	15	16	15	15	16	14	15
Total	33	31	32	32	33	33	32
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
31-32	26.00**	15.21**	21.00**	24.00**	19.00**	25.00**	15.21**
33-34	3.60	7.00*	2.00	0.50	1.60	2.66	1.00
35-36	2.77	2.00	1.80	1.00	0.14	1.28	1.00
37-38	2.66	2.66	8.00**	8.00**	3.57	3.00	7.00**
39-40	0.47	0.60	0.47	0.72	1.33	1.33	0.69
41-42	0.66	5.00**	0.20	1.00	0.14	2.00	0.20
43-44	4.45**	4.50**	2.77	9.00**	1.00	2.00	6.40**
45-46	5.00**	5.00**	1.80	5.00**	4.00**	2.66	2.66

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 17

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER SEVEN

	Homeroom Teacher Section						
	55	56	57	58	59	60	61
	Number of Students						
Boys	18	14	17	16	19	17	11
Girls	8	15	12	12	11	10	19
Total	26	29	29	28	30	27	30
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.20	0.20	0.00	7.00*	4.50*	0.50	2.77
3-4	0.14	1.00	0.66	0.66	0.14	0.11	1.33
5-6	0.20	1.00	0.00	0.00	0.20	1.00	3.57
7-8	0.00	0.00	1.00	0.00	0.00	0.00	4.00**
9-10	0.20	6.00**	2.00	3.00	1.00	4.50**	5.00**
11-12	1.28	2.57	1.28	0.00	0.40	1.92	4.45**
13-14	3.00	0.00	0.00	0.33	0.00	3.00	1.00
15-16	5.00**	10.00**	4.00**	3.00	0.20	2.66	1.00
17-18	0.00	2.66	0.00	0.20	0.33	0.20	6.00**
19-20	2.00	2.57	1.80	2.27	1.66	3.00	7.11*
21-22	0.66	0.00	4.50*	1.28	0.14	1.00	0.20
23-24	0.66	1.33	1.60	7.00*	0.66	5.40*	1.28
25-26	0.33	1.00	0.66	1.00	1.60	1.60	0.00
27-28	0.66	0.20	0.20	0.00	1.00	0.14	0.14
29-30	0.00	0.14	0.40	1.28	5.00*	0.50	0.14
31-32	3.60	15.00**	7.14**	7.36**	12.25**	12.25**	9.30**

TABLE 17--Continued

	Homeroom Teacher Section						
	55	56	57	58	59	60	61
	Number of Students						
Boys	18	14	17	16	19	17	11
Girls	8	15	12	12	11	10	19
Total	26	29	29	28	30	27	30
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
33-34	1.60	0.81	2.66	2.66	2.57	9.30*	1.00
35-36	0.66	1.60	2.66	1.80	1.80	0.00	0.14
37-38	0.20	4.50**	0.66	1.00	4.50**	3.57	8.33**
39-40	6.23*	2.57	4.57*	0.40	0.33	0.07	3.00
41-42	1.80	1.28	0.20	4.00**	1.28	2.00	0.00
43-44	1.00	0.00	4.00**	0.82	0.66	1.60	3.60
45-46	0.33	0.66	0.00	5.44**	4.00**	2.00	1.00

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 18

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER EIGHT

	Homeroom Teacher Section							
	62	63	64	65	66	67	68	69
	Number of Students							
Boys	18	14	16	14	17	16	13	14
Girls	14	14	9	10	11	15	12	16
Total	32	28	25	24	28	31	25	30
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.09	3.57	1.00	0.20	2.57	10.00*	1.33	1.28
3-4	0.11	0.00	1.28	0.20	3.57	0.20	0.20	0.33
5-6	0.00	0.14	0.20	1.28	3.57	0.50	0.14	0.00
7-8	0.66	0.20	0.14	0.50	4.50*	2.00	0.66	1.00
9-10	1.80	5.00**	4.00**	0.66	0.14	2.00	0.33	4.00**
11-12	0.14	1.80	0.11	2.27	2.27	1.28	1.00	0.33
13-14	0.00	0.14	0.33	1.00	0.00	0.20	0.50	3.00
15-16	6.00**	5.44**	2.00	8.00**	8.00**	3.00	6.40**	2.00
17-18	0.50	3.60	0.00	0.00	0.20	0.00	2.00	1.00
19-20	0.33	4.00*	1.92	0.00	3.57	5.40*	2.57	2.66
21-22	1.00	1.00	1.80	0.20	0.00	0.00	0.20	4.00*
23-24	0.33	2.77	0.11	1.00	0.13	0.81	2.00	0.00
25-26	2.66	1.00	1.80	0.14	1.92	1.28	4.00*	1.00
27-28	1.28	0.33	1.00	0.14	0.33	2.66	1.00	1.00
29-30	0.00	0.00	0.11	2.66	1.00	2.66	0.66	0.33
31-32	5.40**	4.50**	9.30**	12.25**	4.50**	6.23**	12.00**	8.33**

