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STUDYING KINDERGARTEN GOALS THROUGH THE DELPHI TECHNIQUE

The University of Oklahoma PH.D. 1982

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

STUDYING KINDERGARTEN GOALS THROUGH THE DELPHI TECHNIQUE

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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By

Nelta R. Smart

Norman, Oklahoma

1982

STUDYING KINDERGARTEN GOALS

THROUGH THE

DELPHI TECHNIQUE

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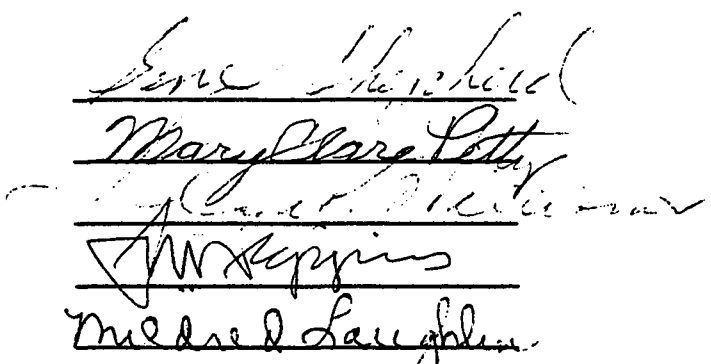

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CHAPTER I

INTRODUCTION

BACKGROUND OF THE STUDY

Friedrich Froebel (1781-1852) experimented in educating pre-school children in Blankenburg, Germany from 1837 to 1840.[1] His distaste for the rigid, uninteresting, unnatural methods of schooling of his era prompted him to seek not only a new type of education but also a new name. He sought a name that would, in itself, announce to the world that there was a better way to serve the needs of young children. After considering and rejecting many possible names, he coined the term "kindergarten." Literally translated, "kindergarten" means "children's garden." He compared the child to a growing flower, the school to a garden, and the teacher to the gardener who carefully planned environmental conditions to promote natural growth and development.

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[1]Ellis D. Evans, Contemporary Influences in Early Childhood education (New York: Holt, Rinehart and Winston, 1971, pp. 43-44.

Frost and Kissinger[2] described the Froebelian Kindergarten as consisting of several main areas of emphasis:

1. The gifts were sets of small objects which were manipulated in prescribed ways.
2. The occupations were the arts and crafts
3. The Mother's plays were songs and games.
4. The care of plants and animals was the final main area of emphasis.

Froebel based these activities on the child's level of maturity; and he encouraged freedom of movement and spontaneous play. His Goal was to serve the child physically, morally, and intellectually. It was Froebel's philosophy that children learned best through self-active processes.[3]

The kindergarten concepts and program of Froebel were brought virtually intact to the United States by teachers who believed in his methods.[4] Mrs. Carl Schurz established the first kindergarten in the United States in 1855. She had studied under Froebel in Germany before opening her kindergarten in her home in Watertown, Wisconsin. Her Kindergarten was a private school for her own children and their cousins; later other German speaking children were admitted to the school.

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[2]Joe L. Frost and Joan D. Kissinger, The Young Child and the Educative Process (New York: Holt, Rinehart and Winston, 1976), pp. 22-23.

[3]Patty Smith Hill, "Kindergarten," in The American Educator Encyclopedia, ed. Ellsworth D. Foster (Chicago: United Educators, 1935), p. 1949.

[4]Hill, "Kindergarten," p. 1949.

Elizabeth Peabody, sister-in-law of Horace Mann, established the first kindergarten for English speaking children in the United States.[5] It was a private school, established in Boston in 1860. Almost immediately after opening her kindergarten she realized that she was not sufficiently prepared for the task which she had undertaken. She went to Germany to visit kindergartens to master Froebel's ideas. After her return to the United States she spent much of her time popularizing Froebel's methods. She has been acclaimed as the major promoter of the kindergarten in the United States.

The First public school kindergarten in the United States was established in St. Louis, Missouri in 1873.[6] Susan E. Blow is credited with being the driving force behind this endeavor. Giving her support in her efforts was William T. Harris, superintendent of St. Louis schools and later the United States Commissioner of Education.

Several factors of the Froebel kindergarten made it vulnerable to attack by its critics. There was a tendency on the part of kindergarten teachers to formalize the methods of Froebel to such an extent that they became rigid. This, in turn, created teacher-centered, rather than child-centered, programs. Consequently, from its earliest days there have been conflicting philosophies among educators, as well as the general public, over what should constitute the goals of kindergarten.

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[5]Frost and Kissinger, The Young Child and the Educative Process, p. 23.

[6]Hill, "Kindergarten," p. 1950.

Statement of the Problem

The problem for this study was to suggest answers to:

1. Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals?
2. Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals?

Purpose of the Study

A vast amount of evidence has been accumulated to suggest that the experiences of the early years are critical for later development.[7] Although many individuals and institutions have sought to develop quality educational programs for young children, a noticeable lack of agreement concerning the goals toward which these programs should be directed still prevails. Many programs have been designed to enhance cognitive skills; others have been dedicated to affective development; some have stressed psychomotor skills; others have developed various combinations of emphasis in these areas. It was the purpose of this study, therefore

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[7] Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, 1964), p. 88.

1. To encourage and analyze a movement toward consensus of opinions concerning kindergarten goals.
2. To encourage and analyze a movement toward convergence of opinions concerning priorities among these goals.

Hypotheses to be Tested in the Study

Since research has suggested that consensus can often be gained through the Delphi Technique,[8] it may be concluded that some degree of consensus can be gained in the area of kindergarten goals.

Hypothesis I: A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis II: A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the select panel of kindergarten parents, kindergarten teachers and administrators between the first and final responses to questionnaires on kindergarten goals.

Definitions of Terms

For the purposes of the present study, the following definitions are offered:

Kindergarten - a class of young children (usually five to six years old) who are working on skills at the pre-first grade level.

Consensus - general agreement in matters of opinion.

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[8] F. R. Cypert and W. L. Gant, "The Delphi Technique: A Case Study" Phi Delta Kappan 52 (January, 1971), pp. 272-273.

Convergence - the act of converging and especially of moving toward union or uniformity.

Priority - assignment of rating, preference, or value.

Delphi Technique - according to Olaf Helmer, who led in the development of the Delphi Technique, this method is defined as a "systematic use of expert opinions."[9]

Goals - the ends toward which behaviors within programs are directed.

Administrators - building principals assigned to the 16 Midwest City-Del City Elementary Schools during the 1979-1980 school year.

Teachers - full day and half day teachers assigned to the 57 sections of kindergarten in the 16 Midwest City-Del City Elementary Schools.

Parents - parents and/or guardians of the 1,247 children enrolled in kindergarten in the Midwest City-Del City Elementary Schools.

Limitations of the Study

Certain limitations were placed upon the study. They included the following:

1. The participants in the study included the elementary administrators, kindergarten teachers, and parents or guardians selected at random from the 16 elementary schools in the Midwest City-Del City School System.

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[9] Ibid.

2. Private kindergarten parents, teachers, and administrators were not included in the study.
3. Generalizations of the findings of the study cannot be made beyond the represented sample and the geographic areas.
4. Each teacher was instructed to follow explicitly the instructions in identifying the random sample of parents. Any deviation from those instructions could have affected the validity of the parent sample.

Significance of the Study

Although the birth rate decreased in the last decade,[10] kindergarten enrollments continued to grow. According to the latest figures available, 2,595,000 children were enrolled in public (2,172,000) or private (423,000) kindergartens.[11]

The continued focus of interest in early childhood education in both general and professional literature has suggested that this area represented a major area of interest in the field of education. The concentration of interest in the early years seemed to have risen from several major forces: (1) the women's movement, (2) increased number of working mothers, (3) implications of recent research, (4) added demands on education resulting from the political race for excellence, (5) the civil rights movement, and (6) programs in compensatory education. With an ever-increasing number of children being affected by early education

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[10] Marquis Academic Media, Sourcebook of Equal Educational Opportunity, 1979-80 Edition (Chicago: Marquis Who's Who, 1980), p.8.

[11] Theodore B. Dolmastch, ed., Information Please Almanac - 1982 (New York: Simon and Schuster, 1981), p. 706.

programs, it has become vitally important to provide the best possible experiences.

Early childhood theoriticians and practitioners are being challenged to expand their programs to include a myriad of interests and areas of study. Variations which are implemented to meet the individual needs of children or groups of children are to be commended. Program innovations must, however, be evaluated on the basis of their contributions to or distraction from meeting the basic needs of young children. Meeting these basic needs are the goals of kindergarten programs. This study was one attempt to gain a more precise identification of these goals.

Organization of the Remainder of the Study

The remainder of this study is presented in four chapters. Chapter II contains the theoretical framework and review of literature related to general organizational goals as well as kindergarten goal concepts. It then explains the rationale concerning participants involved in educational goal formation. Finally, the principles underlying the Delphi Technique are presented, and studies which have used the Delphi Technique to identify educational goals are reviewed.

Chapter III describes the design of the study, the development of the instruments, the procedures for collecting data, and the statistical methods. Chapter IV presents the findings of the study. Chapter V discusses conclusions, implications, and recommendations for further study.

CHAPTER II

THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

Selections from the literature that have provided a rationale for the present study are reviewed in this chapter. The first section is concerned with theories dealing with goals; the second section is concerned with the question of participants involved in educational goal formation; and the third, and final, section pertains to the Delphi Technique.

The theoretical framework of organizational goals was based on the conceptual models of Parson, Etzioni, and Simon. The rationale for participants involved in educational goal formation was adapted from the works of Beauchamp, Morrison, Taba, Ragan and Shepherd. The principles underlying the Delphi Technique were taken from the works of Helmer and Uhl.

Organizational Goals

Parsons[1] maintained that an organization sets goals that may or may not be achieved; i.e., after a goal was reached, it became a part of the organization and, in effect, was no longer a goal. In other words an organizational goal was the state of affairs the organization was trying to reach. Parsons concluded that the central problem of

[1]Talcott Parsons, Structure and Process in Modern Societies (New York: Free Press, 1960), p. 18.

organizations was goal attainment.

Etzioni[2] found that the effectiveness of an organization could not be evaluated in terms of goal attainment because goals usually were not completely reached. He further recommended an alternative concept of goals, a view which did not require goal attainment as evidence of effectiveness. Instead he suggested the alternative of comparing the organization with other organizations of similar structure and resources and comparing the activities within the organizations rather than the attainments per se. He contended that close examination of the organization's activities, i.e., how participants spent their time and resources, how decisions were made, the issues which commanded priority ... would reveal the real goals of the organization.

Simon[3] developed an additional concept of goals basic to the understanding of social organizations. He found that goals were dynamic and constantly changing. They were, of necessity, shifting, modifying, undergoing alterations to conform to the ever-changing public needs which were being served. Because of their constantly changing forms, they were also multiple in nature. Developing his concept more completely, he pointed out that the multiplicity of the goals often placed them in conflict. Etzioni[4] agreed with this concept, and concluded that when goals were in conflict and resources were limited, the real goals of the organization were revealed in the priorities evidenced in the use of

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[2]Amitai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, 1964), p. 13.

[3]Herbert A. Simon, "On the Concept of Organizational Goal," Administrative Science Quarterly 9 (June, 1964), p.1.

[4]Etzioni, Modern Organizations, p. 14.

time, resources and decisions.

In summary, these theoretical assumptions were outlined above:

1. Organizations do not just happen; they are purposeful and dedicated to specific goals.
2. Organizational goals are in a constant state of modification, alteration, and change.
3. Organizations often serve multiple goals.
4. The goals of an organization may sometimes be conflicting.
5. The real goals of an organization or institution are revealed in the priorities of the organization.

Kindergarten Goals

Hill[5] reported that there have been serious philosophical differences among kindergarten educators ever since kindergarten programs have existed. Biber[6] recognized the differences of opinions among professionals and non professionals and pointed out that it would be unrealistic to believe that everyone concerned with young children favored the same goals. Pines, Brunner and Spodek[7] recognized the growing conflict in early childhood education, warning that the formerly quiet field of preschool education was fast becoming a battleground. They declared that the questions of what young children should be taught, and how, were rapidly becoming national issues.

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[5]Hill, "Kindergarten," p. 1949.

[6]Barber Biber, "Challenges Ahead for Early Childhood Education," Young Children 24 (March, 1969), p. 197.

[7]Maya Pines, Catherine Brunner and Bernard Spodek, "How and What to Teach the Very Young Child," NEA Journal 58 (February, 1968), p. 43.

Biber[8] contended that there were two forces working in regard to early childhood goals. One force, in her words, was "the century-long evolution of design and philosophy in early childhood education;" the second was pressure being applied by social crisis and demands. Katz[9] wrote that there were at least three basic educational models for young children: the maternal model, the therapeutic model and the instructional model. Bissell[10] classified preschools as pre-academic, discovery or humanistic.

Elkind[11] discussed two basic early childhood education orientations which he called enrichment and instruction. He explained the enrichment as being "present-oriented" and concerned with the individual child's personal needs and limitations. The instruction position, however, was shown to be "goal oriented" and more concerned with shaping the child for his future role in society. He concurred with Pines, Brunner and Spodek[12] in the conviction that educators have begun to choose sides in a battle between the traditional preschool teachers who encouraged

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[8]Barbara Biber, "Cognition in Early Childhood Education: A Historical Perspective," in Early Childhood Education Issues and Insights, ed. Bernard Spodek and Herbert J. Walberg (Berkley: McCutchan Publishing Corp., 1977), p. 41.

[9]Lillian Katz, "Teaching in Preschools: Roles and Goals," Children 17 (March-April, 1970), pp. 42-48.

[10]J. S. Bissell, Implementation of Planned Variation in Head Start (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development, 1971), p. 2.

[11]David Elkind, "Preschool Education: Enrichment or Instruction," Childhood Education 45 (February, 1969), p. 326.

[12]Pines, Brunner and Spodek, "How and What to Teach the Very Young Child," p. 43.

development from within and the new breed of preschool innovators who saw education as enforcement from without.

Butler[13] and Frost[14] each presented evidence to suggest that early childhood programs were not so clearly based in any of the above mentioned categories. They contended that the range of programs was extremely broad, including, at one end of the continuum, the day care-custodial types, and at the other extreme, academically oriented - concentrated instruction types. They also recognized that there were many variations in programs that fell between these two extremes.

Frost[15] restated that, for educational purposes, the major areas of development were usually categorized as cognitive, affective, and psychomotor. The current battle was clearly being waged between the proponents of structured cognitive programs and supporters of total development philosophies.

Pines[16] vividly portrayed what was considered by some as an "intellectual pressure cooker" for kindergarten-age children at the University of Illinois in Urbana. Bereiter and Englemann totally rejected the "standard, play-oriented preschool." Instead they "concentrate fiercely on a few areas and drill the children like Marines for two hours a day."

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[13]Annie L. Butler, "Hurry! Hurry!" Childhood Education 39 (January 1962), pp. 10-13.

[14]Joe L. Frost, "Analyzing Early Childhood Educational Programs. The Nature of Educational Objectives." Educational Leadership 28 (May, 1971), p. 798.

[15]Ibid, p. 797.

[16]Maya Pines, Revolution in Learning (New York: Harper and Row, 1967), p. 5.

Bereiter and Engelmann[17] contended that drill on teacher-chosen topics should, indeed, consume most of the child's day. Free play was considered too time-consuming and superfluous.

Berlyne[18] and Fowler[19] argued that preschool children were being denied the instruction they needed because traditional teachers felt that "pressure is bad." Fowler[20] drew from the works of Montessori and Piaget to develop an accelerating program for young middle-class children. Deutsch[21] followed a similar line in the program that he developed for disadvantaged children.

Sava[22] contended that most early childhood programs failed to teach children when they were most capable of learning and most eager to do so. Fowler expanded on that premise:

> The advantages of utilizing the now relatively untapped preschool years for congnitive education are, of course manifest. Most obvious is the availability of more years of childhood to absorb the increasingly complex technology of

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[17]Carl Bereiter and Siegfried Engelmann, Teaching Disadvantaged Children in the Preschool (Englewood Cliffs: Prentice-Hall, 1966), p. 10.

[18]D. E. Berlyne, "Curiosity and Education," in Learning and the Educational Process, ed. J. D. Krumboltz (Chicago: Rand McNally, 1965), pp. 67-89.

[19]William Fowler, "The Effect of Early Stimulation in the Emergence of Cognitive Processes," in Early Education ed. Robert Hess and Roberta Meyer (Chicago: Aldine Publishing Co., 1968), pp. 9-10.

[20]Fowler, "The Effects of Early Stimulation in the Emergence of Cognitive Processes," pp. 11-36.

[21]M. Deutsch, "The Disadvantaged Child and the Learning Process," in Education in Depressed Areas, ed. A. A. Passow (New York: Teachers College Publications, 1963), pp. 163-179.

[22]Samuel G. Sava, "When Learning Comes Easy," Saturday Review 51:46 (November 16, 1968), pp. 102-104.

> modern society, a technology already requiring many of the more productive years of development to acquire. A Second is the less evident, but more crucial, possibility that conceptual learning sets, habit patterns and interest areas may well be more favorably established at early rather than at later stages of the development cycle.[23]

Brzeinski, Harrison and McKee[24] established a reading program for typical kindergarten pupils in Denver. They reported success for the program and claimed no significant problems were related to the experience.

The Cognitively Oriented Curriculum[25] was designed at Ypsilanti, Michigan to assist disadvantaged children to develop the concepts and the abilities needed, but lacking, for academic success. The program worked toward perceptual motor orientation, language concepts, logical processes memory skills, and problem solving skills.

The Appalachia Preschool Education Program[26] provided educational stimulation to rural children. A daily television program, a weekly session with a paraprofessional home visitor, and a weekly visit to a mobile classroom were designed to "prepare children to perform the tasks in language, cognition, motor skills, and orienting and attending skills that are expected of the average child at the first grade level." Although the children lived in remote areas, they were sought out and provided

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[23]Fowler, "The Effects of Early Stimulation in the Emergence of Cognitive Processes," pp. 25-26.

[24]Joseph Brzeinski, M. L. Harrison and Paul McKee, "Should Johnny Read in Kindergarten?" NEA Journal 56 (March, 1967), pp. 23-26.

[25]U.S. Department of Health, Education and Welfare, Model Programs: Childhood Education: Appalachia Preschool Education Program (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 1-5.

[26]David P. Weikart, The Ypsilanti Preschool Curriculum Demonstration Project (Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1969), p. 2.

with activities to get them ready for the first grade.

In contrast to the foregoing goals, Spodek[27] insisted, "the task of the kindergarten is to support the child's intellectual growth as part of his total development." Todd and Heffernan[28] warned that premature insistence on early learning of reading and mathematical skills often created psychological blocks to achievement which would come easily at a later, more mature, stage of development. Elkind[29] reminded teachers that skills such as reading and arithmetic required logical and linguistic structures that did not normally emerge until age six.

Foster and Headley[30] maintained that the kindergarten had always been concerned with intellectual challenge, but that academic skills were integrated into everyday experiences rather than through isolated artificial situations. Edwards[31] agreed that intellectual content has not been lacking in early childhood education; the approach has been subtle. Elking[32] gave added support to the premise that traditional preschool is more intellectually oriented than it might appear. He insisted that play is the child's work, and that much of his play is preparatory to

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[27]Bernard Spodek, Early Childhood Education (Englewood Cliffs: Prentice-Hall, 1973), p. 151.

[28]Vivian E. Todd and Helen Heffernan, The Years Before School: Guiding Preschool Children 2nd ed. (New York: Macmillan, 1970), p. 177.

[29]Elkind, "Preschool Education: Enrichment or Instruction," p. 324.

[30]Josephine Foster and Neith Headley, Education in the Kindergarten (New York: American Book Company, 1966), pp. 50-54.

[31]Esther P. Edwards, "Kindergarten Is Too Late," Saturday Review 51:24 (June 15, 1968), p. 70.

[32]Edward Elkind, "The Case for the Academic Preschool: Fact or Fiction?" Young Children 25 (January, 1970), pp. 132-140.

later cognitive development.

Zigler further developed Spodek's statement with a claim that the childhood education theory has been going through one of its periodic over-reactions to new findings. He stated:

> The over-emphasis on the intellectual aspect of child development is harmful if other crucial personal development areas involving emotion, motivation, and social competence are ignored ... if one takes a historical overview to the problem of early childhood education of the problems of the developing child, it looks very much as if the ideas represent a swinging pendulum.[33]

The Committee for Early Childhood established goals for children ages three through five. They advocated the following:

> Develop language skills
> Develop a mathematic understanding
> Learn at first-hand about the world
> Develop large and small muscle coordination
> Discover how things work
> Learn about living things
> Develop a relationship to a variety of art experiences
> Learn about appropriate safe and healthy modes of group life
> Develop a zest for learning and activity[34]

According to Widmer[35] the good kindergarten program encouraged creative activity, dramatic play, first-hand observation, experimentation, and use of the child's five senses. More specific kindergarten goals advocated by Widmer were as follows:

1. The Kindergarten program helps promote and maintain the child's health and physical development.

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[33]Edward Zigler, Training the Intellect Versus Development of the Child (New Haven: Yale University, 1968). p. 2.

[34]Committee for Early Childhood, "Fundamental Learning Needs of Today's Young Children," Young Children 25 (September, 1970), p. 329.

[35]E. L. Widmer, "In Kindergarten" in Early Childhood Education Rediscovered, ed. Joe L. Frost (New York: Holt, Rinehart, and Winston, 1968), pp. 22-23.

2. The Kindergarten program gives the child the opportunity to broaden social contacts with other children and adults.

3. The kindergarten program provides a rich environment for living, thinking and learning.

4. The foundation for the three R's is cultivated in kindergarten.

5. The kindergarten program provides opportunities for the child to expand language as a means of communication and expression.