TABLE 18--Continued

	Homeroom Teacher Section							
	62	63	64	65	66	67	68	69
	Number of Students							
Boys	18	14	16	14	17	16	13	14
Girls	14	14	9	10	11	15	12	16
Total	32	28	25	24	28	31	25	30
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
33-34	0.00	3.60	3.00	0.09	2.77	5.44*	8.00*	4.45*
35-36	2.77	0.00	1.60	3.57	0.00	0.14	0.00	1.00
37-38	3.60	5.00**	5.44**	3.57	1.00	0.00	5.44**	0.00
39-40	0.60	0.47	7.20**	5.40*	0.25	0.47	2.88	0.81
41-42	2.00	0.20	1.80	0.00	0.14	0.66	0.00	0.33
43-44	8.06**	10.00**	5.33**	6.00**	3.57	1.00	2.77	3.57
45-46	4.00**	6.00**	7.00**	2.00	2.00	0.33	5.00**	5.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 19

CHI-SQUARE FOR PAIRED STATEMENTS FOR HOMEROOM TEACHER SECTIONS IN JUNIOR HIGH SCHOOL NUMBER NINE

	Homeroom Teacher Section			
	70	71	72	73
	Number of Students			
Boys	14	14	13	15
Girls	16	14	15	13
Total	30	28	28	28
Statements:	χ^2	χ^2	χ^2	χ^2
1-2	1.28	0.20	1.00	2.27
3-4	0.14	0.00	1.00	0.50
5-6	1.00	0.81	0.20	2.00
7-8	1.28	2.00	3.57	2.00
9-10	0.00	1.80	1.00	4.00**
11-12	0.00	0.40	0.11	3.60
13-14	0.20	0.33	0.00	0.33
15-16	5.00**	2.66	1.00	9.00**
17-18	0.14	1.00	0.33	0.66
19-20	2.57	2.66	5.40*	10.00**
21-22	4.00**	0.66	0.14	0.00
23-24	5.44*	1.33	3.60	0.09
25-26	0.14	0.14	0.20	1.28
27-28	0.40	1.00	0.40	0.00
29-30	1.80	0.50	0.11	0.00
31-32	15.21**	17.00**	13.00**	12.25**
33-34	4.50*	1.60	1.92	5.33*
35-36	1.80	0.00	1.28	0.00
37-38	8.00**	4.00**	0.20	4.45**
39-40	0.69	0.00	0.52	2.00
41-42	0.00	5.00**	0.20	3.57
43-44	9.30**	1.28	0.00	1.00
45-46	4.00**	0.00	3.00	4.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 19--Continued Horizontally

Homeroom Teacher Section					
74	75	76	77	78	79
Number of Students					
15	14	15	15	13	14
14	16	16	14	13	16
29	30	31	29	26	30
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
1.80	1.00	3.57	0.11	4.50*	0.14
1.00	0.14	2.66	0.40	1.00	0.14
0.40	1.80	0.14	2.77	0.00	0.20
0.33	0.50	1.80	1.28	0.33	2.00
1.80	4.00*	0.00	0.00	1.00	3.00
1.80	0.40	0.11	1.33	0.66	0.66
1.00	0.33	0.20	2.66	0.66	1.88
0.33	0.14	5.00**	3.57	4.00**	0.20
0.00	3.00	1.00	0.00	0.33	3.00
1.28	2.00	4.57*	0.00	1.00	2.00
0.00	1.80	0.66	0.50	0.00	0.20
0.40	0.14	0.00	1.60	0.00	2.00
0.00	0.11	0.40	0.11	3.57	1.80
0.20	0.00	5.00*	0.33	0.20	1.00
0.00	0.14	0.66	0.11	2.00	1.00
12.25**	8.33**	12.00**	13.53**	2.77	11.26**
2.66	0.14	10.00**	1.60	2.66	2.00
4.00**	0.33	0.50	8.00**	2.00	0.00
1.00	3.00	2.77	10.00**	0.00	3.57
0.69	0.07	0.60	0.25	0.40	0.06
3.00	3.00	0.33	1.28	4.00**	0.00
6.40**	4.00**	1.00	4.50**	2.77	10.00**
2.00	1.00	2.00	1.00	2.00	2.00

TABLE 20

CHI-SQUARE FOR PAIRED STATEMENTS FOR ELEMENTARY SCHOOLS ONE THROUGH ELEVEN

	Elementary School				
	1	2	3	4	5
	Number of Students				
Boys	40	38	20	36	30
Girls	44	46	23	42	31
Total	84	84	43	78	61
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	0.22	1.28	9.30*	3.85*	0.00
3-4	0.16	12.25**	1.66	0.04	0.00
5-6	0.25	5.33**	0.07	0.69	2.88
7-8	0.09	1.92	9.00*	3.20	1.60
9-10	13.00**	3.60	6.40**	4.00**	0.66
11-12	0.00	1.50	11.26*	8.00*	2.33
13-14	1.00	0.66	1.60	0.00	0.50
15-16	7.36**	9.00**	4.45**	16.66**	2.77
17-18	4.45**	7.53**	0.00	0.47	1.33
19-20	9.14*	0.00	16.00*	16.02*	2.13
21-22	0.25	0.81	4.57*	3.20	2.77
23-24	0.00	0.80	11.26*	18.93*	0.50
25-26	2.57	0.42	1.33	2.33	0.81
27-28	0.11	0.00	0.66	0.81	0.11
29-30	2.25	1.19	2.00	0.88	0.40
31-32	42.08**	64.05**	13.76**	35.76**	25.13**
33-34	9.84*	0.04	19.00*	17.85*	0.52
35-36	2.33	1.92	4.45*	2.33	2.00
37-38	20.57**	22.15**	3.76	8.00**	5.44**
39-40	1.77	0.38	0.05	0.25	0.75
41-42	0.07	11.00**	0.50	2.66	0.00
43-44	3.24	20.16**	0.11	1.80	10.88**
45-46	4.45**	12.00**	2.66	11.00**	2.00

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 20--Continued Horizontally

Elementary School					
6	7	8	9	10	11
Number of Students					
15	34	12	49	44	30
16	33	19	35	49	25
31	67	31	84	93	55
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
9.30*	1.00	5.44*	5.26*	17.85*	4.26*
0.00	0.81	1.00	0.00	6.36*	0.81
0.00	0.40	0.11	0.42	1.12	6.25**
1.28	0.00	0.11	0.05	0.00	0.40
0.33	6.40**	1.00	2.57	0.52	3.76
2.77	0.66	0.50	0.00	0.23	3.85**
1.80	0.20	0.50	2.57	0.16	1.00
0.00	8.33**	0.09	14.22**	3.52	9.94**
0.00	0.69	0.00	2.25	2.46	2.57
7.14*	3.52	7.20**	3.57	9.38*	2.90
4.50**	0.33	0.81	1.92	0.33	0.28
2.77	0.22	1.92	0.66	0.03	1.19
2.00	1.92	1.14	0.42	0.94	0.05
1.80	0.09	0.14	0.69	9.75*	1.33
0.60	0.40	0.50	0.28	4.56**	0.28
13.00**	21.77**	2.77	24.50**	27.00**	21.55**
4.57*	0.72	10.88*	3.00	22.34*	3.85*
0.00	0.60	0.40	0.60	0.25	0.28
3.57	5.00**	3.57	9.80**	2.79	5.40**
0.47	0.31	12.46**	0.32	0.02	0.11
0.20	1.47	1.00	1.14	0.04	0.00
9.00**	7.11**	0.00	23.00**	14.29**	12.80**
8.00**	9.00**	0.33	16.00**	14.28**	6.40**