6. Kindergarten broadens the child's understanding to the social world.

7. Kindergarten broadens the child's understanding to the scientific world.

8. The kindergarten program provides satisfying esthetic experiences for the child.

9. The kindergarten program provides opportunities for the child to develop his sense of responsibility.[36]

Educational goals have been identified by Biber, Shapiro and Wickens. The preschool goals recommended by Biber, Shapiro and Wickens were listed as:

1. To serve the child's need to make an impact on the environment through direct physical contact and maneuver.

2. To promote the potential for ordering experience through cognitive strategies.

3. To advance the child's functioning knowledge of his environment.

4. To support the play mode of incorporating experience.

5. To help the child internalize impulse control.

6. To meet the child's need to cope with conflicts intrinsic to the stage of development.

7. To facilitate the development of an image of self as a unique and competent person.

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[36]Widmer, "In Kindergarten," pp. 24-27.

8. To help the child establish mutually supporting patterns of interaction.[37]

Hildebrand has been a leading authority in the field of early childhood education. Goals considered important by Hildebrand were:

1. The child needs to grow in independence.
2. The child needs to learn to give and share as well as receive affection.
3. The child needs to learn to get along with others.
4. The child needs to develop self-control.
5. The child needs to learn the appropriate sex role.
6. The child needs to begin understanding his body.
7. The child needs to learn many large and small motor skills.
8. The child needs to begin to understand and control his physical world.
9. The child needs to learn new words and how to use words in his social and intellectual activity.
10. The child needs to begin to develop a notion about his relationship to the world.[38]

Heffernan reminded educators that they should look backward as well as forward when revising goals. She encouraged teachers to never lose sight of these basic child needs:

1. Experiences designed to maintain and improve his physical and mental health and guide him to increasingly more satisfying relationships with other children and adults.
2. Experiences designed to extend and deepen his understanding

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[37] Barbara Biber, Edna Shapiro and David Wickens, Promoting Cognitive Growth: A Developmental-Interaction Point of View (Washington, D.C.: National Association for the Education of Young Children, 1971), p. 2.

[38] Verna Hildebrand, Introduction to Early Childhood Education (New York: Macmillan, 1971), pp. 24-28.

of his social and scientific world.

3. Experiences designed to develop his competence in the skills of communication, in mathematical understanding and in the use of mathematical vocabulary and symbols.

4. Experiences designed to open windows on life through music, the graphic arts, literature, drama, and rhythmic expression.[39]

Controversies over the goals of the kindergarten have been explored by many. Edwards[40] wrote that it was time for the embattled camps to "beat a few swords into plowshares," to leave their respective strongholds, to stop maintaining that each holds all the truth and to begin to share questions and insights. Biber summarized the entire goal issue quite succinctly:

> One of the basic challenges we face is that of coming to terms with the problem of goals for the educative process and for the schools as an institution in the service of these goals ..... Therefore it seems of major importance to me at all levels of educational thinking that we discard superficial, albeit friendly, neutrality, that we work at clarifying and stating our goals and the priorities within them, and then proceed clearly, though humbly, to the task of finding means and methods.[41]

Participants in Goal Formation

The rationale for identifying the appropriate participants who should be involved in educational goal formation was not drawn from a single theory. Elements were, instead, derived from several views. The most notable of these include Ragan and Shepherd, Beauchamp, Taba and Morrison.

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[39]Helen Heffernan, "A Vital Curriculum for Today's Young Child," ed. Joe L. Frost Early Childhood Education Rediscovered (New York: Holt, Rinehart and Winston, 1968), pp. 491-492.

[40]Edwards, "Kindergarten is Too Late," pp. 77-90.

[41]Biber, "Challenges Ahead for Early Childhood Education," p. 197.

It was Ragan and Shepherd[42] who pointed out that administrators and teachers must be aware of the basic premise that "critical and continuous reappraisal" of the activities, objectives and goals of the school were vital to a good school program. Ragan and Shepherd set the stage for a wholesome school climate by proclaiming:

> Educational leadership has no greater responsibility than that of developing in the members of the staff an "esprit de corps," a sense of participation in the total life of the school, a feeling that all are engaged in a work whose contributions to mankind are unquestioned, and that each brings his own unique talents to the accomplishment of a common goal.[43]

Current research evidence was the basis that led Beauchamp[44] to generalize "for maximum curriculum implementation, that curriculum should be planned by those who are to implement it." Taba[45] agreed that those using the curriculum should take an active part in determining its content. Beauchamp[46] and Taba[47] also agreed that change was a smoother process when those involved in change have a part in determining it.

The significance of cooperation not only between teachers and administrators, but also among parents, teachers and administrators in

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[42]William B. Ragan and Gene D. Shepherd, Modern Elementary Curriculum, 4th ed. (New York: Holt, Rinehart and Winston, 1971), p. 123.

[43]Ibid., p. 216.

[44]George A. Beauchamp, Curriculum Theory, 3rd ed. (Wilmette, Ill.: The Kagg Press, 1975), p. 175.

[45]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, 1962), p. 451.

[46]Beauchamp, Curriculum Theory, p. 166.

[47]Taba, Curriculum Development: Theory and Practice, p. 451

providing quality programs has been acknowledged[48] throughout the entire history of early childhood education. From the very earliest days of kindergarten programs, home visits[49] and parent involvement[50] were integral aspects in the education of the young. In recent years the concentration of interest in parental involvement in education has become one of the dominant themes in educational literature.[51]

Morrison[52] has identified several sources of the current interest in parental involvement:

1. Implications of research
2. The feminist movement
3. The Civil Rights movement
4. Consumerism

Each of these has been explored.

Research has presented numerous findings to support the ideas that the early years have been identified as the critical years in determining human characteristics. Bloom[53] concluded, following extensive comparisons of the findings of a number of longitudinal studies, that 50% of a child's intellectual development took place between conception and

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[48]Frost and Kissinger, The Young Child and the Educative Process, pp. 23-25.

[49]Verna Hildebrand, Guiding Young Children (New York: Macmillan Co., 1975), p. 302.

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Cooperationa and Development (Paris: Organization for Economic Cooperation and Development, 1975), pp. 44-48.

[51]Carole E. Joffe, Friendly Intruders (Berkeley: University of California Press, 1977), p. 8.

[52]George S. Morrison, Parent Involvement in the Home, School and Community (Columbus: Charles Merrill Publishing Co., 1978), pp. 2-11.

[53]Bloom, Stability and Change in Human Characteristics, p. 88.

age 4, about 30% between ages 4 and 8, and about 20% between ages 8 and 17. Clearly then, to delay a child's education until school age was much too late. Parents must, somehow, be trained to become effective teachers for their children. Morrison[54] stressed that parents must realize that what happens to the child during his early years "determines how he views the world and how he behaves intellectually, emotionally, and psychomotorically."

The feminist movement[55] has been another pervasive reason for renewed interest in parent involvement in education. Because the role of women has changed to reflect more equal opportunity in all areas, women were no longer restricted to roles associated with the home. The broadened horizon for women has made them less hesitant about demanding more input into the educational process.

Evans[56] studied programs that were developed as a result of demands of the Civil Rights movement. He found that compensatory education programs which produced the longest, most desirable effects on children were programs that provided for parent involvement and education. Programs initiated by Gordon[57] and Datta[58] concurred with Evans' findings.

A final factor giving rise to increased parent involvement has

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[54]Morrison, Parent Involvement in Home, School and Community, p.5.

[55]Ibid., p. 9.

[56]Evans, Contemporary Influences in Early Childhood Education, pp. 339-340.

[57]Ibid., p. 341.

[58]Datta, Parent Involvement in the United States, pp. 48-49.

been identified by Morrison[59] as the consumer movement. Parents have become less passive about accepting outside decisions concerning their well-being. Their increased awareness as consumers of products and services has made them more involved with the community as a whole, and particularly with the education of their children.

Studies Involving Parents, Teachers and Administrators

Several studies have attempted to assess opinions of parents, teachers and administrators concerning educational goals for young children. The most relevant have been summarized for presentation in the following pages.

Sanders and Creaghan[60] asked parents of their students to evaluate the effectiveness of their kindergarten program. They developed a questionnaire which they gave to the parents a week before the end of the school year. Both positive and negative responses were received. Most parents were in agreement with the objectives and methods of the program, but there was some dissatisfaction with lack of "academic" content.

Goulet[61] designed a 75 item questionnaire listing possible goals for kindergarten. The areas of development included: social, self-concept, emotional, sensory perceptual, academic, language, other intellectual, and physical. He distributed the questionnaire to 142 parents,

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[59]Morrison, Parent Involvement in Home, School and Community, p. 5.

[60]Lola Sanders and Sidney Creaghan, "Parents and Children Evaluated our program," Instructor, 83, (May, 1974), pp. 44-45.

[61]John Edward Goulet, "A Study of the Priorities of Parents and Teachers Concerning their Emphasis on Selected Goals or Skills to be Promoted in Kindergarten,": (Ed.D. dissertation, University of Florida, 1973), pp. 69-71.

42 kindergarten teachers and 54 first grade teachers in Alachua County, Florida. All three groups showed considerable agreement in ranking across domains of development as to their importance. Each group, however, selected a different domain as the most important.

A study to examine the perceptions of parents concerning early childhood education was conducted by Buford[62] at Oklahoma State University. Participating in the study were 219 parents, selected from parent-teacher association groups in Edmond, Oklahoma. Emotional growth and psychological development were identified as the most important developmental needs which an early childhood educational program could emphasize while physical care of the child was considered the least needed. To help the child feel good about himself was selected as the most important area of an early childhood education program, and yet this area was the area believed to be the one in which teachers most often failed.

An investigation was made by Dank[63] to determine if any significant differences existed between kindergarteners' parents, kindergarten teachers and grade one teachers with regard to their attitudes toward kindergarten goals. The analysis of the data revealed that the kindergarteners' parents ranked each of the four intellectual goals higher than kindergarten teachers and grade one teachers. Within the social dimensions, parents ranked goals lower than both teacher groups. Within

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[62]Juanita Faye Buford, "Parents' Perceptions of Early Childhood Edcation" (Ed.D. dissertation, Oklahoma State University, 1975), p. 77.

[63]Herbert Gary Dank, "An Investigation of the Relationship Between the Kindergarten Goals Ascribed to by Parents, Kindergarten Teachers and Grade One Teachers," Dissertation Abstracts International, ser. A., 39 (July, 1978), p. 110-A.

the personal dimension, the difference in rankings between parents and teachers was significant.

Parents were interviewed by researchers seeking to evaluate the success of summer Head Start programs. Curwood[64] reported that most parents wanted a more formal academic program.

In another study, parents and teachers were questioned concerning ways to improve the Head Start Curriculum. Wolff[65] learned that parents requested greater emphasis on reading and pre-reading skills. Teachers, in contrast, sought additional resources and time to concentrate on children's social and emotional development.

A Study to determine the essential elements to be included in a kindergarten curriculum model was conducted at the University of Southern Mississippi.[66] The study was conducted in the following manner:

1. The related literature was reviewed.
2. An opinionnaire was sent to 204 first grade teachers throughout schools selected at random in Mississippi.
3. Essential skill areas for the Kindergarten Curriculum Model were identified.
4. A Kindergarten Curriculum Model was recommended.

Smith[67] studied views of elementary principals regarding criteria

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[64]S. T. Curwood, "A Survey and Evaluation of Project Head Start as Established and Operated in Communities of the Commonwealth Massachusetts During the Summer of 1965" cited by Lillian G. Katz, "Teaching in Pre-Schools: Roles and Goals," Children 17, (March-April, 1970), pp. 42-48.

[65]Max Wolff, "Is the Bridge Completed?" Childhood Education 44 (September, 1967), pp. 12-15.

[66]Robert Edward Anastasi, "A Kindergarten Curriculum Model Built on the Perceptions of First Grade Teachers in Randomly Selected Schools in Mississippi," Dissertation Abstracts International, ser. A, 39 (October, 1978), p. 2044-A.

[67]Jacquelyn Craig Smith, "Staff Development for Principals to Improve Kindergarten Programs," (Ph.D. dissertation, North Texas State University, 1974), pp. 70-75.

for a quality kindergarten program and to plan a staff development program based upon the data collected. The study was limited to elementary principals in the eight Texas counties of Education Service Center Region 10 with kindergartens on their campuses during the 1973-74 school year.

Smith developed an outline of criteria for a quality kindergarten program from selected writings of authorities in the field of early childhood education. From this outline a questionnaire was formulated, consisting of thirty statements about kindergarten programs with which the respondents were asked to agree or disagree.

Smith's findings showed that principals were in agreement with authorities on approximately 64 per cent of the total responses. The principals placed less value than the authorities on items relating to the use of reading readiness workbooks, the appropriateness of using real wood-working tools, the benefit to young children of performing before large audiences, the need of the kindergarten child for large blocks of time, the amount of time spent in play during the kindergarten day, the ability of the kindergarten child to operate audio-visual equipment independently, and the desirability of having parents in the kindergarten classroom.

Cabler[68] attempted to assess the perceptions of the principals (100), teachers (100), and a 15% sample of the parents (4,000) who

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[68]Jesse Keen Cabler, "The Task of the Kindergarten: Goal Perceptions of Principals, Teachers and Parents of Kentucky's 100 Pilot Kindergarten Units" (Ed.D. dissertation, University of Kentucky, 1974), pp. 64-72.

participated in Kentucky's pilot (1973-1974) kindergarten program. He synthesized the list of goal statements which had been developed earlier by the Kentucky Kindergarten Task Force. From the list, he formed a questionnaire. A number of areas of agreement were identified. The findings of the study also strongly supported the position that not all task elements were considered of equal importance by program builders.

Van Cleaf[69] designed and conducted a study to determine the extent to which the attitudes of parents (N=233) of kindergarten pupils and the attitudes of kindergarten teachers (N=19) and principals (N=14) were in agreement regarding (1) a priority of sixteen selected kindergarten objectives, and (2) preferences toward behavioristic and cognitive-transactionist methods of achieving the selected objectives. He found that all three groups were in agreement regarding the priorities of the selected objectives. There were, however, differences in methods for achieving the objectives. The parents preferred behavioristic methods while the educators preferred cognitive transactionist methods.

Reed[70] compared perceptions of public school superintendents, elementary principals, first grade teachers, kindergarten teachers and parents concerning kindergarten goals. She noted that kindergarten teachers placed higher importance on all goal items than did the other groups.

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[69] David William Van Cleaf, "A Comparison of Parents' Attitudes with those of Kindergarten Teachers and Principals Concerning Kindergarten Objectives and Preferences Relating to Behaviorist and Cognitive-Transactionist Methods," Dissertation Abstracts International, ser. A, 40 (January, 1980), pp. 3757-3757-A.

[70] Carol Larkin Reed, "A Comparison of Kindergarten Goals as Perceived by Public School Superintendents, Elementary Principals, First Grade Teachers, and Parents in the State of Mississippi," Dissertation Abstracts International, ser. A, 40 (December, 1979), pp. 3104-3105.

Superintendents ranked intellectual, physical and emotional domains lowest and the social domain just slightly lower than teachers.

In summary, the preceding studies have examined options of different groups about their preferences for kindergarten goals. Two studies polled parents, one study polled teachers, one study involved administrators, two studies questioned both parents and teachers, one study questioned parents and children, and three studies polled parents teachers and administrators. In some cases, differences existed within and between groups as to their opinions regarding goal preferences. The Delphi Technique, discussed in the next section, is a method that has been used to gather opinions from different groups regarding an issue in which there was some area of disagreement.

The Delphi Technique

In the early 1950's Helmer[71] and his colleagues at the Rand Corporation researched the problems involved in gaining consensus of group opinions about certain urgent defense problems. After experimenting with various methods, they devised a system which they called "Delphi" in honor of the oracle of Apollo. The Delphi technique was used by Dalkey and Helmer[72] in 1953 to gather predictions of experts regarding atomic warfare. Ten years passed before the information gained could be declassified and the technique made available to the public.

The objective of the Delphi technique was to avoid the complica-

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[71] Olaf Helmer, Systematic Use of Expert Opinions (Santa Monica: Rand Corporation, 1967), pp. 1-2.

[72] N. C. Dalkey and O. Helmer, "An Experimental Application of the Delphi Method to the Use of Experts," Management Science, 9 (September, 1963), p. 21.

tions of personality pressures and to obtain a consensus of expert opinions without bringing the experts together in a face-to-face meeting. This was achieved by consulting them individually and having them complete a series of questionnaires interspersed with controlled opinion feed-back. This procedure provided anonymity, controlled the interaction among participants and fostered independent expert thought, which produced a gradual formation of a carefully considered opinion based on reason rather than prestige.

The general procedure[73] developed for the Delphi technique was: (1) the participants were asked to list their opinions on a specific topic; (2) the participants were then asked to evaluate the total list by a criterion, such as importance; (3) the participants received the list and a summary of responses to the items and, those in the minority were asked to revise their opinions or indicate their reasons for remaining in the minority; and (4) the participants again received the list, the majority opinions, minority opinions, and a final chance to revise their opinions.

The Rand Corporation[74] reported studies which compared face-to-face confrontations with the Delphi technique. Greater accuracy in group estimates were made through employment of the anonymous controlled feedback procedure.

Another Study[75] using the Delphi technique for forecasting future

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[73]John Pfeiffer, New Look at Education: Systems Analysis in Our Schools and Colleges (New York: The Odyssey Press, 1968), pp. 152-153.

[74]Norman P. Uhl, Identifying Institutional Goals (Durham: National Laboratory for Higher Education, 1971), p. 8.

[75]Ibid., p. 9.

events was conducted at the University of the City of Los Angeles, Students using the Delphi technique were compared with a comparable group who simply filled out questionnaires on the same topic. Of the two groups, the Delphi students' predictions were more accurate for 14 items, the non-Delphi groups more accurate for two items, and both groups made the same prediction on one item. Thus, the Delphi technique was not only more successful in obtaining a consensus on most items, but it also improved the accuracy of the opinions.

Various disciplines have used the Delphi technique. Sack[76] used the Delphi to plan a commercial banking institution. Campbell[77] used the same method in utilizing expert opinion in business forecasting. Helmer[78] used the Delphi technique to predict developments in science, automation, and space research.

Recent applications of the Delphi technique have been made in the area of educational goals. Zacharias[79] used the technique to develop goals for high school physics programs. A county school district[80] was aided in identifying its goals by using the Delphi technique. The Delphi

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[76]John C. Sack, "A Test of the Applicability of the Delphi Method as an Aid to Planning in a Commercial Banking Institution," cited by Hutchins, "Consensus Formation of Preschool Objectives using a Modified Delphi Technique," (Ph.D. dissertation, Arizona State University, 1974), p. 44.

[77]Campbell, "A Methodological Study of the Utilization of Experts in Business Forecasting," cited by Helm, "Identifying Indicators of Early Childhood Program Values," (Ph.D. dissertation, University of California, 1966), p. 26.

[78]Pfeiffer, New Look at Education: Systems Analysis in Our Schools and Colleges, p. 153.

[79]Ibid.

[80]Uhl, Identifying Institutional Goals, p. 9.

technique was employed to develop and win the adoption of an innovative school.[81] Through the use of the Delphi technique, goals were identified for the School of Education[82] at the University of Virginia. The Delphi technique was used by Norton[83] in assisting in the identification of the needs for a newly planned university.

Sandow, Folk and Mathieson[84] made a survey at the request of the Board of Regents of the University of the State of New York to determine desired goals for degree granting post-secondary institutions in New York State. A total of 445 individuals were invited to participate in the Focus Delphi. They included five groups: policy advisors, deans and directors, faculty, clients, and students. The group identified 49 goals, indicated the effect of each goal on the participating groups and on post-secondary education, and specified which group would benefit most from the adoption of the suggested goals.

The Delphi technique was used by Uhl[85] at Educational Testing Service (ETS) to evaluate whether opinion convergence concerning institutional goals could be gained among on-campus and off-campus groups. Five institutions located in the Southeast were selected by ETS to take part in the study. The institutions were chosen based on differing

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[81] Ibid.

[82] Cyphert and Gant, "The Delphi Technique: A Case Study," pp. 272-273.

[83] Uhl, Identifying Institutional Goals, p. 9.

[84] Stuart A. Sandow, Michael Folk and David Mathieson, A Survey of Continuing Education Goals for Degree Granting Post-Secondary Institutions in New York State: Research With the Focus Delphi Process (Syracuse: Syracuse University Research Corporation, 1972), pp. 2-6.

[85] Uhl, Identifying Institutional Goals, pp. 47-50.

dimensions including: public vs. private, college vs. university, large vs. small, and predominantly Caucasian vs. predominantly Negro. The participants in the study represented student, faculty, academic administrators, active trustees, active alumni, parents, and leaders of community groups. It was found that convergence of opinion occurred among both individuals and groups participating in the study.

A Delphi study was used by Woolley[86] to determine success factors identified by enrollment classification AAAA principals in Texas. The Delphi panel identified 21 factors related to school management. Included in the list were: human relations, working with groups, setting and meeting goals, and personal characteristics.

Several studies in the early childhood area employed the Delphi technique. In a study at the University of Illinois, at Urbana-Champaign Jackson[87] identified parenting skills perceived as having the greatest positive impact on infants from low-income families.

A study undertaken by Helm[88] at West Virginia University identified indicators of early childhood program values. Helm polled a panel of ten nationally recognized experts and found that value areas involved in early childhood decision making can be identified through the Delphi technique.

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[86]Don Pierce Woolley, "A Delphi Study to Determine Success Factors Identified by AAAA Principals in Texas," (Ed. D. dissertation, East Texas State University, 1977), pp. 124-127.

[87]Elouise Jackson, "Identification of Parenting Skills Perceived as Having the Greatest Positive Impact on Infants from Low-Income Families," Dissertation Abstracts International, ser. A, 39 (November, 1978), p. 2820-A.