TABLE 21

CHI-SQUARE FOR PAIRED STATEMENTS FOR ELEMENTARY SCHOOLS TWELVE THROUGH TWENTY-TWO

	Elementary School				
	12	13	14	15	16
	Number of Students				
Boys	23	21	46	15	18
Girls	28	16	45	9	12
Total	51	37	91	24	30
State-ments:	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	11.84*	0.50	0.07	0.09	1.00
3-4	0.69	2.27	1.00	2.00	0.66
5-6	0.04	0.07	2.88	0.14	0.14
7-8	0.81	0.50	0.07	0.14	2.66
9-10	7.11**	2.77	16.20**	6.00**	0.00
11-12	0.22	0.09	1.00	0.11	0.81
13-14	0.69	0.00	0.20	0.04	0.20
15-16	15.21**	7.36**	16.66**	3.00	3.57
17-18	5.33**	0.00	2.25	0.00	2.00
19-20	3.00	1.00	16.13*	0.76	1.28
21-22	2.27	0.00	0.00	1.28	0.66
23-24	0.47	1.92	7.75*	0.00	0.11
25-26	1.47	0.81	0.80	1.28	0.00
27-28	0.09	0.00	0.00	0.20	0.00
29-30	1.00	0.11	0.25	0.33	0.00
31-32	35.10**	12.80**	41.32**	9.00**	14.00**
33-34	8.89*	2.57	8.75*	1.00	2.66
35-36	3.00	0.66	1.33	0.81	0.20
37-38	3.26	1.60	9.94**	3.57	6.00**
39-40	0.16	0.39	0.02	3.26	0.00
41-42	0.06	3.57	6.40**	0.00	1.00
43-44	1.00	3.60	24.14**	5.44**	2.27
45-46	9.00**	6.00**	9.94**	2.00	2.00

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 21--Continued Horizontally

Elementary School					
17	18	19	20	21	22
Number of Students					
62	51	43	26	59	21
36	37	31	26	52	24
98	88	74	52	111	45
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
0.13	2.00	0.05	0.05	1.80	12.25*
3.57	5.55**	4.54**	0.00	8.33**	3.55
2.33	1.47	0.06	1.14	0.05	2.00
0.00	0.00	4.57**	0.20	0.69	8.33*
7.20**	5.40**	6.54**	3.00	7.11**	0.50
0.25	10.52**	1.38	0.25	1.68	1.60
1.28	5.00**	0.40	0.14	0.00	0.40
9.14**	14.72**	2.88	9.80**	20.16**	9.30**
0.15	4.76**	1.80	0.07	6.12**	0.50
9.52*	0.11	7.11*	4.16*	4.45*	12.25*
2.61	6.25*	0.52	0.00	0.69	0.00
0.02	2.57	6.00*	0.47	0.11	2.88
0.61	0.61	0.03	0.69	5.82**	0.00
0.06	3.60	0.00	0.09	0.28	9.00*
0.04	0.20	0.33	0.04	2.90	0.33
35.85**	41.14**	51.07**	8.90**	65.21**	20.16**
7.52*	0.04	14.28*	3.55	6.40*	12.25*
0.14	2.88	0.80	0.52	0.04	1.00
15.20**	12.44**	12.46**	7.14**	15.38**	0.40
0.00	0.16	1.33	3.57	0.01	0.33
0.47	3.76	0.05	1.00	2.00	0.40
17.19**	13.23**	18.61**	9.80**	25.48**	6.25**
10.00**	14.00**	12.00**	4.00**	14.72**	2.00

TABLE 22

CHI-SQUARE FOR PAIRED STATEMENTS FOR ELEMENTARY SCHOOLS TWENTY-THREE THROUGH THIRTY-TWO

	Elementary School			
	23	24	25	26
	Number of Students			
Boys	29	28	47	39
Girls	14	24	29	31
Total	43	52	76	70
Statements:	χ^2	χ^2	χ^2	χ^2
1-2	13.40*	5.55*	1.66	0.66
3-4	2.25	10.28*	11.63**	0.00
5-6	6.40**	1.14	8.33**	0.07
7-8	0.60	1.14	1.92	0.60
9-10	0.81	0.66	13.00**	1.14
11-12	1.92	0.47	17.64**	1.00
13-14	0.47	0.66	1.60	0.14
15-16	1.60	2.27	8.00**	8.06**
17-18	0.11	1.92	3.26	2.77
19-20	3.52	0.39	1.68	9.80*
21-22	1.33	0.09	2.66	1.92
23-24	5.00*	1.31	2.25	5.76*
25-26	5.55**	1.92	7.11**	2.27
27-28	0.14	0.81	6.33**	0.50
29-30	6.25**	0.00	0.00	0.69
31-32	2.57	8.90**	47.29**	42.00**
33-34	14.72*	3.52	0.00	9.00*
35-36	0.40	0.14	3.00	0.09
37-38	4.45**	1.00	17.00**	3.26
39-40	9.96**	0.04	0.02	0.64
41-42	0.60	0.14	2.77	0.33
43-44	2.57	2.00	18.61**	7.14**
45-46	4.50**	0.14	11.00**	4.45**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 22--Continued Horizontally

Elementary School					
27	28	29	30	31	32
Number of Students					
21	48	42	26	8	26
25	42	52	21	12	28
46	90	94	47	20	54
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
0.04	0.52	0.80	3.60	4.50*	0.00
0.07	11.26**	0.42	0.00	0.00	0.81
5.40**	1.80	14.72**	1.60	0.20	3.57
0.11	0.40	4.76*	0.66	0.66	0.09
2.77	11.84**	1.00	9.00**	0.00	1.28
1.31	0.92	1.38	1.47	2.66	5.33*
0.14	0.69	0.33	0.20	0.00	4.00*
7.36**	2.13	11.00**	6.23**	1.00	7.00**
0.50	1.96	0.52	0.20	0.66	3.00
0.88	7.75*	7.75*	8.04*	6.23*	17.64*
0.09	1.47	2.00	0.40	1.00	0.33
0.52	4.80*	5.82*	3.55	7.36*	8.04*
0.28	0.72	1.31	0.25	0.66	7.11*
6.40**	0.09	2.25	0.11	0.33	1.28
0.06	2.61	0.00	0.07	0.14	8.04*
9.78**	71.00**	48.07**	15.21**	4.45**	19.59**
5.40	15.68*	18.24*	1.66	9.00*	7.53*
0.07	0.60	3.76	1.00	0.20	5.40*
9.30**	8.06**	19.00**	4.50**	0.20	5.00**
8.90**	4.12*	3.42	0.16	6.23**	0.42
3.00	0.47	4.45**	1.33	0.14	0.00
10.28**	7.75**	9.14**	7.14**	4.00*	0.40
3.57	7.14	3.57	2.66	0.00	5.00**

TABLE 23

CHI-SQUARE FOR PAIRED STATEMENTS FOR STUDENTS THAT COMPLETED ELEMENTARY SCHOOL IN A SCHOOL SYSTEM OTHER THAN WHERE THEY ATTEND JUNIOR HIGH

Number of Students	Boys 118	Girls 103	Total 221
Statements:	Chi-Square	Statements:	Chi-Square
1-2	23.40*	25-26	0.06
3-4	4.92*	25-28	0.66
5-6	0.28	29-30	3.31
7-8	3.59	31-32	41.88**
9-10	0.50	33-34	38.22*
11-12	0.84	35-36	4.26*
13-14	0.58	37-38	1.72
15-16	26.68**	39-40	0.46
17-18	2.37	41-42	0.20
19-20	24.25*	43-44	10.37**
21-22	0.01	45-46	11.76**
23-24	16.05*		

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 24

CHI-SQUARE FOR PAIRED STATEMENTS FOR MALE STUDENTS' GROUP AND FEMALE STUDENTS' GROUP

Number of Students Statements:	Male Group 1,172 Chi-Square	Female Group 1,053 Chi-Square
1-2	27.11*	34.68*
3-4	4.51**	0.66
5-6	8.47**	14.13**
7-8	0.55	4.17*
9-10	72.20**	38.79**
11-12	1.80	5.22*
13-14	0.19	0.85
15-16	128.05**	117.96**
17-18	8.80**	9.97**
19-20	67.05*	103.50*
21-22	0.48	3.10
23-24	21.74*	36.45*
25-26	0.71	0.09
27-28	0.04	3.02
29-30	0.10	4.96*
31-32	413.75**	503.51**
33-34	100.32*	141.09*
35-36	1.41	0.63
37-38	118.47**	78.36**
39-40	0.67	1.54
41-42	7.25**	0.30
43-44	131.40**	127.13**
45-46	138.35**	71.67**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 25

CHI-SQUARE FOR PAIRED STATEMENTS FOR TOTAL STUDENTS THAT RESPONDED IN MALE TEACHERS' HOMEROOMS AND FEMALE TEACHERS' HOMEROOMS