Hutchins[89] used a modified Delphi technique to seek consensus on nursery school objectives. Randomly selected parents, teachers, and admininistrators (N=92) in the greater Seattle areas completed two rounds of questionnaires. There was no consensus on the first questionnaire; on the second questionnaire, however, all the groups reached agreement.

SYNOPSIS

Selections from the literature that have provided a rationale for the present study have been reviewed in this chapter. General goal theories were followed by a review of the conflict concerning kindergarten goals. The rationale concerning the rightful participants concerned with educational goals in general and kindergarten goals in particular were outlined and discussed. The principles underlying the Delphi technique were explained. Studies which have used the Delphi technique to gain consensus concerning educational goals were presented. These included goals identified for almost every level of education: college, university, high school, elementary school and nursery school. To date, an attempt to identify kindergarten goals through employment of the Delphi technique has not been located by the researcher.

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[89]Nancy Gigoux Hutchins, "Consensus Formation of Preschool Objectives Using a Modified Delphi Technique," (Ph.D. dissertation, University of Washington, 1977), pp. 103-106.

CHAPTER III

RESEARCH DESIGN

This chapter was designed to include a restatement of the problem, the hypotheses, population and sample for the study, instrumentation procedures, administration of the Delphi Questionnaires, and data analysis procedures.

Restatement of the Problem

The general research problems were expressed in the following questions:

1. Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals?

2. Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals?

Examination of the first general research problem raised the following specific questions:

1a Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the kindergarten parents between the first and final responses to questionnaires on kindergarten goals?

1b Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals?

1c Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among administrators between the first and final responses to questionnaires on kindergarten goals?

1d Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the kindergarten parents and the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals?

1e Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the kindergarten partents and the administrators between the first and final responses to questionnaires on kindergarten goals?

1f Can a movement toward consensus of opinion concerning kindergarten goals be evidenced among the kindergarten teachers and the administrators between the first and final responses to questionnaires on kindergarten goals?

Examination of the second general research problem raised the following specific questions:

2a Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the kindergarten parents between the first and final responses to questionnaires on kindergarten goals?

2b Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals?

2c Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the administrators between the first and final responses to questionnaires on kindergarten goals?

2d Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the kindergarten parents and the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals?

2e Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the kindergarten parents and the administrators between the first and final responses to questionnaires on kindergarten goals?

2f Can a movement toward convergence of opinion concerning priorities of the kindergarten goals be evidenced among the kindergarten teachers and the administrators between the first and final responses to questionnaires on kindergarten goals?

The Hypotheses

Testing the problems and researchable questions led to the establishment of two general hypotheses:

Hypothesis 1. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals.

Investigation of the first general hypothesis led to the testing of the following specific hypotheses:

Hypothesis 1a. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the kindergarten parents between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 1b. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 1c. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 1d. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the kindergarten parents and the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 1e. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the

kindergarten parents and administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 1f. A movement toward consensus of opinion concerning kindergarten goals will be evidenced among the kindergarten teachers and administrators between the first and final responses to questionnaires on kindergarten goals.

Investigation of the second general hypothesis led to the testing of the following specific hypotheses:

Hypothesis 2a. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the kindergarten parents between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2b. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2c. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2d. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the kindergarten parents and kindergarten teachers between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2e. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the kindergarten parents and administrators between the first and final responses to questionnaires on kindergarten goals.

Hypothesis 2f. A movement toward convergence of opinion concerning priorities of the kindergarten goals will be evidenced among the kindergarten teachers and administrators between the first and final responses to questionnaires on kindergarten goals.

Population and Sample

Proceeding on a theory that parents as well as educators have a place in determining the goals for their children, the population of the study was composed of three sub-populations. The first sub-pouplation

consisted of the parents of all kindergarten children enrolled in the sixteen elementary schools in the Midwest City-Del City School System during the second semester of the 1978-79 school year. The second and third sub-populations consisted of all kindergarten teachers (32) and building principals (16) in the sixteen elementary schools in the Midwest City-Del City School System during the second semester of the 1978-79 school year.

The sample of parents included in the study was determined by calculating the number of parent participants needed to insure a 95 percent level of confidence of avoiding a Type I and Type II error. A procedure suggested by Walpole[1] was used to determine the overall sample size. Walpole's technique involves the following formula.

$$n = \left[\frac{(Z_{\alpha}/2)\ (\sigma)}{e}\right]^2$$

where

Z_{α} = value of confidence level sought; .05 level = Z = 1.96

σ = standard deviation of the Kindergarten Goals Questionnaire; Standard deviation of a 5-point continuum s = 3.84

e = error risk; $\frac{1}{4}$ standard deviation

$$n = \left[\frac{(1.96)\ (3.84)}{.655}\right]^2$$

$$n = \left[\frac{7.526}{0.655}\right]^2$$

$$n = 132.04$$

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[1]Ronald E. Walpole, Introduction to Statistics (New York: Macmillan Co., 1968), p. 183.

A number of 132 parents from the 16 elementary schools yielded a power of 95 percent at the .05 level of confidence.

The parents who participated in the study were selected by using a table of random numbers. They were randomly chosen from the 16 schools in order to assure a representative sampling. The teachers were asked to alphabatize their class enrollment cards and then pull the cards of each child whose number appeared on the list of random selection. They then mailed to the Midwest City-Del City School administrative office the names and addresses of the parent of those children (See Appendix B). The numbers chosen from the individual schools have been shown in Table 1.

Instrumentation Procedures

Description of the Instrument

The Delphi Technique was chosen as the means of encouraging consensus of opinion concerning kindergarten goals and as a means of encouraging convergence of opinion concerning priorities of each identified goal. As indicated in the review of literature, the Delphi Technique consists of a series of questionnaries responded to by participants, who remain anonymous to each other. The first questionnaire may ask the participants to list recommended goals, predictions or activities. On the second questionnaire the participants are asked to rate the items that were recommended on the first questionnaire. The questionnaire includes the list, the ratings of the items, and positive or negative comments. Finally, participants are asked to revise their opinion to conform to the group opinion or to specify their reasons for remaining outside the consensus.

The Delphi Technique was modified for the present study. The

TABLE I

NUMBER OF KINDERGARTEN CLASSES, KINDERGARTEN TEACHERS, AND KINDERGARTEN STUDENTS ENROLLED AT THE SIXTEEN ELEMENTARY SCHOOLS

Elementary Schools	Number of Kindergarten Teachers	Number of Parents Selected	Number of Kindergarten Students Enrolled	Number of Kindergarten Classes
Barnes Elementary	2	8	65	3
Cleveland Bailey Elementary	1	6	59	2
Country Estates Elementary	2	6	57	3
Del City Elementary	3	12	115	5
East Side Elementary	3	12	122	5
Epperly Heights Elementary	3	13	125	6
Highland Park Elementary	2	9	84	4
Parkview Elementary	2	9	85	4
Pleasant Hill Elementary	1	3	16	1
Ridgecrest Elementary	1	5	38	2
Soldier Creek Elementary	2	8	78	3
Sooner-Rose Elementary	2	9	87	4
Steed Elementary	2	6	62	3
Tinker Elementary	2	8	79	4
Townsend Elementary	2	9	86	4
Traub Elementary	2	9	89	4
Totals	32	132	1,247	57

researcher developed the original questionnaire by soliciting lists of kindergarten goal statements that were already on file at each school (see Appendix A). These had been suggested earlier by parents, teachers and administrators. The researcher was of the opinion that developing the basic questionnaire in this manner would make the study more understandable for the participants, thus encourage more willing responses.

After the solicited goals were received from the schools, they were grouped by the researcher in the three areas of learning specified by Bloom,[2] (1) Cognitive (2) Affective and (3) Psychomotor. The Synthesized and grouped goals have been listed in Figure 1. The goals were placed in questionnaire form and Questionnaire 1 was prepared for mailing.

Administration of the Delphi Questionnaires

The researcher requested and was granted permission to have the principals' and teachers' questionnaires, with a cover letter from the Director of Elementary Instruction, originate from, and be returned to, the Midwest City-Del City Administration Building. It was felt that participants would give greater priority to the study with such an arrangement. For similar reasons, the researcher sought, and was again granted permission to have the parents' questionnaires mailed from, and be returned to, the University of Oklahoma. The researcher drafted a cover letter which was signed by her doctoral committee chairman and the Director of Elementary Instruction for Midwest City-Del City Schools.

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[2]Benjamin S. Bloom et al., Taxonomy of Educational Objectives (New York: David McKay Co., 1969), pp. 7-8.

FIGURE 1

GOALS OF KINDERGARTEN EDUCATION AS SYNTHESIZED FOR THE SIXTEEN ELEMENTARY SCHOOLS

Cognitive Learning	Affective Learning	Psychomotor Learning
1. Exhibit Curiosity	1. Exhibit Good Emotional Adjustment	1. Identify Parts of Body
2. Exhibit Self Motivation	2. Exhibit Good Social Adjustment	2. Ability to Move in Coordinated Manner
3. Demonstrate Self Discipline	3. Exhibit A Feeling of Belonging	Walk
4. Make Mental Adjustments	4. Exhibit A Sense of Security With Adults	Run
5. Recognize Alphabet	5. Exhibit A Sense of Security With Peers	Skip
6. Retell Stories	6. Assume Responsibility For One's Own Actions	Hop
7. Repeat Rhymes	7. Develop Own Identity	Jump
8. Recognize Colors	8. Respect Rights Of Others	
9. Recognize Numbers	9. Play Acceptably	
10. Understand Numbers	10. Assume Responsibility	
11. Demonstrate Visual Discrim.	11. Share Responsibilities	
12. Develop Quantitative Vocabulary	12. Develop Personal Values	
13. Recognize Basic Shapes	13. Develop A Positive Self-Image	
14. Demonstrate An Understanding Of American Heritage	14. Exhibit Respect For Authority	

Questionnaire 1

On Questionnaire 1 the participants were asked to circle the rank they wished to assign to each goal. They were also invited to add any additional goals which they felt should be included on the questionnaire. They were asked to complete the questionnaire, then return it in the envelope provided. The principals and teachers returned their questionnaires through the school system mail. The parents were provided a stamped addressed envelope to make participantion as convenient as possible.

Parents who had not returned their questionnaire within two weeks were sent another letter and questionnaire, delivered this time by their kindergarten child. Teachers and principals who had not returned their questionnaires received telephone reminders. After the needed number of questionnaires had been returned (all principals and teachers and the number of parents indicated, by school, on Table 1), the researcher tallied the responses to each goal.

Questionnaire 2

Questionnaire 2 was prepared by marking the most frequent response to each item. A square was chosen as the marking symbol to provide a contrast (for easier scoring) to the circles used by participants. The administrators' responses were counted, and the most frequent response made by the administrators on Questionnaire 1 was marked with a square at the corresponding rank on Questionnaire 2 (Administrators' form). The teachers' responses were counted, and the most frequent response made by the teachers on Questionnaire 1 was marked with a square at the corresponding rank on Questionnaire 2 (Teachers' form).

The parents responses were counted, and the most frequent response made by the parents on Questionnaire 1 was marked with a square at the corresponding rank on Questionnaire 2 (Parents' form).

Participants had been encouraged to write in any additional goals. There were 9 items submitted; when synthesized, there were three new items added to each (cognitive, affective, and psychomotor) domain. The new items were suggested from all three participating groups, and they were added to the Questionnaire 2 forms prepared for each group.

With the exception of two parents who advised the researcher that they were moving out of town, Questionnaire 2 was mailed to each participant who had returned Questionnaire 1. Again a return addressed envelope (stamped for parents) was included for the participants' convenience. Parents who did not return Questionnaire 2 within the two weeks were sent reminders. Teachers who did not return their questionnaires were telephoned; administrators returned their Questionnaire 2 immediately, without need for reminders. After receiving all administrator, kindergarten teacher and parent questionnaires to fill the desired quota from each school, the most frequent response to each item was again counted.

Questionnaire 3

Questionnaire 3 was prepared for the three participating groups by marking the most frequent response made on each item on Questionnaire 2. The participants had also been asked to make comments on Questionnaire 2 beside each item with which they disagreed on the rating chosen by their peers. Both positive and negative reactions made by the participants were recorded in the comments section of Questionnaire 3.

Questionnaire 3 was mailed to participants in compliance with the procedure established in mailing Questionnaires 1 and 2. Administrator and teacher questionnaires were marked and returned within forty-eight hours after they were placed in the school mail. Parents who had not returned their questionnaires within two weeks were telephoned and sent duplicate questionnaires if necessary. The number and percentages of responses have been shown in Table 2.

Table 2

NUMBER AND PERCENT OF PARENTS

RETURNING KINDERGARTEN QUESTIONNAIRES

	Mailed Questionnaires	Number Returned	Percent Returned
Questionnaire 1	355	204	57
Questionnaire 2	202	147	73
Questionnaire 3	147	138	94

SUMMARY

The Delphi procedure, as used here, was a cyclic research procedure[3] eliciting converging opinions of parents, teachers and administrators through the use of questionnaires and justification feed-back. A pictorial display of the three rounds used in this study was shown in Figure 2.

[3] Helm, "Identifying Indicators of Early Childhood Program Values," p. 41.

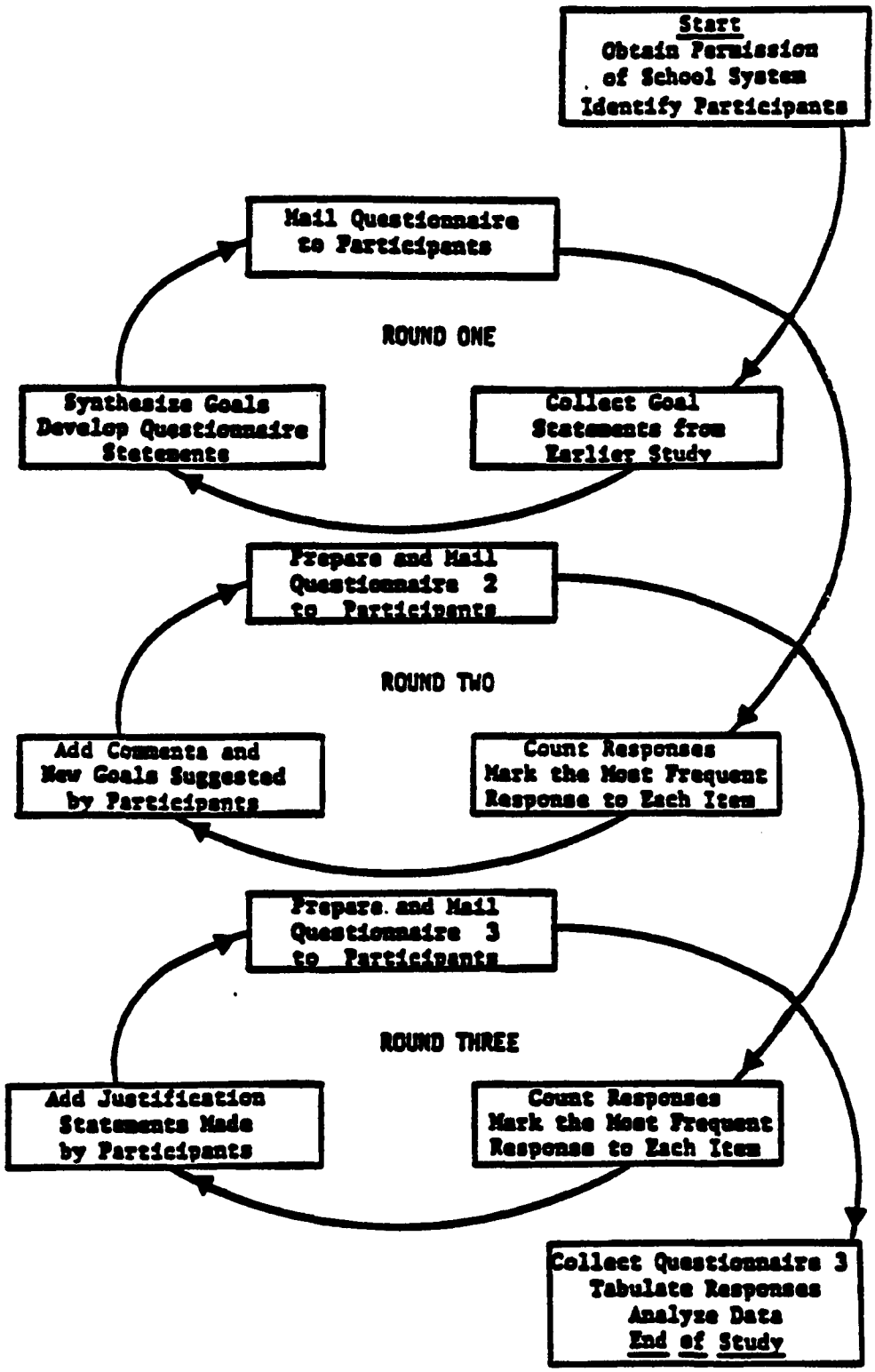

FIGURE 2 - THREE CYCLES OF THE DELPHI PROCEDURE

Data Analysis Procedures

Consensus of opinions concerning the identification of kindergarten goals was shown through the use of tables of percentages comparing initial and final ranks of each sub-group. These included: parents, teachers, administrators, parents and teachers, parents and administrators, and teachers and administrators. A comparison of the most frequent response to Questionnaire 1 to the most frequent response to Questionnaire 3 was also graphically displayed.

Several techniques were used to show a movement toward convergence of opinion in assigning priorities to each kindergarten goal. Mean scores and Standard Deviations were used to show a movement toward convergence of group opinion. Modal and Mean ranks were used to show general and specific rankings of the goal items, and finally, the Spearman[4] rank correlation was utilized to measure the agreement between any two groups.

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[4] N. M. Downie and R. W. Heath, Basic Statistical Methods, 3rd ed. (New York: Harper and Row, 1970), pp. 122-123.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to investigate whether a movement toward consensus of opinion among kindergarten parents, kindergarten teachers, and administrators could be achieved concerning kindergarten goals as well as assigning priorities among kindergarten goals. The Delphi Technique was the method used. The analysis of the data collected in the study pertained to two general hypotheses and twelve specific hypotheses.

FIRST GENERAL HYPOTHESIS

The first general hypothesis stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced among kindergarten parents, kindergarten teachers, and administrators between the first and final (third) responses to questionnaires on kindergarten goals. The first general hypothesis included specific hypotheses 1-a through 1-f.

Specific hypothesis 1-a stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced among kindergarten parents between the first and final responses to questionnaires on kindergarten goals. During the first administration of the kindergarten questionnaire, the parents' responses were distributed somewhat unequally across 142 of the possible 150 choice points of the rating continuum (Appendix B). During the final administration of the

questionnaire, the responses of the kindergarten parents were limited to 88 of the possible 159 choice points (Appendix D).

During the first administration of the kindergarten questionnaire, the kindergarten parents averaged 51% agreement on the most frequent response to each goal item; during the final administration of the questionnaire, the parents averaged 97% agreement on the most frequent response to each goal item. Although only two of the goals (N=39) received 100% parent agreement, five received 98% agreement, four received 97% agreement and eight received 96% agreement. Only one goal item achieved less than 90% agreement. The most frequent responses of parents to Questionnaires 1 and 3 have been listed in Table 3 to show the movement toward consensus of parent opinion.

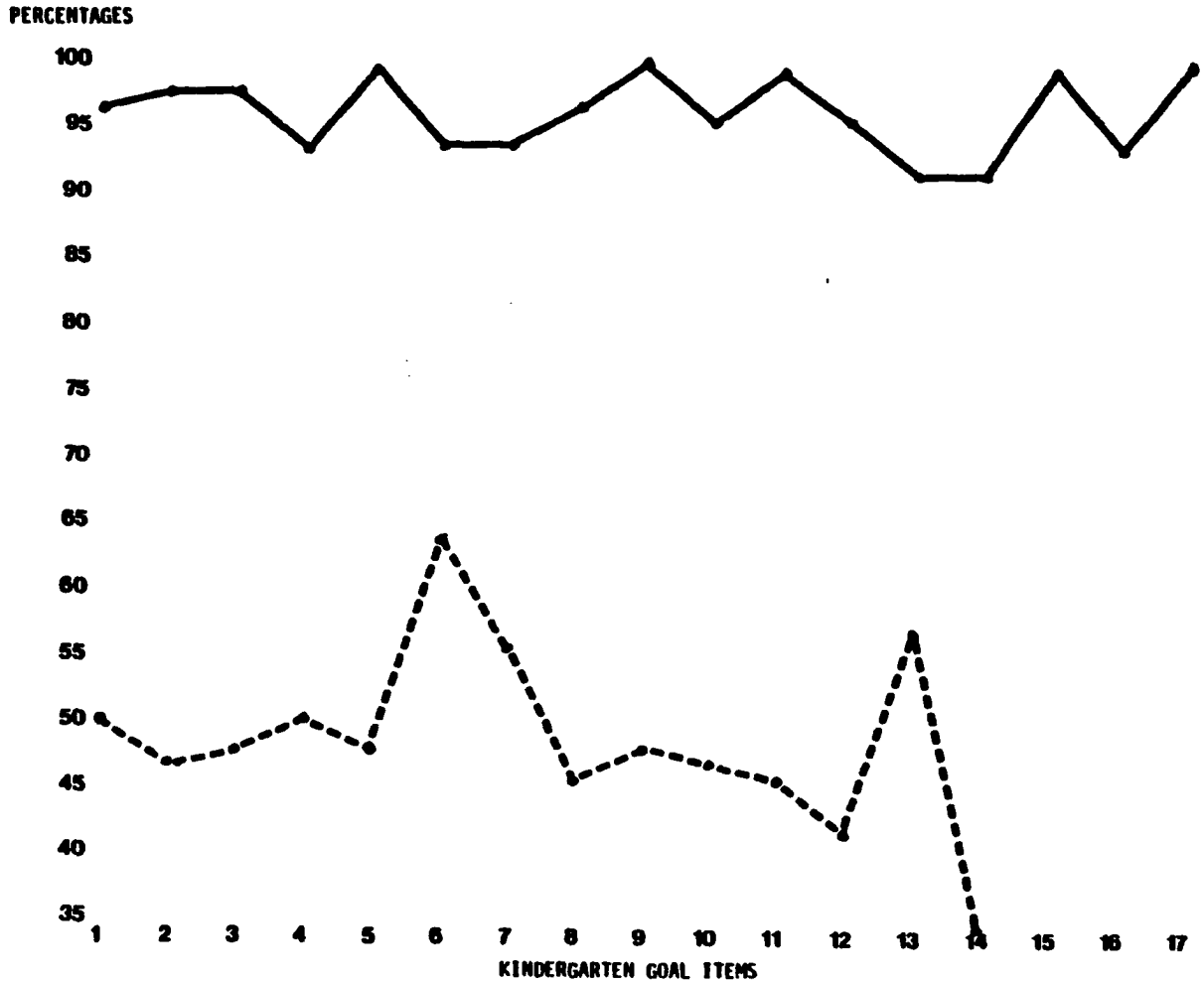
Graphs 1, 2, and 3 present the modal responses of the kindergarten parents to the first and final questionnaires. Graph 1 presents the modal responses of parents to the kindergarten goals in the cognitive domain. Graph 2 shows the modal responses of parents to the kindergarten goals in the affective domain while graph 3 presents the modal responses of parents to the kindergarten goals in the psychomotor domain.