	Number of Students	
Boys	262	910
Girls	210	843
Total	472	1,753

Statements:	Male Teachers Chi-Square	Female Teachers Chi-Square
1-2	12.03*	48.40*
3-4	3.00	2.33
5-6	3.43	18.68**
7-8	0.40	3.06
9-10	36.44**	76.25**
11-12	2.45	0.08
13-14	0.24	0.01
15-16	66.03**	180.47**
17-18	0.00	22.96**
19-20	23.83*	144.40*
21-22	0.15	4.65*
23-24	28.54*	31.80*
25-26	1.03	0.19
27-28	0.19	1.59
29-30	3.41	0.11
31-32	176.94**	739.67**
33-34	54.75*	182.12*
35-36	0.08	0.26
37-38	32.03*	165.68**
39-40	0.31	1.79
41-42	2.27	3.95**
43-44	42.45**	216.90**
45-46	45.20**	164.17**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 26

CHI-SQUARE FOR PAIRED STATEMENTS FOR STUDENTS' I.Q. GROUPS OF BELOW NORMAL, NORMAL, AND ABOVE NORMAL

	I.Q. Groups		
	Below Normal	Normal	Above Normal
	Number of Students		
Boys	130	897	145
Girls	95	846	112
Total	225	1,743	257
State-ments:	Chi-Square	Chi-Square	Chi-Square
1-2	28.58*	37.55*	0.22
3-4	6.89*	8.41**	2.45
5-6	1.65	18.84**	1.77
7-8	2.40	1.96	0.00
9-10	5.56**	89.65**	17.81**
11-12	0.63	0.49	0.05
13-14	2.96	0.26	7.11**
15-16	21.42**	197.75**	27.76**
17-18	4.24**	12.96**	1.78
19-20	20.64*	124.68*	22.00*
21-22	4.41**	5.81*	1.13
23-24	2.51	48.49*	5.88*
25-26	6.36**	0.01	0.07
27-28	5.73*	0.07	1.48
29-30	2.52	3.13	0.27
31-32	44.44**	749.33**	126.88**
33-34	34.77*	175.30*	28.49*
35-36	0.40	0.01	2.38
37-38	6.78**	168.23**	27.76**
39-40	24.20**	0.51	5.48*
41-42	3.65	2.68	0.80
43-44	15.78**	201.50**	43.84**
45-46	23.14**	155.20**	33.10**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 27

CHI-SQUARE FOR PAIRED STATEMENTS FOR STUDENTS IN FIVE HOMEROOM TEACHERS' AGE GROUPS

	Homeroom Teacher Age Group				
	21-30 years	31-40 years	41-50 years	51-60 years	over 60 years
	Number of Students				
Boys	492	236	277	142	25
Girls	452	213	217	142	29
Total	944	449	494	284	54
Statements:	χ^2	χ^2	χ^2	χ^2	χ^2
1-2	26.66*	16.00*	8.25*	6.20*	6.23*
3-4	1.73	0.16	3.44	0.73	0.50
5-6	23.14**	0.36	3.43	0.92	0.90
7-8	0.13	0.31	1.50	2.88	1.14
9-10	51.77**	17.32**	36.44**	3.93**	7.00**
11-12	0.15	1.10	0.01	3.52	0.09
13-14	0.56	0.42	0.22	0.36	0.09
15-16	122.34**	48.94**	53.57**	14.51**	8.33**
17-18	15.84**	0.46	15.38**	1.42	0.00
19-20	62.42*	42.63*	24.86*	29.27*	12.80*
21-22	0.11	1.94	1.41	1.18	0.09
23-24	25.81*	6.61*	1.72	26.04*	9.80*
25-26	0.88	0.11	0.35	0.00	0.69
27-28	0.01	4.74*	0.05	0.51	0.14
29-30	2.23	0.07	0.01	0.47	0.06
31-32	411.57**	173.05**	220.24**	99.22**	13.50**
33-34	88.76*	67.55*	41.76*	31.03*	11.56*

TABLE 27--Continued

	Homeroom Teacher Age Group				
	21-30 years	31-40 years	41-50 years	51-60 years	over 60 years
	Number of Students				
Boys	492	236	277	142	25
Girls	452	213	217	142	29
Total	944	449	494	284	54
Statements:	χ^2	χ^2	χ^2	χ^2	χ^2
35-36	1.29	1.00	7.75**	10.28*	2.27
37-38	94.41**	32.03**	64.92**	6.66**	5.44**
39-40	5.07**	0.48	0.55	0.01	0.03
41-42	1.42	2.13	4.84**	0.00	0.00
43-44	115.60**	64.00**	60.44**	16.90**	4.00**
45-46	83.31**	55.41**	47.08**	16.90**	8.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

TABLE 28

CHI-SQUARE FOR PAIRED STATEMENTS FOR STUDENTS IN FOUR HOMEROOM TEACHER TEACHING EXPERIENCE GROUPS

	Homeroom Teacher Teaching Experience Group			
	0-10 years	11-20 years	21-30 years	over 30 years
	Number of Students			
Boys	832	196	119	25
Girls	747	169	106	31
Total	1,579	365	225	56
Statements:	χ^2	χ^2	χ^2	χ^2
1-2	44.37*	15.36*	0.64	3.76
3-4	2.25	0.16	5.66**	0.14
5-6	18.47**	2.08	1.97	0.00
7-8	1.33	1.51	0.20	1.92
9-10	74.29**	25.80**	7.41**	6.00**
11-12	0.60	0.13	5.71*	2.00
13-14	0.60	0.01	0.67	1.28
15-16	185.11**	43.77**	13.52**	5.00**
17-18	27.12**	0.11	0.08	6.40*
19-20	111.07*	29.12*	17.48*	11.63*
21-22	2.48	0.01	0.38	2.27
23-24	23.73*	12.44*	23.82*	5.40*
25-26	1.07	1.77	1.28	0.69
27-28	3.19	0.25	0.24	1.80
29-30	0.30	0.69	1.24	0.00
31-32	680.98**	139.13**	80.03**	17.28**

TABLE 28--Continued

	Homeroom Teacher Teaching Experience Group			
	0-10 years	11-20 years	21-30 years	over 30 years
	Number of Students			
Boys	832	196	119	25
Girls	747	169	106	31
Total	1,579	365	225	56
Statements:	χ^2	χ^2	χ^2	χ^2
33-34	171.18*	30.03*	24.27*	12.46*
35-36	0.34	1.10	2.00	0.81
37-38	133.73**	56.09**	12.07**	0.04
39-40	2.89	0.52	1.03	0.04
41-42	7.78**	0.14	0.02	0.00
43-44	211.61**	33.33**	16.51**	0.69
45-46	149.46**	38.75**	15.11**	7.00**

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.

APPENDIX C

Ho 3

Home-room	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46
1.									*	*		*				**	*						
2.					**			**		*	**					**	*		**				
3.						*				*		*				**	*	*	*		*		**
4.			**											**		**							**
5.																**			**				
6.	*			*		*		**		*		*				**	*		**		*		
7.								**		*		*	*			**	*						
8.				*		*		**		*						**	*	*			*		
9.										*		*				**			**				**
10.										*						**	*						
11.												*				**			**				
12.						*				*		*			*	**	*	*					
13.					**											**			**			**	**
14.																**	*					**	
15.		**		*	**											**	*						**
16.					**			**		*						**	*	**	**			**	**
17.				**												**							
18.												*				**				**			
19.	**			*				**			*					**	*					**	
20.					**											**						**	
21.								**		*						**						**	
22.										*						**	*					**	**
23.								**			**								**				
24.				**	**			**	**						**	**							**
25.			**													**	*		*			**	
26.								**								**						**	
27.					**	**										**			**			**	**
28.		**						**								**						**	
29.								**								**	*						
30.			**						**							**			**				**
31.						**				*						**	*				**	**	

Fig. 1a.--Continued on next page

State-ments	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46
Home-room																							
32.					**					*						**	*					**	
33.										*						**	*						
34.								**			**					**						**	**
35.										*			**			**				**			
36.	*																*					**	**
37.	*													*		**	*					**	**
38.		**						**								**			**	*		**	**
39.									**	*						**	*		**			**	
40.								**								**			**			**	**
41.		**			**			**			*					**					**	**	**
42.					**											**			**			**	**
43.	**	**			**			**								**			**			**	**
44.		**						**	**							**						**	**
45.						**			**							**			**				
46.					**		**				*					**			**	*	**		
47.																**			**			**	
48.								**								**						**	**
49.																**	*				**	**	**
50.			**		**			**								**			**				
51.					**			**								**			**			**	**
52.								**	*							**							**
53.	*							**								**							
54.																**			**			**	
55.								**												*			
56.					**			**								**			**				
57.								**			*					**				*		**	
58.	*											*				**					**		**
59.	*														*	**			**				**
60.					**							*				**	*						
61.				**	**	**			**	*						**			**				