The dotted line in each of the graphs represents the modal responses of the kindergarten parents to the kindergarten goals listed on the first questionnaire. The solid line in each graph represents the modal responses of the parents to the goals listed in the final questionnaire. The difference between the solid and dotted lines gives a visual indication of the kindergarten parents' movement toward consensus of opinion concerning the learning goals included in this study. Evidence presented supported the researcher's acceptance of specific hypothesis 1-a.

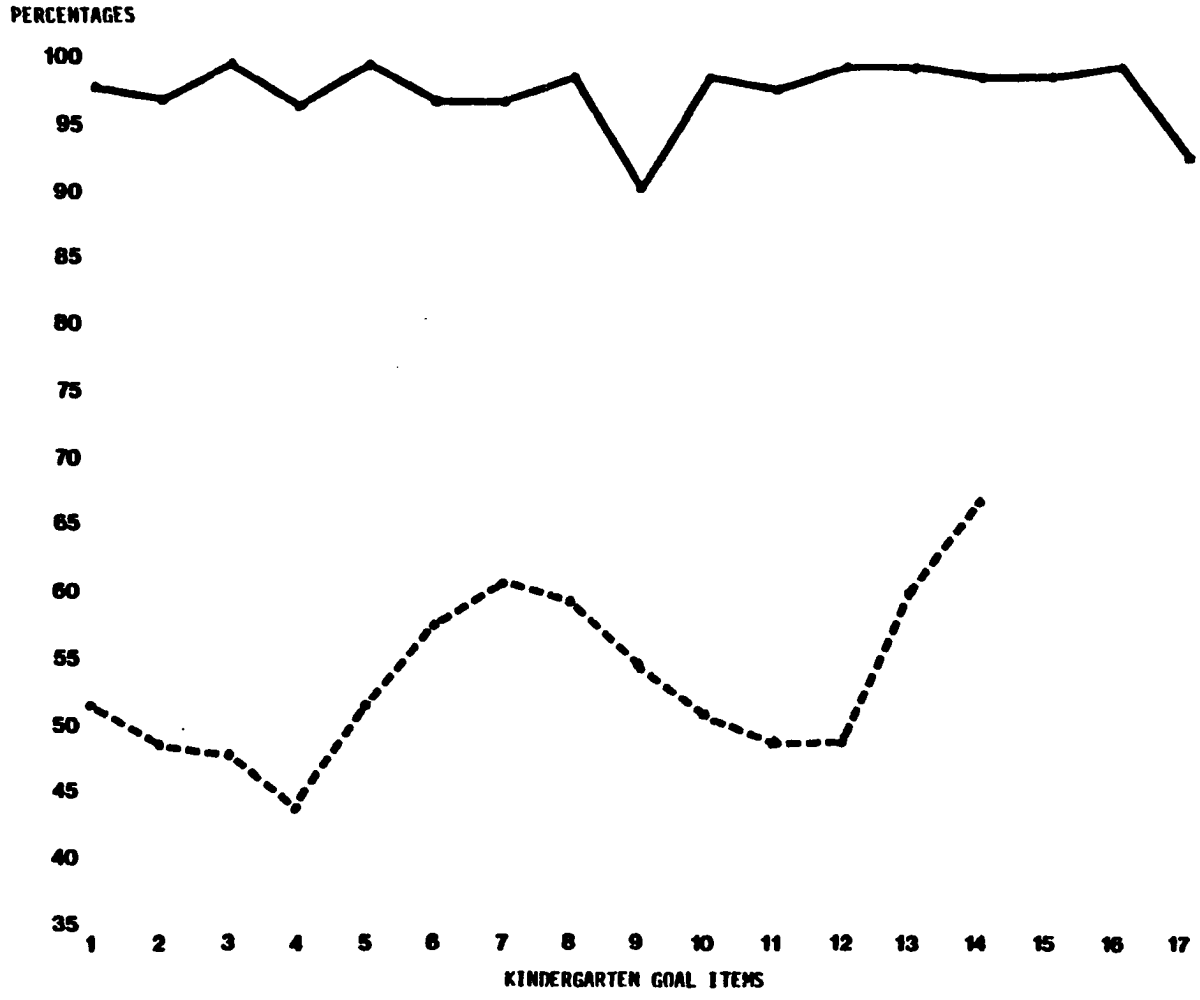
TABLE 3

COMPARISON OF MOST FREQUENT RESPONSES OF PARENTS (N = 132)
Questionnaire 1 and Questionnaire 3

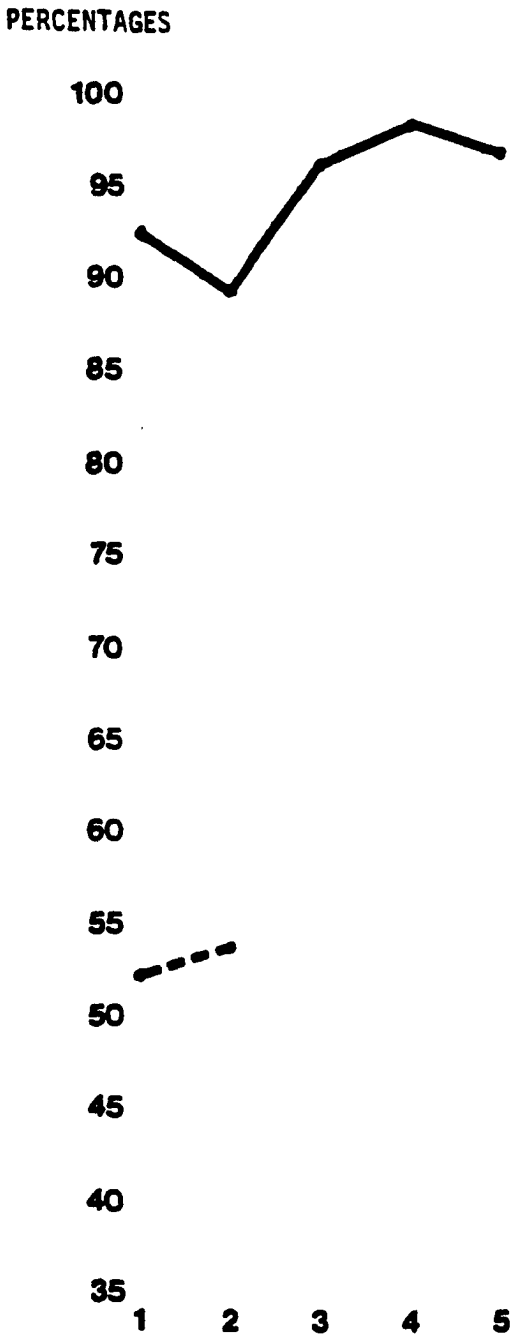
	Q1 # P	Q1 % P	Q3 # P	Q3 % P
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	66	50	127	96
(2) Exhibit Self Motivation	62	47	129	98
(3) Demonstrate Self Discipline	63	48	129	98
(4) Make Mental Adjustments	66	50	123	93
(5) Recognize Alphabet	63	48	131	99
(6) Retell Stories	84	64	124	94
(7) Repeat Rhymes	72	55	124	94
(8) Recognize Colors	60	45	128	97
(9) Recognize Numbers	63	48	132	100
(10) Understand Numbers	62	47	126	95
(11) Demonstrate Visual Discrimination	60	45	131	99
(12) Develop Quantitative Vocabulary	55	42	126	95
(13) Recognize Basic Shapes	75	57	121	92
(14) Dem. Understanding of Amer.Heritage	45	34	121	92
(15) Develop Good Listening Skills			131	99
(16) Develop Imagination			124	94
(17) Know Basic Survival Information			132	100
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	68	52	129	98
(2) Exhibit Good Social Adjustment	64	48	128	97
(3) Exhibit a Feeling of Belonging	63	48	131	99
(4) Exh. Sense of Security w/Adults	58	44	127	96
(5) Exh. Sense of Security w/Peers	68	52	131	99
(6) Assume Responsibility for Actions	76	58	128	97
(7) Develop Own Identity	80	61	128	97
(8) Respect Rights of Others	78	59	130	98
(9) Play Acceptably	72	55	119	90
(10) Assume Responsibility	67	51	130	98
(11) Share Responsibilities	64	48	129	98
(12) Develop Good Personal Values	64	48	131	99
(13) Develop a Positive Self Image	79	60	131	99
(14) Exhibit Respect for Authority	88	67	130	98
(15) Develop Sense of Right and Wrong			130	98
(16) Develop Good Personal Habits			131	99
(17) Dev.Awareness of & Respect for God			122	92
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	69	52	122	92
(2) Move in Coordinated Manner	71	54	118	89
(3) Choice of Hand and Eye			127	96
(4) Develop Hand-Eye Coordination			130	98
(5) Develop Self Control			128	97



GRAPH 1 - KINDERGARTEN PARENTS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) COGNITIVE DOMAIN



GRAPH 2 - KINDERGARTEN PARENTS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) AFFECTIVE DOMAIN



GRAPH 3 - KINDERGARTEN PARENTS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - PSYCHOMOTOR DOMAIN

Specific hypothesis 1-b stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced among kindergarten teachers between the first and final responses to questionnaires on kindergarten goals. During the first administration of the kindergarten questionnaire, the teachers' responses were distributed across 109 of the possible 150 choice points of the rating continuum (Appendix B); during the third administration of the questionnaire, the responses of the teachers were found in 71 of the 159 choice points (Appendix D).

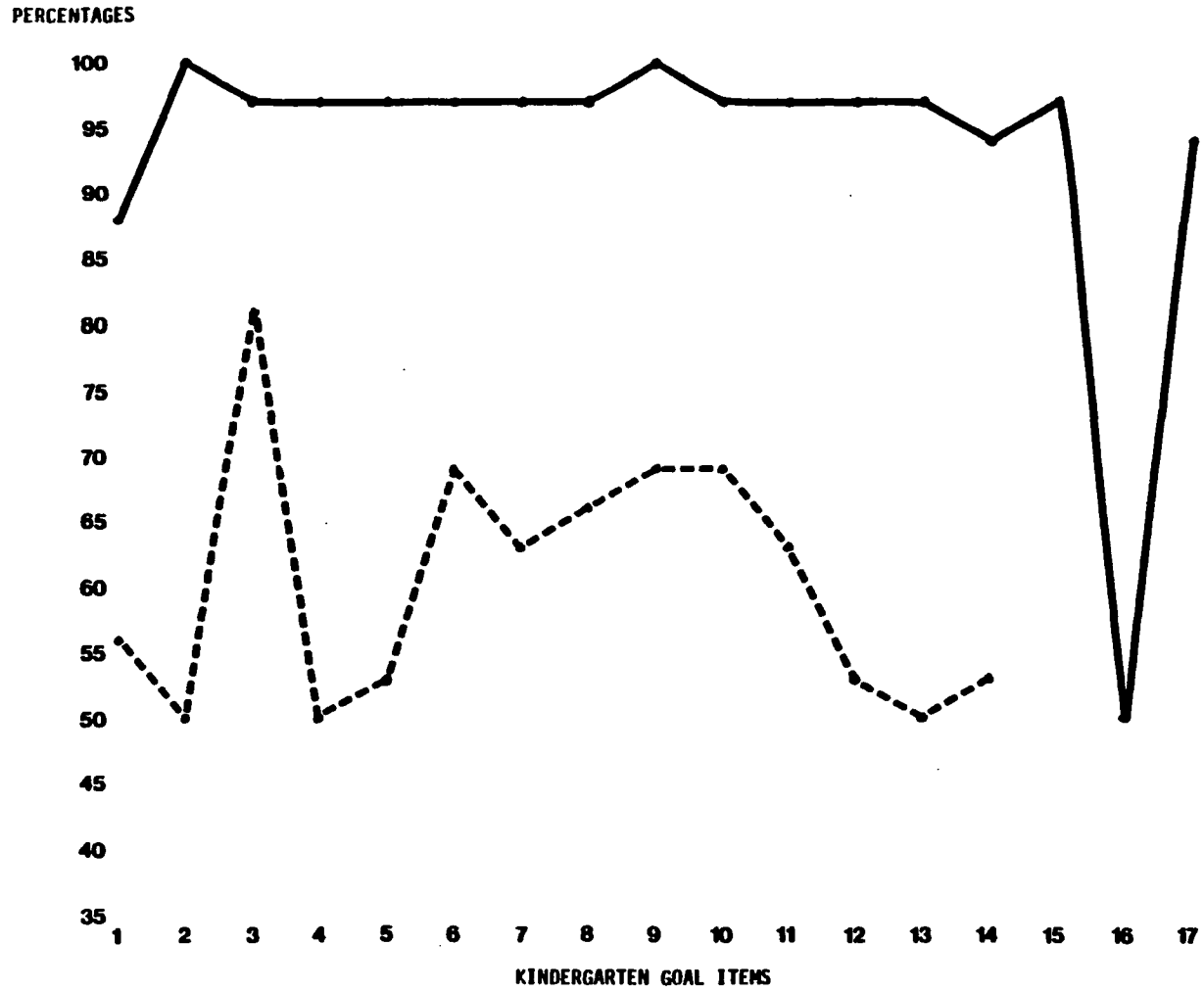
During the first administration of the kindergarten questionnaire, kindergarten teachers averaged 66% agreement on the most frequent response to each goal item; during the final administration of the questionnaire, the teachers averaged 95% agreement on the most frequent response to each goal item. Ten of the goals (N=39) received 100% teacher approval; twenty-one goals received 97% teacher approval; and only four goal items received less than 90% acceptance. The most frequent responses of the kindergarten teachers to the first and final questionnaires have been listed in Table 4. A comparison of these figures suggest there was movement toward consensus of teacher opinion.

Graphs 4, 5, and 6 were designed to give a visual description of the kindergarten teachers' movement toward consensus of opinion concerning the goals included in this study. The difference between the dotted lines (Questionnaire 1 modal responses) and solid lines (Questionnaire 3 modal responses) shows a noticeable movement toward consensus of teacher opinion concerning the goals included in this study. The evidence presented supported the researcher's acceptance of specific hypothesis 1-b.

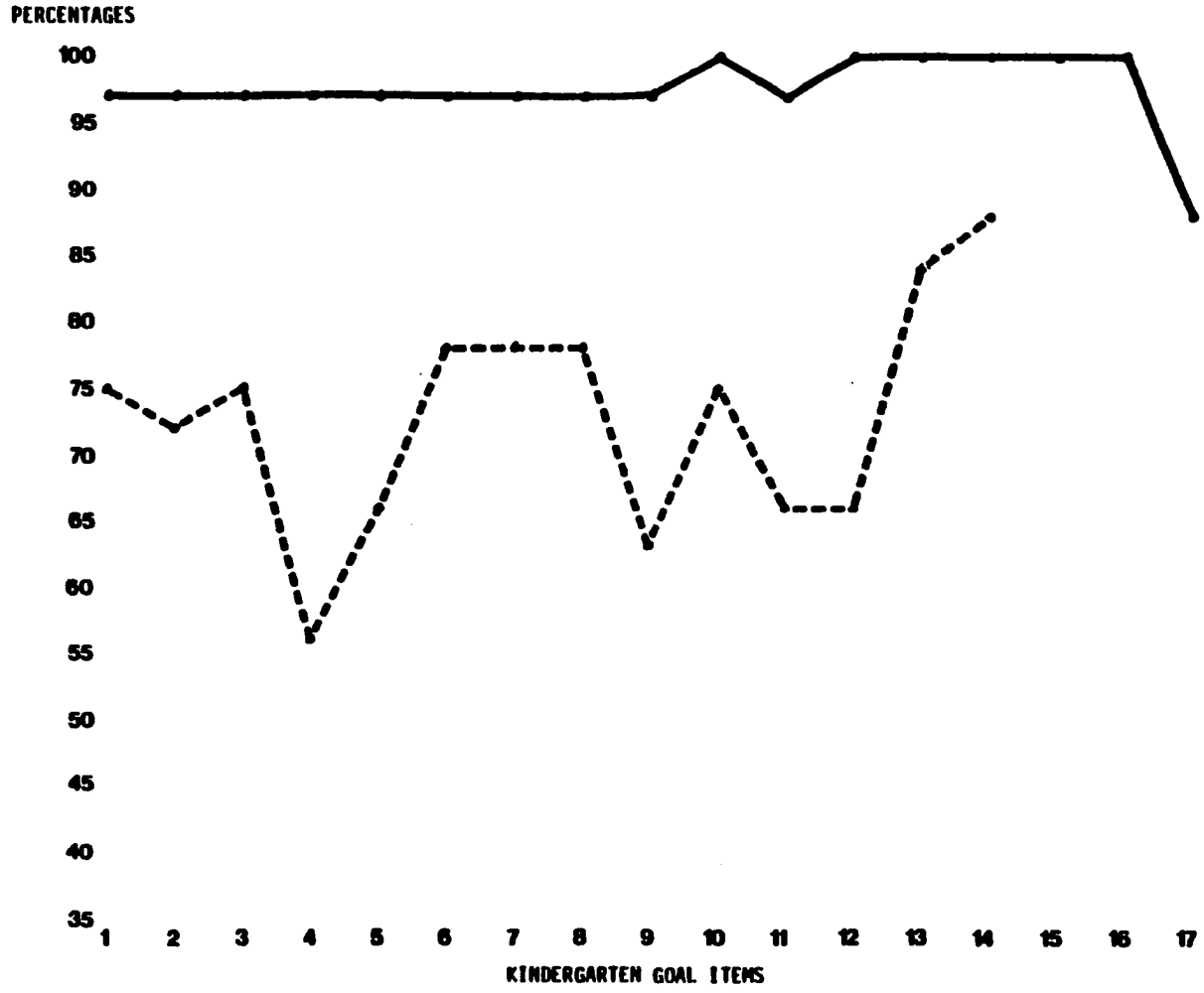
TABLE 4

COMPARISON OF MOST FREQUENT RESPONSES OF TEACHERS
QUESTIONNAIRE 1 and QUESTIONNAIRE 3

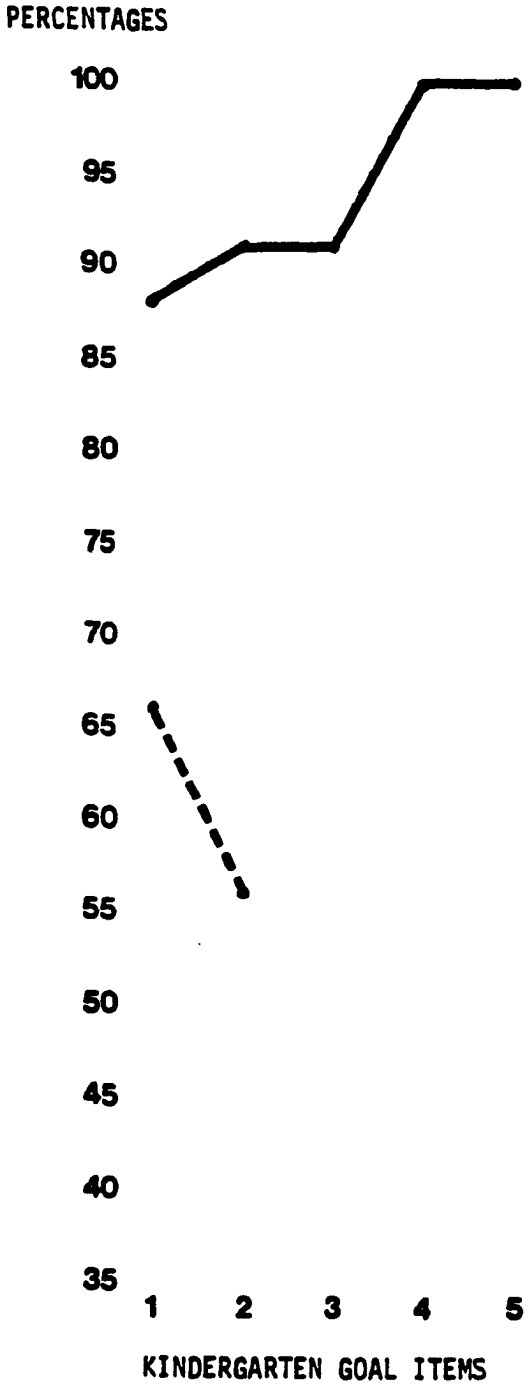
	Q1 # T	Q1 % T	Q3 # T	Q3 % T
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	18	56	28	88
(2) Exhibit Self Motivation	16	50	32	100
(3) Demonstrate Self Discipline	26	81	31	97
(4) Make Mental Adjustments	16	50	31	97
(5) Recognize Alphabet	17	53	31	97
(6) Retell Stories	22	69	31	97
(7) Repeat Rhymes	20	63	31	97
(8) Recognize Colors	21	66	31	97
(9) Recognize Numbers	22	69	32	100
(10) Understand Numbers	22	69	31	97
(11) Demonstrate Visual Discrimination	20	63	31	97
(12) Develop Quantitative Vocabulary	17	53	31	97
(13) Recognize Basic Shapes	16	50	31	97
(14) Dem. an Under. of Amer. Heritage	17	53	30	94
(15) Develop Good Listening Skills			31	97
(16) Develop Imagination			16	50
(17) Know Basic Survival Information			30	94
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	24	75	31	97
(2) Exhibit Good Social Adjustment	23	72	31	97
(3) Exhibit a Feeling of Belonging	24	75	31	97
(4) Exh. Sense of Security with Adults	18	56	31	97
(5) Exh. Sense of Security with Peers	21	66	31	97
(6) Assume Responsibility for Actions	25	78	31	97
(7) Develop Own Identity	25	78	31	97
(8) Respect Rights of Others	25	78	31	97
(9) Play Acceptably	20	63	31	97
(10) Assume Responsibility	24	75	32	100
(11) Share Responsibilities	21	66	31	97
(12) Develop Good Personal Values	21	66	32	100
(13) Develop a Positive Self-Image	27	84	32	100
(14) Exhibit Respect for Authority	28	88	32	100
(15) Develop Sense of Right and Wrong			32	100
(16) Develop Good Personal Habits			32	100
(17) Dev. Awareness of & Respect for God			28	88
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	21	66	28	88
(2) Move in Coordinated Manner	18	56	29	91
(3) Choice of Hand and Eye			29	91
(4) Develop Hand-Eye Coordination			32	100
(5) Develop Self-Control			32	100



GRAPH 4 - KINDERGARTEN TEACHERS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - COGNITIVE DOMAIN



GRAPH 5 - KINDERGARTEN TEACHERS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - AFFECTIVE DOMAIN



GRAPH 6 - KINDERGARTEN TEACHERS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - PSYCHOMOTOR DOMAIN

Specific hypothesis 1-c stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced among administrators between the first and final responses to questionnaires on kindergarten goals. During the first administration of the questionnaire, administrators' responses were distributed across 98 of the 150 choice points of the rating continuum (Appendix B); during the third administration of the questionnaire, the administrators' responses were limited to only 47 of the 159 choice points (Appendix D).

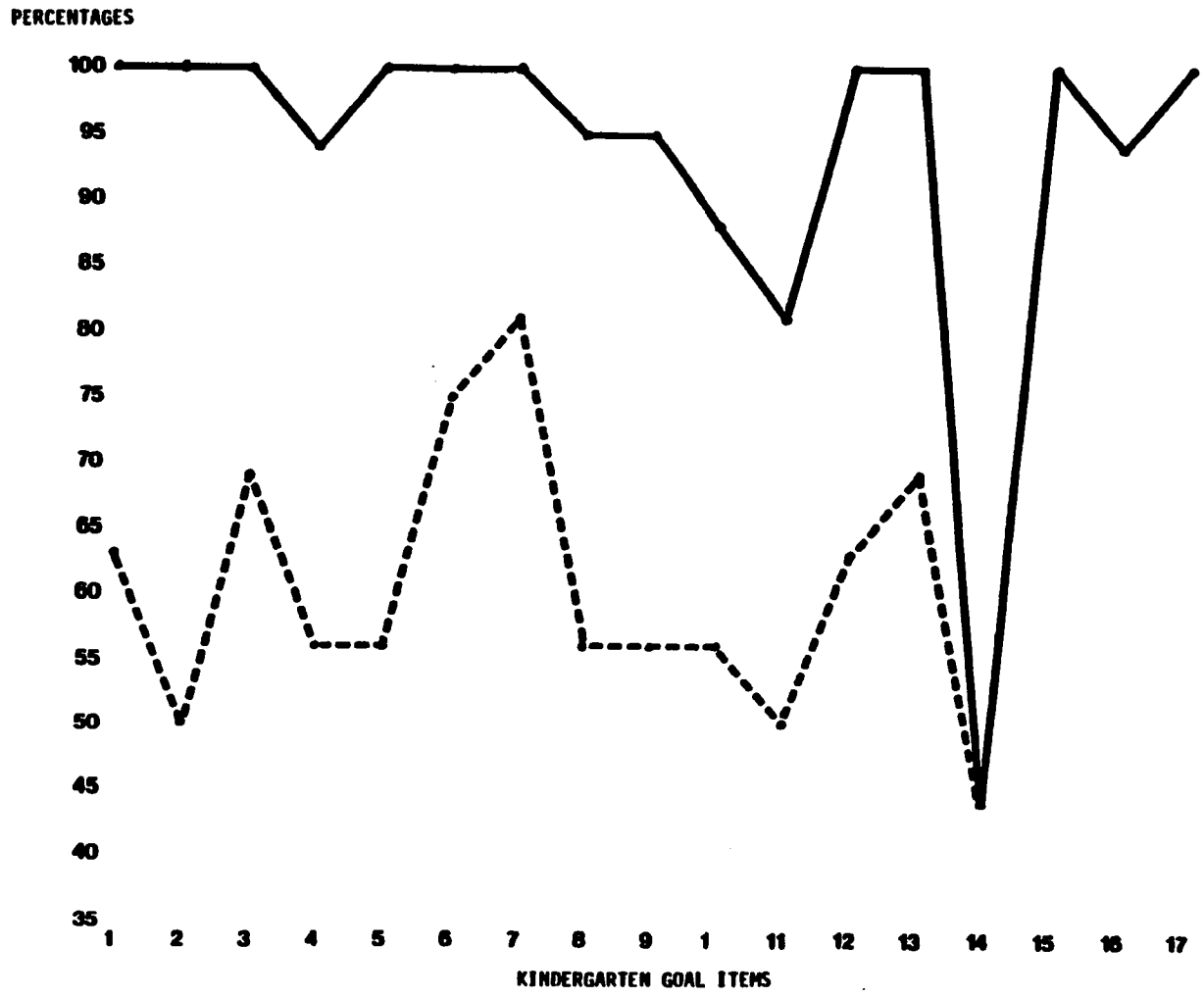
During the first administration of the questionnaire, the administrators averaged 61% agreement on their most frequent response to each goal item; during the final administration of the questionnaire, they averaged 95% agreement on their most frequent response to each goal item. Twenty-four of the goals (N=39) received 100% agreement among the administrators; nine goals received 94% administrator agreement; and only five items received less than 90%. The most frequent responses of the administrators to the first and final questionnaires have been listed in Table 5. A comparison of these figures suggest there was movement toward consensus of administrator opinion.

Graphs 7, 8, and 9 were designed to give a visual description of the administrators' movement toward consensus of opinion concerning the learning goals included in this study. The difference between the dotted lines (Questionnaire 1 modal responses) and solid lines (Questionnaire 3 modal responses) shows a noticeable movement toward consensus of administrator opinion concerning the learning goals included in this study. The evidence presented supported the researcher's acceptance of specific hypothesis 1-c.

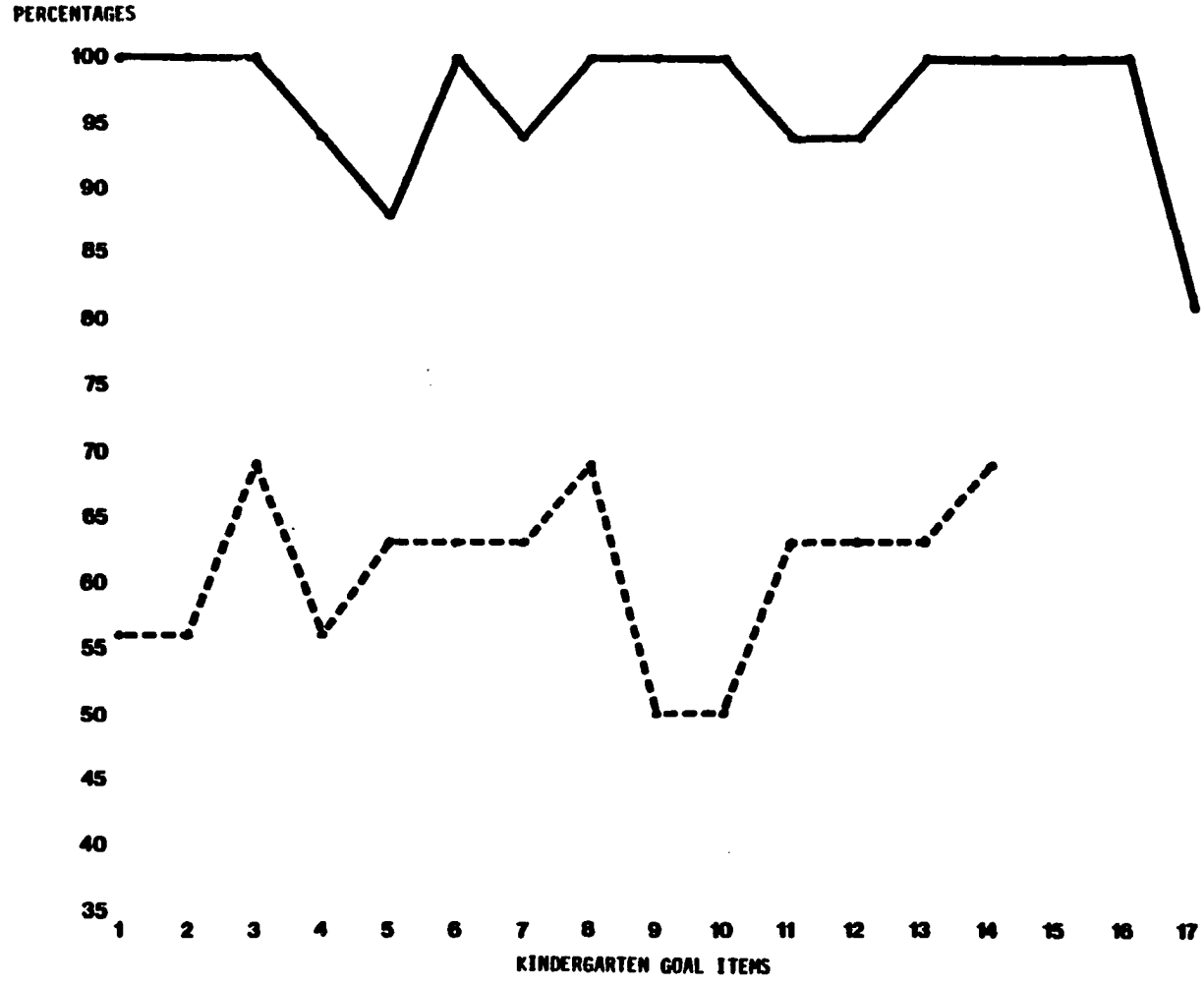
TABLE 5

COMPARISON OF MOST FREQUENT RESPONSES OF ADMINISTRATORS
QUESTIONNAIRE 1 and QUESTIONNAIRE 3

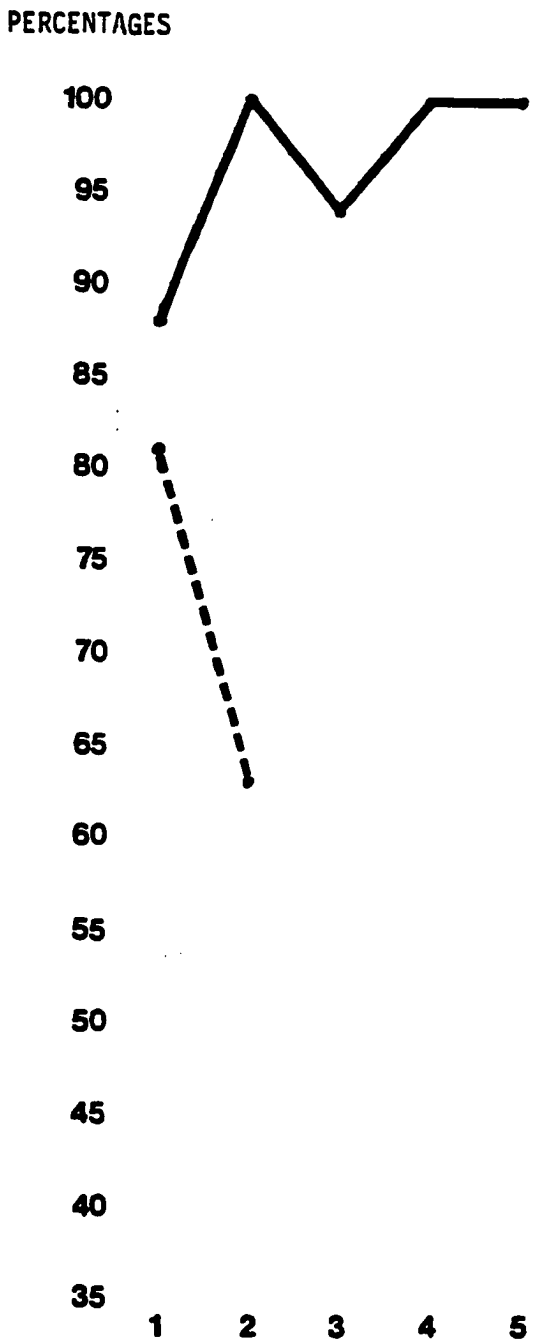
	Q1 # T	Q1 % T	Q3 # T	Q3 % T
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	10	63	16	100
(2) Exhibit Self Motivation	8	50	16	100
(3) Demonstrate Self Discipline	11	69	16	100
(4) Make Mental Adjustments	9	56	15	94
(5) Recognize Alphabet	9	56	16	100
(6) Retell Stories	12	75	16	100
(7) Repeat Rhymes	13	81	16	100
(8) Recognize Colors	9	56	15	94
(9) Recognize Numbers	9	56	15	94
(10) Understand Numbers	9	56	14	88
(11) Demonstrate Visual Discrimination	8	50	13	81
(12) Develop Quantitative Vocabulary	10	63	16	100
(13) Recognize Basic Shapes	11	69	16	100
(14) Dem. an Under. of Amer. Heritage	7	44	7	44
(15) Develop Good Listening Skills			16	100
(16) Develop Imagination			15	94
(17) Know Basic Survival Information			16	100
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	9	56	16	100
(2) Exhibit Good Social Adjustment	9	56	16	100
(3) Exhibit a Feeling of Belonging	11	69	16	100
(4) Exh. Sense of Security with Adults	9	56	15	94
(5) Exh. Sense of Security with Peers	10	63	14	88
(6) Assume Responsibility for Actions	10	63	16	100
(7) Develop Own Identity	10	63	15	94
(8) Respect Rights of Others	11	69	16	100
(9) Play Acceptably	8	50	16	100
(10) Assume Responsibility	8	50	16	100
(11) Share Responsibilities	10	63	15	94
(12) Develop Good Personal Values	10	63	15	94
(13) Develop a Positive Self-Image	10	63	16	100
(14) Exhibit Respect for Authority	11	69	16	100
(15) Develop Sense of Right and Wrong			16	100
(16) Develop Good Personal Habits			16	100
(17) Dev. Awareness of & Respect for God			13	81
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	13	81	14	88
(2) Move in Coordinated Manner	10	63	16	100
(3) Choice of Hand and Eye			15	94
(4) Develop Hand-Eye Coordination			16	100
(5) Develop Self-Control			16	100



GRAPH 7 - ADMINISTRATORS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - COGNITIVE DOMAIN



GRAPH 8 - ADMINISTRATORS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - AFFECTIVE DOMAIN



GRAPH 9 - ADMINISTRATORS' MODAL RESPONSES TO Q1 (DOTTED LINE) AND Q3 (SOLID LINE) - PSYCHOMOTOR DOMAIN

Specific hypothesis 1-d stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced between kindergarten parents and kindergarten teachers between the first and final responses to questionnaires on kindergarten goals. The mode was the statistical measure used to test the movement toward consensus.

Re-examination of the kindergarten parents' and the kindergarten teachers' responses to Questionnaire 1 suggested a lack of agreement among or between kindergarten parent and kindergarten teacher groups on Questionnaire 1. Responses to Questionnaire 3, on the other hand, suggested a movement toward consensus of opinion between groups concerning 38 of the 39 kindergarten goals considered in the current study. Although 94% of the kindergarten parents reached consensus of opinion concerning cognitive goal item 16 (Develop Imagination), only 50% of the kindergarten teachers moved toward consensus of opinion in response to that particular goal.

In response to Questionnaire 3, both kindergarten parent and kindergarten teacher groups rated the kindergarten goals either important or very important. Their ratings suggested that both groups supported the goals presented in the study.

Modal responses made by kindergarten parents and kindergarten teachers to Questionnaires 1 and 3 have been placed in Table 6 in illustration of the movement of both groups toward consensus of opinion concerning the kindergarten goals composing the current study. This evidence supported the researcher's acceptance of specific hypothesis 1-d.

Specific hypothesis 1-e stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced between

TABLE 6

MOST FREQUENT RESPONSES OF PARENTS (N = 132) AND TEACHERS (N = 32)
Questionnaire 1 and Questionnaire 3

	Q1 % P	Q1 % T	Q3 % P	Q3 % T
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	50	56	96	88
(2) Exhibit Self Motivation	47	50	98	100
(3) Demonstrate Self Discipline	48	81	98	97
(4) Make Mental Adjustments	50	50	93	97
(5) Recognize Alphabet	48	53	99	97
(6) Retell Stories	64	69	94	97
(7) Repeat Rhymes	55	63	94	97
(8) Recognize Colors	45	66	97	97
(9) Recognize Numbers	48	69	100	100
(10) Understand Numbers	47	69	95	97
(11) Demonstrate Visual Discrimination	45	63	99	97
(12) Develop Quantitative Vocabulary	42	53	95	97
(13) Recognize Basic Shapes	57	50	92	97
(14) Dem. Understanding of Amer.Heritage	34	53	92	94
(15) Develop Good Listening Skills			99	97
(16) Develop Imagination			94	50
(17) Know Basic Survival Information			100	94
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	52	75	98	97
(2) Exhibit Good Social Adjustment	48	72	97	97
(3) Exhibit a Feeling of Belonging	48	75	99	97
(4) Exh. Sense of Security w/Adults	44	56	96	97
(5) Exh. Sense of Security w/Peers	52	66	99	97
(6) Assume Responsibility for Actions	58	78	97	97
(7) Develop Own Identity	61	78	97	97
(8) Respect Rights of Others	59	78	98	97
(9) Play Acceptably	55	63	90	97
(10) Assume Responsibility	51	75	98	100
(11) Share Responsibilities	48	66	98	97
(12) Develop Good Personal Values	48	66	99	100
(13) Develop a Positive Self Image	60	84	99	100
(14) Exhibit Respect for Authority	67	88	98	100
(15) Develop Sense of Right and Wrong			98	100
(16) Develop Good Personal Habits			99	100
(17) Dev.Awareness of & Respect for God			92	88
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	52	66	92	88
(2) Move in Coordinated Manner	54	56	89	91
(3) Choice of Hand and Eye			96	91
(4) Develop Hand-Eye Coordination			98	100
(5) Develop Self Control			97	100

kindergarten parents and administrators between the first and final responses to questionnaires on kindergarten goals. The mode was the statistical measure used to test the movement toward consensus of opinion.

Re-examination of the kindergarten parents' and administrators' modal responses to Questionnaire 1 suggested a lack of agreement among or between kindergarten parent and administrator groups on Questionnaire 1. The responses to Questionnaire 3, on the other hand, suggested a movement toward consensus of opinion both among and between groups concerning 38 of the 39 kindergarten goals considered in the current study. Although 92% of the kindergarten parents reached consensus of opinion on Questionnaire 3 concerning cognitive goal item 14 (Demonstrate an Understanding of American Heritage), only 44% of the administrators moved toward consensus of opinion in response to that particular goal.

In response to Questionnaire 3, both kindergarten parent and administrator groups rated the kindergarten goals either important or very important. Their ratings suggested that both groups supported the goals presented in the study.

Modal responses made by kindergarten parents and administrators to Questionnaires 1 and 3 have been placed in Table 7 in illustration of the movement of both groups toward consensus of opinion concerning the kindergarten goals composing the current study. This evidence supported the researcher's acceptance of specific hypothesis 1-e.