Fig. 1a.--Continued on next page

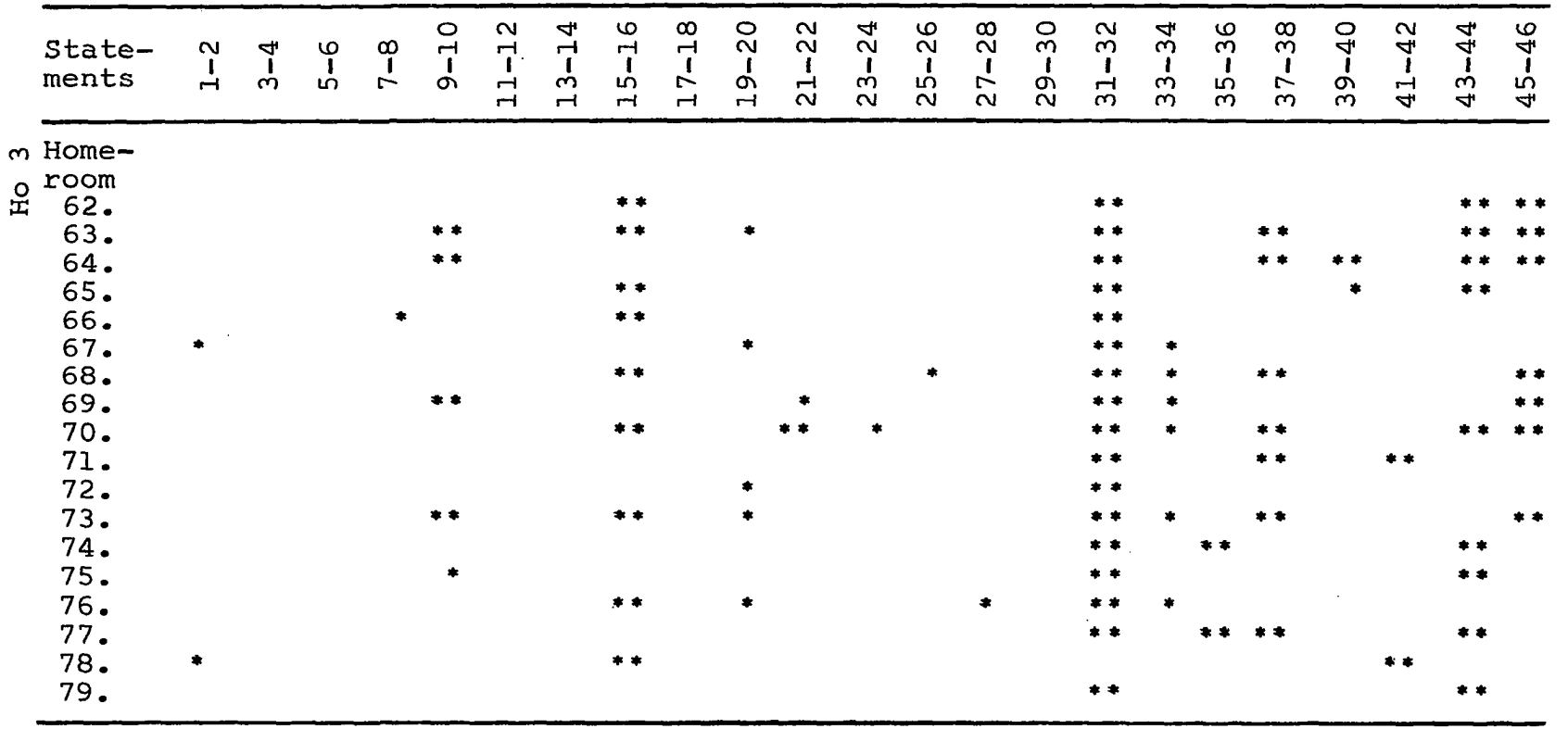

Fig. 1a.--Summary of statistically significant changes in seventh grade students' expressed attitudes toward their elementary and junior high schools by seventy-nine homeroom teacher sections.

*Significant beyond .05 level, positive toward elementary school.

**Significant beyond .05 level, positive toward junior high school.