Specific hypothesis 1-f stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced between kindergarten teachers and administrators between the first and final responses to questionnaires on kindergarten goals. The mode was the statistical

TABLE 7

MOST FREQUENT RESPONSES OF PARENTS (N = 132) AND ADMINISTRATORS (N = 16)
Questionnaire 1 and Questionnaire 3

A.	COGNITIVE LEARNING	$\%^{Q1}_{P}$	$\%Q1_{A}$	$\%Q3_{P}$	$\%Q3_{A}$
(1)	Exhibit Curiosity	50	63	96	100
(2)	Exhibit Self Motivation	47	50	98	100
(3)	Demonstrate Self Discipline	48	69	98	100
(4)	Make Mental Adjustments	50	56	93	94
(5)	Recognize Alphabet	48	56	99	100
(6)	Retell Stories	64	75	94	100
(7)	Repeat Rhymes	55	81	94	100
(8)	Recognize Colors	45	56	97	94
(9)	Recognize Numbers	48	56	100	94
(10)	Understand Numbers	47	56	95	88
(11)	Demonstrate Visual Discrimination	45	50	99	81
(12)	Develop Quantitative Vocabulary	42	63	95	100
(13)	Recognize Basic Shapes	57	69	92	100
(14)	Dem. Understanding of Amer.Heritage	34	44	92	44
(15)	Develop Good Listening Skills			99	100
(16)	Develop Imagination			94	94
(17)	Know Basic Survival Information			100	100
B.	AFFECTIVE LEARNING				
(1)	Exhibit Good Emotional Adjustment	52	56	98	100
(2)	Exhibit Good Social Adjustment	48	56	97	100
(3)	Exhibit a Feeling of Belonging	48	69	99	100
(4)	Exh. Sense of Security w/Adults	44	56	96	94
(5)	Exh. Sense of Security w/Peers	52	63	99	88
(6)	Assume Responsibility for Actions	58	63	97	100
(7)	Develop Own Identity	61	63	97	94
(8)	Respect Rights of Others	59	69	98	100
(9)	Play Acceptably	55	50	90	100
(10)	Assume Responsibility	51	50	98	100
(11)	Share Responsibilities	48	63	98	94
(12)	Develop Good Personal Values	48	63	99	94
(13)	Develop a Positive Self Image	60	63	99	100
(14)	Exhibit Respect for Authority	67	69	98	100
(15)	Develop Sense of Right and Wrong			98	100
(16)	Develop Good Personal Habits			99	100
(17)	Dev.Awareness of & Respect for God			92	81
C.	PSYCHOMOTOR LEARNING				
(1)	Identify Parts of Body	52	81	92	88
(2)	Move in Coordinated Manner	54	63	89	100
(3)	Choice of Hand and Eye			96	94
(4)	Develop Hand-Eye Coordination			98	100
(5)	Develop Self Control			97	100

measure used to test the movement toward consensus of opinion.

Re-examination of the kindergarten teachers' and administrators' modal responses to Questionnaire 1 suggested a lack of agreement among and between kindergarten teachers and administrators on Questionnaire 1. The responses to Questionnaire 3, on the other hand, suggested a movement toward consensus of opinion both among and between groups concerning 37 of the 39 kindergarten goals considered in the study. Cognitive goal 14 (Demonstrate an Understanding of American Heritage) and cognitive goal 16 (Develop Imagination) received noticeably different ratings.

In response to Questionnaire 3, both kindergarten teachers and administrators rated the kindergarten goals either important or very important. Their ratings suggested that both groups supported the goals presented in the study.

Modal responses made by kindergarten teachers and administrators to Questionnaires 1 and 3 have been placed in Table 8 in illustration of the movement of both groups toward consensus of opinion concerning the kindergarten goals composing the current study. This evidence supported the researcher's acceptance of specific hypothesis 1-f.

Summary of the First General Hypothesis

The first general hypothesis stated a movement toward consensus of opinion concerning kindergarten goals would be evidenced among kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals.

TABLE 8

MOST FREQUENT RESPONSES OF TEACHERS (N = 32) AND ADMINISTRATORS (N = 16)
Questionnaire 1 and Questionnaire 3

	% Q1 T	% Q1 A	% Q3 T	% Q3 A
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	56	63	88	100
(2) Exhibit Self Motivation	50	50	100	100
(3) Demonstrate Self Discipline	81	69	97	100
(4) Make Mental Adjustments	50	56	97	94
(5) Recognize Alphabet	53	56	97	100
(6) Retell Stories	69	75	97	100
(7) Repeat Rhymes	63	81	97	100
(8) Recognize Colors	66	56	97	94
(9) Recognize Numbers	69	56	100	94
(10) Understand Numbers	69	56	97	88
(11) Demonstrate Visual Discrimination	63	50	97	81
(12) Develop Quantitative Vocabulary	53	63	97	100
(13) Recognize Basic Shapes	50	69	97	100
(14) Dem. an Under. of Amer. Heritage	53	44	94	44
(15) Develop Good Listening Skills			97	100
(16) Develop Imagination			50	94
(17) Know Basic Survival Information			94	100
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	75	56	97	100
(2) Exhibit Good Social Adjustment	72	56	97	100
(3) Exhibit a Feeling of Belonging	75	69	97	100
(4) Exh. Sense of Security with Adults	56	56	97	94
(5) Exh. Sense of Security with Peers	66	63	97	88
(6) Assume Responsibility for Actions	78	63	97	100
(7) Develop Own Identity	78	63	97	94
(8) Respect Rights of Others	78	69	97	100
(9) Play Acceptably	63	50	97	100
(10) Assume Responsibility	75	50	100	100
(11) Share Responsibilities	66	63	97	94
(12) Develop Good Personal Values	66	63	100	94
(13) Develop a Positive Self-Image	84	63	100	100
(14) Exhibit Respect for Authority	88	69	100	100
(15) Develop Sense of Right and Wrong			100	100
(16) Develop Good Personal Habits			100	100
(17) Dev. Awareness of & Respect for God			88	81
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	66	81	88	88
(2) Move in Coordinated Manner	56	63	91	100
(3) Choice of Hand and Eye			91	94
(4) Develop Hand-Eye Coordination			100	100
(5) Develop Self-Control			100	100

Specific hypotheses 1-a through 1-f were developed to present the analysis of the data concerning the first general hypothesis.

Responses to Questionnaire 1 showed discernible differences of opinion both within and among respondent groups (kindergarten parents, kindergarten teachers and administrators). The response to Questionnaire 3 suggested a movement toward consensus of opinion both among and between respondent groups concerning 37 of the 39 goals considered in the study.

Kindergarten parents, kindergarten teachers, and administrators rated all goals listed on Questionnaire 3 as either important or very important. Those ratings suggested to the researcher that all three groups accepted the goals considered in the study.

Modal responses made by kindergarten parents, kindergarten teachers and administrators to Questionnaire 1 and Questionnaire 3 have been placed in Table 9 to offer a comparison of the three groups in order to suggest that all three groups did move from little or moderate agreement to high agreement concerning kindergarten goals. This evidence supported the researcher's acceptance of the first general hypothesis.

Second General Hypothesis

The second general hypothesis stated a movement toward convergence of opinion concerning priorities of the kindergarten goals would be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals. This general hypothesis included specific hypotheses 2-a through 2-f.

TABLE 9

MOST FREQUENT RESPONSES OF PARENTS (N = 132), TEACHERS (N = 32)
and ADMINISTRATORS (N = 16)
Questionnaire 1 and Questionnaire 3

	$\%Q1_P$	$\%Q1_T$	$\%Q1_A$	$\%Q3_P$	$\%Q3_T$	$\%Q3_A$
A. COGNITIVE LEARNING						
(1) Exhibit Curiosity	50	56	63	96	88	100
(2) Exhibit Self Motivation	47	50	50	98	100	100
(3) Demonstrate Self Discipline	48	81	69	98	97	100
(4) Make Mental Adjustments	50	50	56	93	97	94
(5) Recognize Alphabet	48	53	56	99	97	100
(6) Retell Stories	64	69	75	94	97	100
(7) Repeat Rhymes	55	63	81	94	97	100
(8) Recognize Colors	45	66	56	97	97	94
(9) Recognize Numbers	48	69	56	100	100	94
(10) Understand Numbers	47	69	56	95	97	88
(11) Demonstrate Visual Discrimination	45	63	50	99	97	81
(12) Develop Quantitative Vocabulary	42	53	63	95	97	100
(13) Recognize Basic Shapes	57	50	69	92	97	100
(14) Dem.Understanding of Amer.Heritage	34	53	44	92	94	44
(15) Develop Good Listening Skills				99	97	100
(16) Develop Imagination				94	50	94
(17) Know Basic Survival Information				100	94	100
B. AFFECTIVE LEARNING						
(1) Exhibit Good Emotional Adjustment	52	75	56	98	97	100
(2) Exhibit Good Social Adjustment	48	72	56	97	97	100
(3) Exhibit A Feeling of Belonging	48	75	69	99	97	100
(4) Exh. Sense of Security w/Adults	44	56	56	96	97	94
(5) Exh.Sense of Security w/Peers	52	66	63	99	97	88
(6) Assume Responsibility for Actions	58	78	63	97	97	100
(7) Develop Own Identity	61	78	63	97	97	94
(8) Respect Rights of Others	59	78	69	98	97	100
(9) Play Acceptably	55	63	50	90	97	100
(10) Assume Responsibility	51	75	50	98	100	100
(11) Share Responsibilities	48	66	63	98	97	94
(12) Develop Good Personal Values	48	66	63	99	100	94
(13) Develop a Positive Self Image	60	84	63	99	100	100
(14) Exhibit Respect for Authority	67	88	69	98	100	100
(15) Develop Sense of Right and Wrong				98	100	100
(16) Develop Good Personal Habits				99	100	100
(17) Dev.Awareness of & Respect for God				92	88	81
C. PSYCHOMOTOR LEARNING						
(1) Identify Parts of Body	52	66	81	92	88	88
(2) Move in Coordinated Manner	54	56	63	89	91	100
(3) Choice of Hand and Eye				96	91	94
(4) Develop Hand-Eye Coordination				98	100	100
(5) Develop Self Control				97	100	100

Specific hypothesis 2-a stated a movement toward convergence of opinion concerning priorities of the kindergarten goals would be evidenced among the kindergarten parents between the first and final responses to questionnaires on kindergarten goals. Three statistical measures were used in analyzing the priorities kindergarten parents placed on the kindergarten goals. Modal responses of the kindergarten parents provided a basis for dividing goal items into two broad groups (important and extremely important). A summary of the number of goals parents assigned to each of these categories has been placed in Table 10.

TABLE 10

KINDERGARTEN GOAL CATEGORIES
ASSIGNED BY PARENTS' MODAL RESPONSES

DOMAIN	CATEGORIES	
	EXTREMELY IMPORTANT	IMPORTANT
Cognitive	11	6
Affective	16	1
Psychomotor	2	3

In addition to the consideration of parents' modal responses, the mean of the modal responses to each goal item, was also calculated and examined. While modal responses revealed two broad categories, mean scores provided a more discriminating measure of assigning the priorities of kindergarten parents concerning kindergarten goals. The categories by mode and mean scores in response to Questionnaire 3 have been listed in Table 11.

TABLE 11

PARENTS' (N = 132) MODE AND MEAN SCORES
Questionnaire 3

	MODE	MEAN
A. COGNITIVE LEARNING		
(1) Exhibit Curiosity	1.00	1.04
(2) Exhibit Self Motivation	1.00	1.02
(3) Demonstrate Self Discipline	1.00	1.02
(4) Make Mental Adjustments	2.00	1.96
(5) Recognize Alphabet	1.00	1.01
(6) Retell Stories	2.00	1.98
(7) Repeat Rhymes	2.00	1.96
(8) Recognize Colors	1.00	1.04
(9) Recognize Numbers	1.00	1.00
(10) Understand Numbers	1.00	1.05
(11) Demonstrate Visual Discrimination	1.00	1.02
(12) Develop Quantitative Vocabulary	1.00	1.06
(13) Recognize Basic Shapes	2.00	1.92
(14) Dem. Understanding of Amer.Heritage	2.00	2.02
(15) Develop Good Listening Skills	1.00	1.01
(16) Develop Imagination	2.00	1.94
(17) Know Basic Survival Information	1.00	1.00
B. AFFECTIVE LEARNING		
(1) Exhibit Good Emotional Adjustment	1.00	1.02
(2) Exhibit Good Social Adjustment	1.00	1.03
(3) Exhibit a Feeling of Belonging	1.00	1.01
(4) Exh. Sense of Security w/Adults	1.00	1.05
(5) Exh. Sense of Security w/Peers	1.00	1.01
(6) Assume Responsibility for Actions	1.00	1.03
(7) Develop Own Identity	1.00	1.05
(8) Respect Rights of Others	1.00	1.02
(9) Play Acceptably	2.00	1.90
(10) Assume Responsibility	1.00	1.02
(11) Share Responsibilities	1.00	1.02
(12) Develop Good Personal Values	1.00	1.01
(13) Develop a Positive Self Image	1.00	1.01
(14) Exhibit Respect for Authority	1.00	1.02
(15) Develop Sense of Right and Wrong	1.00	1.02
(16) Develop Good Personal Habits	1.00	1.02
(17) Dev.Awareness of & Respect for God	1.00	1.15
C. PSYCHOMOTOR LEARNING		
(1) Identify Parts of Body	2.00	1.92
(2) Move in Coordinated Manner	2.00	1.89
(3) Choice of Hand and Eye	2.00	1.98
(4) Develop Hand-Eye Coordination	1.00	1.02
(5) Develop Self Control	1.00	1.03

Two goals achieved total convergence of kindergarten parents opinions. They were: (9) Recognize Numbers, and (17) Know Basic Survival Information. Both goals, which were from the cognitive domain, achieved the highest possible mean score (1.00). The lowest rated goal (mean = 2.02) among parents was (14) Demonstrate an Understanding of American Heritage, which was also from the cognitive domain.

The affective goals rated highest among parents on Questionnaire 3 were: (3) Exhibit a Feeling of Belonging, (5) Exhibit a Sense of Security with Peers, (12) Develop Good Personal Values, and (13) Develop a Positive Self-Image. A mean score of 1.01 was achieved for the above four goal items. The lowest rated affective goal was (9) Play Acceptably with a mean score of 1.90.

The psychomotor goal rated the highest by the parent group on Questionnaire 3 was (4) Develop Hand-Eye Coordination (mean = 1.02). The lowest rated psychomotor goal was (3) Choice of Hand and Eye (mean = 1.98).

Examination of the mean scores calculated for learning goals within the three domains considered in this study revealed that kindergarten parents valued affective learning goals (mean score = 1.08) more than learning goals within the other domains. The cognitive domain, from which came the highest and lowest rated individual goals, had an overall mean score of 1.36. The lowest rated domain was psychomotor learning (mean = 1.57).

The movement toward convergence of opinion among kindergarten parents concerning priorities of each identified kindergarten goal has been illustrated in the comparison of mean scores and standard deviations

for Questionnaire 1 and Questionnaire 3, (Table 12). The degree of dispersion has been indicated by a comparison of standard deviations on Questionnaire 1 and Questionnaire 3. On Questionnaire 1 there was noticeable variation in parents' responses; on Questionnaire 3 the dispersion was minimal.

While a high degree of convergence was observed for all goal items on Questionnaire 3, movement toward convergence of opinion concerning certain items was particularly noteworthy. Cognitive goals 9 and 17 achieved total convergence (mean = 1.00) of parent opinion, and goals 5 and 15 achieved a noticeable high level of convergence (mean = 1.01, standard deviation = .08). Affective goals 3, 5, 12, and 13 reached notably high degree of convergence (mean = 1.01, standard deviation = .08) on Questionnaire 3. The goals which attained the highest level of convergence in the psychomotor domain were goal 3 (mean = 1.98, standard deviation = .12), and goal 4 (mean = 1.02, standard deviation = .12).

Although final convergence was somewhat less than noted for certain other goals listed in Table 12, the movement toward convergence of parent opinion for three goals was very noticeable. After a Questionnaire 1 mean score of 1.89 and a standard deviation of .97, cognitive goal 11 moved toward convergence on Questionnaire 3 with a mean score of 1.02 and a standard deviation of .17. Cognitive goal 12 had a mean score of 2.06 and a standard deviation of 1.04 on Questionnaire 1; a mean score of 1.06 and a standard deviation of .32 was noted on Questionnaire 3. Affective goal 4 had a mean score of 1.92 and a standard deviation of 1.14 on Questionnaire 1; the movement toward convergence of

TABLE 12

PARENTS' (N = 132) MEAN SCORES AND STANDARD DEVIATIONS
Questionnaire 1 and Questionnaire 3

	Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S. D.
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	1.62	.76	1.04	.19
(2) Exhibit Self Motivation	1.72	.85	1.02	.15
(3) Demonstrate Self Discipline	1.73	.90	1.02	.15
(4) Make Mental Adjustments	1.87	.82	1.96	.26
(5) Recognize Alphabet	1.67	.79	1.01	.08
(6) Retell Stories	2.11	.80	1.98	.29
(7) Repeat Rhymes	2.39	.81	1.96	.56
(8) Recognize Colors	1.80	.91	1.04	.23
(9) Recognize Numbers	1.69	.82	1.00	.00
(10) Understand Numbers	1.64	.70	1.05	.21
(11) Demonstrate Visual Discrimination	1.89	.97	1.02	.17
(12) Develop Quantitative Vocabulary	2.06	1.04	1.06	.32
(13) Recognize Basic Shapes	1.87	.80	1.92	.28
(14) Dem. Understanding of Amer.Heritage	2.55	1.08	2.02	.36
(15) Develop Good Listening Skills			1.01	.08
(16) Develop Imagination			1.94	.24
(17) Know Basic Survival Information			1.00	.00
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	1.58	.76	1.02	.15
(2) Exhibit Good Social Adjustment	1.75	.96	1.03	.17
(3) Exhibit a Feeling of Belonging	1.72	.89	1.01	.08
(4) Exh. Sense of Security w/Adults	1.92	1.14	1.05	.24
(5) Exh. Sense of Security w/Peers	1.69	.87	1.01	.08
(6) Assume Responsibility for Actions	1.50	.53	1.03	.17
(7) Develop Own Identity	1.50	.73	1.05	.27
(8) Respect Rights of Others	1.52	.68	1.02	.12
(9) Play Acceptably	1.77	.73	1.09	.30
(10) Assume Responsibility	1.58	.70	1.02	.12
(11) Share Responsibilities	1.67	.82	1.02	.15
(12) Develop Good Personal Values	1.68	.72	1.01	.08
(13) Develop a Positive Self Image	1.76	.73	1.01	.08
(14) Exhibit Respect for Authority	1.41	.66	1.02	.12
(15) Develop Sense of Right and Wrong			1.02	.19
(16) Develop Good Personal Habits			1.02	.17
(17) Dev.Awareness of & Respect for God			1.15	.71
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	1.73	.77	1.92	.27
(2) Move in Coordinated Manner	1.73	.74	1.89	.31
(3) Choice of Hand and Eye			1.98	.12
(4) Develop Hand-Eye Coordination			1.02	.12
(5) Develop Self Control			1.03	.17

opinion of kindergarten parents for that goal showed a Questionnaire 3 mean score of 1.05 and standard deviation of .24. The evidence described led to the researcher's acceptance of specific hypothesis 2-a.

Specific hypothesis 2-b stated a movement toward convergence of opinion concerning priorities of the kindergarten goals would be evidenced among the kindergarten teachers between the first and final responses to questionnaires on kindergarten goals. Three statistical measures were used in analyzing the priorities that kindergarten teachers placed on the kindergarten goals. Modal responses of kindergarten teachers provided a basis for dividing goal items into two broad groups (important and extremely important). A summary of the number of goals teachers assigned to each of these categories has been placed in Table 13.

TABLE 13

KINDERGARTEN GOAL CATEGORIES
ASSIGNED BY TEACHERS' MODAL RESPONSES

DOMAIN	CATEGORIES	
	EXTREMELY IMPORTANT	IMPORTANT
Cognitive	10	7
Affective	17	0
Psychomotor	2	3

While the mode was the statistical measure used to assign goal preferences to general categories, the mean was the measure used to elicit a more specific assignment of priorities of kindergarten teachers concerning kindergarten goals. Both measures proved beneficial.

TABLE 14

TEACHERS' (N = 32) MODE AND MEAN SCORES
Questionnaire 3

		MODE	MEAN
A.	COGNITIVE LEARNING		
(1)	Exhibit Curiosity	2.00	1.88
(2)	Exhibit Self Motivation	1.00	1.00
(3)	Demonstrate Self Discipline	1.00	1.03
(4)	Make Mental Adjustments	1.00	1.03
(5)	Recognize Alphabet	1.00	1.06
(6)	Retell Stories	2.00	1.97
(7)	Repeat Rhymes	2.00	1.97
(8)	Recognize Colors	1.00	1.03
(9)	Recognize Numbers	1.00	1.00
(10)	Understand Numbers	1.00	1.03
(11)	Demonstrate Visual Discrimination	1.00	1.03
(12)	Develop Quantitative Vocabulary	2.00	1.97
(13)	Recognize Basic Shapes	2.00	1.97
(14)	Dem. Understanding of Amer.Heritage	2.00	2.06
(15)	Develop Good Listening Skills	1.00	1.03
(16)	Develop Imagination	1.50	1.50
(17)	Know Basic Survival Information	1.00	1.06
B.	AFFECTIVE LEARNING		
(1)	Exhibit Good Emotional Adjustment	1.00	1.03
(2)	Exhibit Good Social Adjustment	1.00	1.13
(3)	Exhibit a Feeling of Belonging	1.00	1.06
(4)	Exh. Sense of Security w/Adults	1.00	1.06
(5)	Exh. Sense of Security w/Peers	1.00	1.13
(6)	Assume Responsibility for Actions	1.00	1.06
(7)	Develop Own Identity	1.00	1.06
(8)	Respect Rights of Others	1.00	1.03
(9)	Play Acceptably	1.00	1.03
(10)	Assume Responsibility	1.00	1.00
(11)	Share Responsibilities	1.00	1.03
(12)	Develop Good Personal Values	1.00	1.00
(13)	Develop a Positive Self Image	1.00	1.00
(14)	Exhibit Respect for Authority	1.00	1.00
(15)	Develop Sense of Right and Wrong	1.00	1.00
(16)	Develop Good Personal Habits	1.00	1.00
(17)	Dev.Awareness of & Respect for God	1.00	1.19
C.	PSYCHOMOTOR LEARNING		
(1)	Identify Parts of Body	2.00	1.88
(2)	Move in Coordinated Manner	2.00	1.97
(3)	Choice of Hand and Eye	2.00	1.91
(4)	Develop Hand-Eye Coordination	1.00	1.00
(5)	Develop Self Control	1.00	1.00

Although modal responses were useful in identifying two broad categories, mean scores revealed seven cognitive groups, five affective groups and four psychomotor groups. The categories identified by mode and mean scores, calculated from Questionnaire 3, have been listed in Table 14.

Teachers assigned the highest possible rating (mean scores = 1.00) to ten goal items on Questionnaire 3. Those items have been listed by domains in Table 15.

TABLE 15

KINDERGARTEN GOALS RATED
HIGHEST BY TEACHERS' MEAN SCORES

LEARNING DOMAIN	GOALS	
Cognitive	(2)	Exhibit Self Motivation
	(9)	Recognize Numbers
Affective	(10)	Assume Responsibility
	(12)	Develop Good Personal Values
	(13)	Develop a Positive Self-Image
	(14)	Exhibit Respect for Authority
	(15)	Develop Sense of Right & Wrong
	(16)	Develop Good Personal Habits
Psychomotor	(4)	Develop Hand-Eye Coordination
	(5)	Develop Self-Control

The teachers' lowest rated cognitive goal (mean score = 2.06) was (14) Demonstrate an Understanding of American Heritage. Affective learning goal (17) Develop Awareness of and Respect for God, with a mean score of 1.19 was the lowest rated in that domain. The lowest rating (mean score = 1.97) for the psychomotor domain was (2) Move in a Coordinated Manner.

Examination of Questionnaire 3 mean scores calculated for the three domains showed that teachers rated the affective domain highest (mean score = 1.04). The cognitive domain had a mean score of 1.38 and the psychomotor domain score was the lowest rated (mean score = 1.55).

The movement toward convergence of opinion among kindergarten teachers concerning priorities of each kindergarten goal has been illustrated in the comparison of mean scores and standard deviations on Questionnaire 1 and Questionnaire 3 (Table 16). Although there was considerable variation in teachers' responses on Questionnaire 1 the dispersion on most goals was minimal on Questionnaire 3.

Two goals from the affective domain, (2) Exhibit Good Social Adjustment and (5) Exhibit Sense of Security with Peers, yielded more convergent mean scores in spite of greater dispersion of responses. That unusual combination of respones resulted in a greater standard deviation for those items on Questionnaire 3 than on Questionnaire 1. All other means and standard deviations suggested that the kindergarten teachers did move toward convergence of opinion concerning the ranking of priorities of kindergarten goals. The evidence described above led to the researcher's acceptance of specific hypothesis 2-b.

Specific hypothesis 2-c stated a movement toward convergence of opinion concerning the ranking of priorities of the identified kindergarten goals would be evidenced among the administrators between the first and final responses to questionnaires on kindergarten goals. Three statistical measures were used in ranking the priorities kindergarten parents placed on the kindergarten goals. Modal responses of the administrators provided a basis for dividing goal items into two broad groups (important and extremely important).

TABLE 16

TEACHERS' (N = 32) MEAN SCORES AND STANDARD DEVIATIONS
Questionnaire 1 and Questionnaire 3

		Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S. D.
A.	COGNITIVE LEARNING				
(1)	Exhibit Curiosity	1.69	.59	1.88	.34
(2)	Exhibit Self Motivation	1.50	.51	1.00	.00
(3)	Demonstrate Self Discipline	1.19	.40	1.03	.18
(4)	Make Mental Adjustments	1.59	.67	1.03	.18
(5)	Recognize Alphabet	1.53	.78	1.06	.35
(6)	Retell Stories	1.97	.78	1.97	.18
(7)	Repeat Rhymes	2.00	.88	1.97	.18
(8)	Recognize Colors	1.38	.55	1.03	.18
(9)	Recognize Numbers	1.41	.71	1.00	.00
(10)	Understand Numbers	1.38	.66	1.03	.18
(11)	Demonstrate Visual Discrimination	1.44	.62	1.03	.18
(12)	Develop Quantitative Vocabulary	1.72	.63	1.97	.18
(13)	Recognize Basic Shapes	1.78	.75	1.97	.18
(14)	Dem. Understanding of Amer.Heritage	1.98	.84	2.06	.25
(15)	Develop Good Listening Skills			1.03	.18
(16)	Develop Imagination			1.50	.51
(17)	Know Basic Survival Information			1.06	.25
B.	AFFECTIVE LEARNING				
(1)	Exhibit Good Emotional Adjustment	1.25	.44	1.03	.18
(2)	Exhibit Good Social Adjustment	1.28	.52	1.13	.71
(3)	Exhibit a Feeling of Belonging	1.25	.44	1.06	.35
(4)	Exh. Sense of Security w/Adults	1.44	.50	1.06	.35
(5)	Exh. Sense of Security w/Peers	1.34	.49	1.13	.71
(6)	Assume Responsibility for Actions	1.25	.51	1.06	.35
(7)	Develop Own Identity	1.28	.58	1.06	.35
(8)	Respect Rights of Others	1.25	.51	1.03	.18
(9)	Play Acceptably	1.38	.49	1.03	.18
(10)	Assume Responsibility	1.25	.44	1.00	.00
(11)	Share Responsibilities	1.34	.48	1.03	.18
(12)	Develop Good Personal Values	1.38	.55	1.00	.00
(13)	Develop a Positive Self Image	1.16	.37	1.00	.00
(14)	Exhibit Respect for Authority	1.13	.34	1.00	.00
(15)	Develop Sense of Right and Wrong			1.00	.00
(16)	Develop Good Personal Habits			1.00	.00
(17)	Dev.Awareness of & Respect for God			1.19	.54
C.	PSYCHOMOTOR LEARNING				
(1)	Identify Parts of Body	1.72	.52	1.88	.34
(2)	Move in Coordinated Manner	1.69	.59	1.97	.31
(3)	Choice of Hand and Eye			1.91	.30
(4)	Develop Hand-Eye Coordination			1.00	.00
(5)	Develop Self Control			1.00	.00

A summary of the number of goals the administrators assigned to each of these categories has been placed in Table 17.

TABLE 17

KINDERGARTEN GOAL CATEGORIES
ASSIGNED BY ADMINISTRATORS' MODAL RESPONSES

DOMAIN	EXTREMELY IMPORTANT	IMPORTANT	NOT SURE OR NO OPINION
Cognitive	5	11 1/2	1/2
Affective	11	6	0
Psychomotor	2	3	0

The administrators' mean scores were calculated to determine more specific priorities assigned to each goal. The ratings by mode and mean scores in response to Questionnaire 3 have been listed in Table 18.

Examination of the administrators' mean scores on Questionnaire 3 showed that eighteen of the goal items received the highest possible mean score (1.00). Those goals have been listed in Table 19.

The lowest rated goal among administrators was cognitive goal (14), Demonstrate an Understanding of American Heritage, with a mean score of 2.69. Goal (17), Develop Awareness of and Respect for God, rated lowest (mean = 2.13) in the affective domain; and goal (2), Move in Coordinated Manner, rated lowest (mean = 2.00) in the psychomotor learning domain.

Questionnaire 3 mean scores for the three domains showed that the administrators valued the affective learning domain highest (mean score = 1.21). The psychomotor learning domain attained an overall mean

TABLE 18

ADMINISTRATORS' (N = 16) MODE AND MEAN SCORES
Questionnaire 3

	MODE	MEAN
A. COGNITIVE LEARNING		
(1) Exhibit Curiosity	2.00	2.00
(2) Exhibit Self Motivation	1.00	1.00
(3) Demonstrate Self Discipline	1.00	1.00
(4) Make Mental Adjustments	2.00	1.94
(5) Recognize Alphabet	1.00	1.00
(6) Retell Stories	2.00	2.00
(7) Repeat Rhymes	2.00	2.00
(8) Recognize Colors	2.00	1.94
(9) Recognize Numbers	2.00	1.94
(10) Understand Numbers	2.00	1.88
(11) Demonstrate Visual Discrimination	2.00	1.83
(12) Develop Quantitative Vocabulary	2.00	2.00
(13) Recognize Basic Shapes	2.00	2.00
(14) Dem. Understanding of Amer.Heritage	2.50	2.69
(15) Develop Good Listening Skills	1.00	1.00
(16) Develop Imagination	2.00	1.94
(17) Know Basic Survival Information	1.00	1.00
B. AFFECTIVE LEARNING		
(1) Exhibit Good Emotional Adjustment	1.00	1.00
(2) Exhibit Good Social Adjustment	1.00	1.00
(3) Exhibit a Feeling of Belonging	1.00	1.00
(4) Exh. Sense of Security w/Adults	2.00	1.94
(5) Exh. Sense of Security w/Peers	2.00	1.88
(6) Assume Responsibility for Actions	1.00	1.00
(7) Develop Own Identity	2.00	1.94
(8) Respect Rights of Others	1.00	1.00
(9) Play Acceptably	1.00	1.00
(10) Assume Responsibility	1.00	1.00
(11) Share Responsibilities	2.00	1.94
(12) Develop Good Personal Values	2.00	1.94
(13) Develop a Positive Self Image	1.00	1.00
(14) Exhibit Respect for Authority	1.00	1.00
(15) Develop Sense of Right and Wrong	1.00	1.00
(16) Develop Good Personal Habits	1.00	1.00
(17) Dev.Awareness of & Respect for God	2.00	2.13
C. PSYCHOMOTOR LEARNING		
(1) Identify Parts of Body	2.00	1.93
(2) Move in Coordinated Manner	2.00	2.00
(3) Choice of Hand and Eye	2.00	1.94
(4) Develop Hand-Eye Coordination	1.00	1.00
(5) Develop Self Control	1.00	1.00

score of 1.57; and the cognitive learning domain rated lowest (mean = 1.71).

TABLE 19

KINDERGARTEN GOALS RATED HIGHEST
ADMINISTRATORS' MEAN RESPONSES

DOMAIN	GOAL	
Cognitive	(2)	Exhibit Self Motivation
	(3)	Demonstrate Self Discipline
	(5)	Recognize Alphabet
	(15)	Develop Good Listening Skills
	(17)	Know Basic Survival Information
Affective	(1)	Exhibit Good Emotional Adjustment
	(2)	Exhibit Good Social Adjustment
	(3)	Exhibit A Feeling of Belonging
	(6)	Assume Responsibility for Actions
	(8)	Respect Rights of Others
	(9)	Play Acceptably
	(10)	Assume Responsibility
	(13)	Develop a Positive Self-Image
	(14)	Exhibit Respect for Authority
	(15)	Develop Sense of Right and Wrong
	(16)	Develop Good Personal Habits
Psychomotor	(4)	Develop Hand-Eye Coordination
	(5)	Develop Self-Control

The movement toward convergence of opinion among administrators concerning priorities of each kindergarten goal has been illustrated in the comparison of mean scores and standard deviations for Questionnaire 1 and Questionnaire 3 (Table 20). The degree of dispersion has been indicated by a comparison of standard deviations on Questionnaire 1 and Questionnaire 3. On Questionnaire 1 there was considerable variation in the administrators' responses; and on Questionnaire 3, the dispersion was minimal for most goal items. The evidence described above led to the

TABLE 20

ADMINISTRATORS' (N = 16) MEAN SCORES AND STANDARD DEVIATIONS
Questionnaires 1 and 3

	Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S. D.
A. COGNITIVE LEARNING				
(1) Exhibit Curiosity	1.75	.58	2.00	.00
(2) Exhibit Self Motivation	1.50	.52	1.00	.00
(3) Demonstrate Self Discipline	1.31	.48	1.00	.00
(4) Make Mental Adjustments	1.81	.66	1.94	.24
(5) Recognize Alphabet	1.44	.51	1.00	.00
(6) Retell Stories	1.75	.45	2.00	.00
(7) Repeat Rhymes	1.81	.40	2.00	.00
(8) Recognize Colors	1.56	.51	1.94	.24
(9) Recognize Numbers	1.56	.51	1.94	.24
(10) Understand Numbers	1.69	.60	1.88	.35
(11) Demonstrate Visual Discrimination	1.75	.62	1.83	.40
(12) Develop Quantitative Vocabulary	1.63	.50	2.00	.00
(13) Recognize Basic Shapes	1.69	.48	2.00	.00
(14) Dem. Understanding of Amer. Heritage	2.50	.73	2.69	.71
(15) Develop Good Listening Skills			1.00	.00
(16) Develop Imagination			1.94	.24
(17) Know Basic Survival Information			1.00	.00
B. AFFECTIVE LEARNING				
(1) Exhibit Good Emotional Adjustment	1.44	.51	1.00	.00
(2) Exhibit Good Social Adjustment	1.56	.51	1.00	.00
(3) Exhibit a Feeling of Belonging	1.31	.48	1.00	.00
(4) Exh. Sense of Security w/Adults	1.56	.51	1.94	.24
(5) Exh. Sense of Security w/Peers	1.63	.50	1.88	.35
(6) Assume Responsibility for Actions	1.38	.50	1.00	.00
(7) Develop Own Identity	1.63	.50	1.94	.24
(8) Respect Rights of Others	1.31	.48	1.00	.00
(9) Play Acceptably	1.50	.52	1.00	.00
(10) Assume Responsibility	1.56	.63	1.00	.00
(11) Share Responsibilities	1.63	.50	1.94	.24
(12) Develop Good Personal Values	1.63	.50	1.94	.24
(13) Develop a Positive Self Image	1.38	.50	1.00	.00
(14) Exhibit Respect for Authority	1.31	.48	1.00	.00
(15) Develop Sense of Right and Wrong			1.00	.00
(16) Develop Good Personal Habits			1.00	.00
(17) Dev. Awareness of & Respect for God			2.13	.38
C. PSYCHOMOTOR LEARNING				
(1) Identify Parts of Body	1.81	.40	1.93	.37
(2) Move in Coordinated Manner	1.75	.58	2.00	.00
(3) Choice of Hand and Eye			1.94	.24
(4) Develop Hand-Eye Coordination			1.00	.00
(5) Develop Self Control			1.00	.00

researcher's acceptance of specific hypothesis 2-c.

Specific hypothesis 2-d stated a movement toward convergence of opinion would be evidenced between kindergarten parents and kindergarten teachers concerning priorities among the kindergarten goals. The mode, mean scores, and mean rank were the statistical measures used in analyzing the Questionnaire 3 priorities of parents and teachers concerning kindergarten goals (Table 21).

When modal responses were used as the statistical measure for assigning Questionnaire 3 priorities of kindergarten parents and kindergarten teachers, both the groups converged on identical ratings for 34 (87%) of the goals. They reached convergence of opinion in assigning priorities of 13 (76%) of the cognitive goals, 16 (94%) of the affective goals, and 5 (100%) of the psychomotor goals.

When the mean scores of the kindergarten parents' and kindergarten teachers' responses to Questionnaire 3 were used as the statistical measure for assigning priorities, most scores were noticeably close. Although both groups moved toward convergence of opinion between Questionnaire 1 and Questionnaire 3, only one goal attained complete convergence of opinion by the two groups. Cognitive goal (9) Recognize Numbers, was assigned a mean score of 1.00 by both kindergarten parents and kindergarten teachers.

Mean ranks were identical for both groups on two goals, both from the cognitive domain. They were: (9) Recognize Numbers, which ranked 1.50 and (14) Demonstrate Understanding of American Heritage, which ranked 17.00. Those were the highest and the lowest ranks for the cognitive domain.

TABLE 21

MODE, MEAN, AND MEAN RANKS FOR
PARENTS (N = 132) AND KINDERGARTEN TEACHERS (N = 32)
on Questionnaire 3

	MODE		MEAN		MEAN RANK	
A. COGNITIVE LEARNING	P.	T.	P.	T.	P.	T.
(1) Exhibit Curiosity	1.00	2.00	1.04	1.88	8.50	12.00
(2) Exhibit Self Motivation	1.00	1.00	1.02	1.00	6.00	1.50
(3) Demonstrate Self Discipline	1.00	1.00	1.02	1.03	6.00	5.50
(4) Make Mental Adjustments	2.00	1.00	1.96	1.03	14.50	5.50
(5) Recognize Alphabet	1.00	1.00	1.01	1.06	3.50	9.50
(6) Retell Stories	2.00	2.00	1.98	1.97	16.00	14.50
(7) Repeat Rhymes	2.00	2.00	1.96	1.97	14.50	14.50
(8) Recognize Colors	1.00	1.00	1.04	1.03	8.50	5.50
(9) Recognize Numbers	1.00	1.00	1.00	1.00	1.50	1.50
(10) Understand Numbers	1.00	1.00	1.05	1.03	10.00	5.50
(11) Demonstrate Visual Discrimination	1.00	1.00	1.02	1.03	6.00	5.50
(12) Develop Quantitative Vocabulary	1.00	2.00	1.06	1.97	11.00	14.50
(13) Recognize Basic Shapes	2.00	2.00	1.92	1.97	12.00	14.50
(14) Dem.Understanding of Amer.Heritage	2.00	2.00	2.02	2.06	17.00	17.00
(15) Develop Good Listening Skills	1.00	1.00	1.01	1.03	3.50	5.50
(16) Develop Imagination	2.00	1.50	1.94	1.50	13.00	11.00
(17) Know Basic Survival Information	1.00	1.00	1.00	1.06	1.50	9.50
B. AFFECTIVE LEARNING						
(1) Exhibit Good Emotional Adjustment	1.00	1.00	1.02	1.03	8.00	8.50
(2) Exhibit Good Social Adjustment	1.00	1.00	1.03	1.13	12.50	15.50
(3) Exhibit A Feeling of Belonging	1.00	1.00	1.01	1.06	2.50	12.50
(4) Exh. Sense of Security w/Adults	1.00	1.00	1.05	1.06	14.50	12.50
(5) Exh.Sense of Security w/Peers	1.00	1.00	1.01	1.13	2.50	15.50
(6) Assume Responsibility for Actions	1.00	1.00	1.03	1.06	12.50	12.50
(7) Develop Own Identity	1.00	1.00	1.05	1.06	14.50	12.50
(8) Respect Rights of Others	1.00	1.00	1.02	1.03	8.00	8.50
(9) Play Acceptably	2.00	1.00	1.09	1.03	17.00	8.50
(10) Assume Responsibility	1.00	1.00	1.02	1.00	8.00	3.50
(11) Share Responsibilities	1.00	1.00	1.02	1.03	8.00	8.50
(12) Develop Good Personal Values	1.00	1.00	1.01	1.00	2.50	3.50
(13) Develop a Positive Self Image	1.00	1.00	1.01	1.00	2.50	3.50
(14) Exhibit Respect for Authority	1.00	1.00	1.02	1.00	8.00	3.50
(15) Develop Sense of Right and Wrong	1.00	1.00	1.02	1.00	8.00	3.50
(16) Develop Good Personal Habits	1.00	1.00	1.02	1.00	8.00	3.50
(17) Dev.Awareness of & Respect for God	1.00	1.00	1.15	1.19	16.00	17.00
C. PSYCHOMOTOR LEARNING						
(1) Identify Parts of Body	2.00	2.00	1.92	1.88	4.00	3.00
(2) Move in Coordinated Manner	2.00	2.00	1.89	1.97	3.00	5.00
(3) Choice of Hand and Eye	2.00	2.00	1.98	1.91	5.00	4.00
(4) Develop Hand-Eye Coordination	1.00	1.00	1.02	1.00	1.00	1.50
(5) Develop Self Control	1.00	1.00	1.03	1.00	2.00	1.50

Spearman's rank correlation tested the amount of correlation or agreement reached between parents and kindergarten teachers. The test of significance for correlation between the groups was set at the .05 level. The Spearman score between parents and kindergarten teachers was highest for psychomotor learning and lowest for affective learning as shown in Table 22.

TABLE 22

SPEARMAN CORRELATION COEFFICIENTS
FOR PARENTS AND KINDERGARTEN TEACHERS ON QUESTIONNAIRE 3

Learning Domain	Correlation
Cognitive	.66 *
Affective	.41
Psychomotor	.67

* Significant

As shown in Table 22, Spearman coefficients indicated moderate correlation between parents and teachers on cognitive and psychomotor goals, and low correlation on affective learning. The evidence presented allowed the researcher only a partial acceptance of hypothesis 2-d.

Specific hypothesis 2-e stated a movement toward convergence of opinion would be evidenced between parents and administrators concerning priorities among the kindergarten goals. Movement toward convergence was explored under specific hypotheses 1-a and 1-c.

The mode. mean, and mean ranks were used in analyzing the priorities of parents and administrators concerning kindergarten goals. The mode, mean, and rank by mean scores on Questionnaire 3 have been listed in Table 23.

TABLE 23

MODE, MEAN AND MEAN RANKS
FOR PARENTS (N = 132) AND ADMINISTRATORS (N = 16)
on Questionnaire 3

		MODE		MEAN		MEAN RANK	
A.	COGNITIVE LEARNING	P.	A.	P.	A.	P.	A.
(1)	Exhibit Curiosity	1.00	2.00	1.04	2.00	8.50	14.00
(2)	Exhibit Self Motivation	1.00	1.00	1.02	1.00	6.00	3.00
(3)	Demonstrate Self Discipline	1.00	1.00	1.02	1.00	6.00	3.00
(4)	Make Mental Adjustments	2.00	2.00	1.96	1.94	14.50	9.50
(5)	Recognize Alphabet	1.00	1.00	1.01	1.00	3.50	3.00
(6)	Retell Stories	2.00	2.00	1.98	2.00	16.00	14.00
(7)	Repeat Rhymes	2.00	2.00	1.96	2.00	14.50	14.00
(8)	Recognize Colors	1.00	2.00	1.04	1.94	8.50	9.50
(9)	Recognize Numbers	1.00	2.00	1.00	1.94	1.50	9.50
(10)	Understand Numbers	1.00	2.00	1.05	1.88	10.00	7.00
(11)	Demonstrate Visual Discrimination	1.00	2.00	1.02	1.83	6.00	6.00
(12)	Develop Quantitative Vocabulary	1.00	2.00	1.06	2.00	11.00	14.00
(13)	Recognize Basic Shapes	2.00	2.00	1.92	2.00	12.00	14.00
(14)	Dem.Understanding of Amer.Heritage	2.00	2.50	2.02	2.69	17.00	17.00
(15)	Develop Good Listening Skills	1.00	1.00	1.01	1.00	3.50	3.00
(16)	Develop Imagination	2.00	2.00	1.94	1.94	13.00	9.50
(17)	Know Basic Survival Information	1.00	1.00	1.00	1.00	1.50	3.00
B.	AFFECTIVE LEARNING						
(1)	Exhibit Good Emotional Adjustment	1.00	1.00	1.02	1.00	8.00	6.00
(2)	Exhibit Good Social Adjustment	1.00	1.00	1.03	1.00	12.50	6.00
(3)	Exhibit A Feeling of Belonging	1.00	1.00	1.01	1.00	2.50	6.00
(4)	Exh. Sense of Security w/Adults	1.00	2.00	1.05	1.94	14.50	14.50
(5)	Exh.Sense of Security w/Peers	1.00	2.00	1.01	1.88	2.50	12.00
(6)	Assume Responsibility for Actions	1.00	1.00	1.03	1.00	12.50	6.00
(7)	Develop Own Identity	1.00	2.00	1.05	1.94	14.50	14.50
(8)	Respect Rights of Others	1.00	1.00	1.02	1.00	8.00	6.00
(9)	Play Acceptably	2.00	1.00	1.09	1.00	17.00	6.00
(10)	Assume Responsibility	1.00	1.00	1.02	1.00	8.00	6.00
(11)	Share Responsibilities	1.00	2.00	1.02	1.94	8.00	14.50
(12)	Develop Good Personal Values	1.00	2.00	1.01	1.94	2.50	14.50
(13)	Develop a Positive Self Image	1.00	1.00	1.01	1.00	2.50	6.00
(14)	Exhibit Respect for Authority	1.00	1.00	1.02	1.00	8.00	6.00
(15)	Develop Sense of Right and Wrong	1.00	1.00	1.02	1.00	8.00	6.00
(16)	Develop Good Personal Habits	1.00	1.00	1.03	1.00	8.00	6.00
(17)	Dev.Awareness of & Respect for God	1.00	2.00	1.15	2.13	16.00	17.00
C.	PSYCHOMOTOR LEARNING						
(1)	Identify Parts of Body	2.00	2.00	1.92	1.92	4.00	3.00
(2)	Move in Coordinated Manner	2.00	2.00	1.89	2.00	3.00	5.00
(3)	Choice of Hand and Eye	2.00	2.00	1.98	1.94	5.00	4.00
(4)	Develop Hand-Eye Coordination	1.00	1.00	1.02	1.00	1.00	1.50
(5)	Develop Self Control	1.00	1.00	1.03	1.00	2.00	1.50

When the modal responses were used as the statistical measure for assigning Questionnaire 3 priorities of the parents and administrators, both groups converged on identical ratings for 25 (64%) of the goals. Parents and administrators were in agreement in the assignment of priorities of 10 (59%) of the cognitive goals, 10 (59%) of the affective goals, and 5 (100%) of the psychomotor goals.

When the mean scores of the kindergarten parents' and administrators' responses to Questionnaire 3 were used as the statistical measure for ranking priorities, most scores were noticeably close. Only three goals, however, attained complete convergence of opinion by the two groups. Two of these goals were from the cognitive domain and one goal was from the psychomotor domain. When mean ranks were examined, four goals were assigned identical ranks by both the kindergarten parents and the administrators. Two of the goals were from the cognitive domain, and two goals were from the affective domain.

Spearman's rank correlation tested the amount of correlation or agreement reached between parents and administrators. The test of significance for correlation between the groups was set at the .05 level. The Spearman score between parents and administrators was highest for goals in the cognitive domain and lowest for goals in the affective domain, as shown in Table 24.

As shown in Table 24, Spearman scores indicated moderate correlation between parents and administrators concerning cognitive and psychomotor goals and a low correlation in affective learning goals. The evidence presented led the researcher to a partial acceptance of hypothesis 2-e.

TABLE 24
SPEARMAN CORRELATION COEFFICIENTS
FOR PARENTS AND ADMINISTRATORS ON QUESTIONNAIRE 3

Learning Domain	Correlation
Cognitive	.77 *
Affective	.20
Psychomotor	.67

*Significant

Specific hypothesis 2-f stated a movement toward convergence of opinion would be evidenced between kindergarten teachers and administrators concerning priorities among the kindergarten goals. The mode, mean scores, and mean rank were statistical measures used in assigning the priorities of kindergarten teachers and administrators concerning kindergarten goals (Table 25).

When modal ranks were used as the statistical measure for assigning Questionnaire 3 priorities of kindergarten teachers and administrators, both groups converged on identical ranks for 26 (67%) of the goals. They reached convergence of opinion in assigning priorities of 10 (59%) of the cognitive goals, 11 (65%) of the affective goals, and 5 (100%) of the psychomotor goals.

When the mean scores of kindergarten teachers' and administrators' responses to Questionnaire 3 were used as the statistical measure for assigning priorities, eight goals attained complete convergence of opinion by the two groups. The eight learning goals included one goal from the cognitive domain, five goals from the affective domain, and two goals from the pschomotor domain.

TABLE 25

MODE, MEAN SCORE AND MEAN RANKS
FOR TEACHERS (N = 32) AND ADMINISTRATORS (N = 16)
on Questionnaire 3

	MODE		MEAN		MEAN RANK	
A. COGNITIVE LEARNING	T.	A.	T.	A.	T.	A.
(1) Exhibit Curiosity	2.00	2.00	1.88	2.00	12.00	14.00
(2) Exhibit Self Motivation	1.00	1.00	1.00	1.00	1.50	3.00
(3) Demonstrate Self Discipline	1.00	1.00	1.03	1.00	5.50	3.00
(4) Make Mental Adjustments	1.00	2.00	1.03	1.94	5.50	9.50
(5) Recognize Alphabet	1.00	1.00	1.06	1.00	9.50	3.00
(6) Retell Stories	2.00	2.00	1.97	2.00	14.50	14.00
(7) Repeat Rhymes	2.00	2.00	1.97	2.00	14.50	14.00
(8) Recognize Colors	1.00	2.00	1.03	1.94	5.50	9.50
(9) Recognize Numbers	1.00	2.00	1.00	1.94	1.50	9.50
(10) Understand Numbers	1.00	2.00	1.03	1.88	5.50	7.00
(11) Demonstrate Visual Discrimination	1.00	2.00	1.03	1.83	5.50	6.00
(12) Develop Quantitative Vocabulary	2.00	2.00	1.97	2.00	14.50	14.00
(13) Recognize Basic Shapes	2.00	2.00	1.97	2.00	14.50	14.00
(14) Dem.Understanding of Amer.Heritage	2.00	2.50	2.06	2.69	17.00	17.00
(15) Develop Good Listening Skills	1.00	1.00	1.03	1.00	5.50	3.00
(16) Develop Imagination	1.50	2.00	1.50	1.94	11.00	9.50
(17) Know Basic Survival Information	1.00	1.00	1.06	1.00	9.50	3.00
B. AFFECTIVE LEARNING						
(1) Exhibit Good Emotional Adjustment	1.00	1.00	1.03	1.00	8.50	6.00
(2) Exhibit Good Social Adjustment	1.00	1.00	1.13	1.00	15.50	6.00
(3) Exhibit A Feeling of Belonging	1.00	1.00	1.06	1.00	12.50	6.00
(4) Exh. Sense of Security w/Adults	1.00	2.00	1.06	1.94	12.50	14.50
(5) Exh.Sense of Security w/Peers	1.00	2.00	1.13	1.88	15.50	12.00
(6) Assume Responsibility for Actions	1.00	1.00	1.06	1.00	12.50	6.00
(7) Develop Own Identity	1.00	2.00	1.06	1.94	12.50	14.50
(8) Respect Rights of Others	1.00	1.00	1.03	1.00	8.50	6.00
(9) Play Acceptably	1.00	1.00	1.03	1.00	8.50	6.00
(10) Assume Responsibility	1.00	1.00	1.00	1.00	3.50	6.00
(11) Share Responsibilities	1.00	2.00	1.03	1.94	8.50	14.50
(12) Develop Good Personal Values	1.00	2.00	1.00	1.94	3.50	14.50
(13) Develop a Positive Self Image	1.00	1.00	1.00	1.00	3.50	6.00
(14) Exhibit Respect for Authority	1.00	1.00	1.00	1.00	3.50	6.00
(15) Develop Sense of Right and Wrong	1.00	1.00	1.00	1.00	3.50	6.00
(16) Develop Good Personal Habits	1.00	1.00	1.00	1.00	3.50	6.00
(17) Dev.Awareness of & Respect for God	1.00	2.00	1.19	2.13	17.00	17.00
C. PSYCHOMOTOR LEARNING						
(1) Identify Parts of Body	2.00	2.00	1.88	1.93	3.00	3.00
(2) Move in Coordinated Manner	2.00	2.00	1.97	2.00	5.00	5.00
(3) Choice of Hand and Eye	2.00	2.00	1.91	1.94	4.00	4.00
(4) Develop Hand-Eye Coordination	1.00	1.00	1.00	1.00	1.50	1.50
(5) Develop Self Control	1.00	1.00	1.00	1.00	1.50	1.50

When the mean ranks were examined, it was found that kindergarten teachers' and administrators' responses to Questionnaire 3 were identical for seven learning goals. The seven goals included one each from the cognitive and affective domains and five from the psychomotor domain.

The amount of agreement between the kindergarten teachers and the administrators was tested by Spearman's rank correlation. The test of significance for correlation between the groups was set at the .05 level. The Spearman score between kindergarten teachers and administrators was highest for psychomotor learning and lowest for cognitive learning, as listed in Table 26.

TABLE 26

SPEARMAN CORRELATION COEFFICIENTS
FOR KINDERGARTEN TEACHERS AND ADMINISTRATORS
ON QUESTIONNAIRE 3

Learning Domain	Correlation
Cognitive	.77 *
Affective	.20
Psychomotor	1.00

*Significant

As seen in Table 26, Spearman coefficients indicated a perfect correlation for psychomotor learning, a moderate correlation for cognitive learning and a low correlation for affective learning. The evidence presented allowed the researcher only a partial acceptance of hypothesis 2-f.

Summary of the Second General Hypothesis

The second general hypothesis stated a movement toward convergence of opinion concerning priorities of the kindergarten goals would be evidenced among the select panel of kindergarten parents, kindergarten teachers, and administrators between the first and final responses to questionnaires on kindergarten goals. Specific hypotheses 2-a through 2-f were developed to present the analysis of the data concerning the second general hypothesis.

Mean scores and standard deviations were used to show the movement toward convergence of opinion. That data (Table 27) suggested that each group moved toward convergence within groups; movement toward convergence of opinion between groups was more limited.

When the modal scores were used as the statistical measure for assigning the priorities of kindergarten parents, kindergarten teachers, and administrators (Table 28) all three groups converged on identical rankings for 23 (59%) of the goals. Agreement was reached on 8 (47%) of the cognitive goals, 10 (59%) of the affective goals, and 5 (100%) of the psychomotor goals.

Examination of the mean score ranks on Questionnaire 3 (Table 28) showed that even though all three groups accepted the same goals, they did not assign identical rankings of priorities to the goals within each domain. When rankings were calculated across domains (Table 29) the differences were more noticeable.

TABLE 27

MEAN SCORES AND STANDARD DEVIATIONS
PARENTS (N = 132), TEACHERS (N = 32), ADMINISTRATORS (N = 16)
Questionnaire 1 and Questionnaire 3

	PARENTS				TEACHERS				ADMINISTRATORS			
	Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S. D.	Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S. D.	Q. 1 Mean	Q. 1 S. D.	Q. 3 Mean	Q. 3 S.D.
A. COGNITIVE LEARNING												
(1) Exh. Curiosity	1.62	.76	1.84	.19	1.69	.30	1.88	.34	1.75	.38	2.00	.00
(2) Exh. Self-Motivation	1.72	.85	1.82	.15	1.50	.51	1.88	.00	1.50	.52	1.88	.00
(3) Dem.Self-Discipline	1.73	.90	1.82	.15	1.19	.40	1.03	.18	1.31	.48	1.88	.00
(4) Make Mental Adjustments	1.87	.82	1.96	.26	1.59	.67	1.03	.18	1.81	.66	1.94	.24
(5) Recognize Alphabet	1.67	.79	1.81	.68	1.53	.78	1.88	.33	1.44	.51	1.88	.00
(6) Retell Stories	2.11	.80	1.98	.29	1.97	.78	1.97	.18	1.75	.45	2.00	.00
(7) Repeat Rhymes	2.22	.81	1.94	.56	2.00	.00	1.97	.18	1.81	.40	2.00	.00
(8) Recognize Colors	1.88	.81	1.84	.23	1.38	.55	1.03	.18	1.56	.51	1.94	.24
(9) Recognize Numbers	1.69	.82	1.88	.00	1.41	.71	1.88	.00	1.56	.51	1.94	.24
(10) Understand Numbers	1.64	.79	1.85	.21	1.38	.66	1.03	.18	1.69	.60	1.88	.35
(11) Dem.Visual Discrimination	1.89	.97	1.82	.17	1.44	.62	1.03	.18	1.75	.63	1.83	.40
(12) Dev. Quan.Vocabulary	2.06	1.04	1.96	.32	1.72	.63	1.97	.18	1.63	.50	2.00	.00
(13) Rec. Basic Shapes	1.87	.88	1.92	.18	1.78	.75	1.97	.18	1.69	.48	2.00	.00
(14) Dem.Und. of Amer.Heritage	2.55	1.00	2.02	.36	1.98	.84	2.06	.25	2.50	.73	1.69	.71
(15) Dev. Good Listening Skills			1.81	.00			1.03	.18			1.88	.00
(16) Develop Imagination			1.94	.24			1.50	.51			1.94	.24
(17) Know Bas. Serv. Infor.			1.88	.00			1.06	.35			1.88	.00
B. AFFECTIVE LEARNING												
(1) Exh.Good Emotional Adj.	1.58	.76	1.82	.15	1.25	.44	1.03	.18	1.44	.51	1.88	.00
(2) Exh.Good Social Adj.	1.75	.88	1.83	.17	1.28	.51	1.13	.21	1.56	.51	1.88	.00
(3) Exh.Feeling of Belonging	1.72	.89	1.81	.00	1.22	.44	1.06	.25	1.31	.48	1.88	.00
(4) Exh. Sen. Sec. w/Adults	1.93	1.14	1.85	.24	1.44	.50	1.06	.25	1.56	.51	1.94	.24
(5) Exh. Sen. Sec. w/Peers	1.69	.87	1.81	.00	1.34	.49	1.13	.21	1.63	.50	1.88	.35
(6) Assume Resp. for Actions	1.58	.93	1.83	.17	1.25	.51	1.06	.25	1.38	.50	1.88	.00
(7) Dev. Own Identity	1.90	.73	1.92	.27	1.28	.58	1.06	.25	1.63	.50	1.94	.24
(8) Resp. Rights of Others	1.52	.68	1.82	.12	1.25	.51	1.03	.18	1.31	.48	1.88	.00
(9) Play Acceptably	1.77	.73	1.89	.30	1.38	.49	1.03	.18	1.50	.52	1.88	.00
(10) Assume Responsibility	1.58	.78	1.83	.12	1.25	.44	1.00	.00	1.56	.63	1.88	.00
(11) Share Responsibilities	1.67	.82	1.82	.15	1.34	.48	1.03	.18	1.63	.50	1.94	.24
(12) Dev. Good Pers. Values	1.68	.72	1.81	.00	1.38	.55	1.00	.00	1.63	.50	1.94	.24
(13) Dev. Pos.Self-Image	1.76	.73	1.81	.00	1.16	.37	1.00	.00	1.38	.50	1.88	.00
(14) Exh.Resp.for Authority	1.41	.66	1.82	.12	1.13	.34	1.00	.00	1.31	.48	1.88	.00
(15) Dev.Sen. of Right/Wrong			1.82	.19			1.00	.00			1.88	.00
(16) Dev.Good Pers. Habits			1.82	.17			1.00	.00			1.88	.00
(17) Dev.Assure.& Resp.for God			1.15	.71			1.19	.54			2.13	.34
C. PSYCHOMOTOR LEARNING												
(1) Identify Parts of Body	1.73	.77	1.92	.27	1.72	.52	1.88	.34	1.81	.40	1.93	.37
(2) Move in Coord.Manner	1.73	.74	1.89	.31	1.69	.59	1.97	.31	1.75	.58	2.00	.00
(3) Choice of Hand & Eye			1.98	.12			1.91	.30			1.94	.24
(4) Dev.Hand-Eye Coord.			1.02	.12			1.00	.00			1.00	.00
(5) Dev. Self-Control			1.03	.17			1.00	.00			1.00	.00

TABLE 28

MODAL AND MEAN RANKS WITHIN DOMAINS
PARENTS (N = 132), TEACHERS (N = 32), ADMINISTRATORS (N = 16)
Questionnaire 3

	MODAL RANK			MEAN RANK		
A. COGNITIVE LEARNING	P.	T.	A.	P.	T.	A.
(1) Exhibit Curiosity	1.00	2.00	2.00	8.50	12.00	14.00
(2) Exhibit Self Motivation	1.00	1.00	1.00	6.00	1.50	3.00
(3) Demonstrate Self Discipline	1.00	1.00	1.00	6.00	5.50	3.00
(4) Make Mental Adjustments	2.00	1.00	2.00	14.50	5.50	9.50
(5) Recognize Alphabet	1.00	1.00	1.00	3.50	9.50	3.00
(6) Retell Stories	2.00	2.00	2.00	16.00	14.50	14.00
(7) Repeat Rhymes	2.00	2.00	2.00	14.50	14.50	14.00
(8) Recognize Colors	1.00	1.00	2.00	8.50	5.50	9.50
(9) Recognize Numbers	1.00	1.00	2.00	1.50	1.50	9.50
(10) Understand Numbers	1.00	1.00	2.00	10.00	5.50	7.00
(11) Demonstrate Visual Discrimination	1.00	1.00	2.00	6.00	5.50	6.00
(12) Develop Quantitative Vocabulary	1.00	2.00	2.00	11.00	14.50	14.00
(13) Recognize Basic Shapes	2.00	2.00	2.00	12.00	14.50	14.00
(14) Dem.Understanding of Amer.Heritage	2.00	2.00	2.50	17.00	17.00	17.00
(15) Develop Good Listening Skills	1.00	1.00	1.00	3.50	5.50	3.00
(16) Develop Imagination	2.00	1.50	2.00	13.00	11.00	9.50
(17) Know Basic Survival Information	1.00	1.00	1.00	1.50	9.50	3.00
B. AFFECTIVE LEARNING						
(1) Exhibit Good Emotional Adjustment	1.00	1.00	1.00	8.00	8.50	6.00
(2) Exhibit Good Social Adjustment	1.00	1.00	1.00	12.50	15.50	6.00
(3) Exhibit A Feeling of Belonging	1.00	1.00	1.00	2.50	12.50	6.00
(4) Exh. Sense of Security w/Adults	1.00	1.00	2.00	14.50	12.50	14.50
(5) Exh.Sense of Security w/Peers	1.00	1.00	2.00	2.50	15.50	12.00
(6) Assume Responsibility for Actions	1.00	1.00	1.00	12.50	12.50	6.00
(7) Develop Own Identity	1.00	1.00	2.00	14.50	12.50	14.50
(8) Respect Rights of Others	1.00	1.00	1.00	8.00	8.50	6.00
(9) Play Acceptably	2.00	1.00	1.00	17.00	8.50	6.00
(10) Assume Responsibility	1.00	1.00	1.00	8.00	3.50	6.00
(11) Share Responsibilities	1.00	1.00	2.00	8.00	8.50	14.50
(12) Develop Good Personal Values	1.00	1.00	2.00	2.50	3.50	14.50
(13) Develop a Positive Self Image	1.00	1.00	1.00	2.50	3.50	6.00
(14) Exhibit Respect for Authority	1.00	1.00	1.00	8.00	3.50	6.00
(15) Develop Sense of Right and Wrong	1.00	1.00	1.00	8.00	3.50	6.00
(16) Develop Good Personal Habits	1.00	1.00	1.00	8.00	3.50	6.00
(17) Dev.Awareness of & Respect for God	1.00	1.00	2.00	16.00	17.00	17.00
C. PSYCHOMOTOR LEARNING						
(1) Identify Parts of Body	2.00	2.00	2.00	4.00	3.00	3.00
(2) Move in Coordinated Manner	2.00	2.00	2.00	3.00	5.00	5.00
(3) Choice of Hand and Eye	2.00	2.00	2.00	5.00	4.00	4.00
(4) Develop Hand-Eye Coordination	1.00	1.00	1.00	1.00	1.50	1.50
(5) Develop Self Control	1.00	1.00	1.00	2.00	1.50	1.50

TABLE 29

MEAN RANKS ACROSS DOMAINS
PARENTS (N = 132), TEACHERS (N = 32), ADMINISTRATORS (N = 16)
Questionnaire 3

	MEAN RANKS		
A. COGNITIVE LEARNING	PARENTS	TEACHERS	ADMINI-STRATORS
(1) Exhibit Curiosity	23.50	31.50	34.50
(2) Exhibit Self Motivation	14.00	5.50	9.50
(3) Demonstrate Self Discipline	14.00	15.50	9.50
(4) Make Mental Adjustments	35.50	15.50	27.00
(5) Recognize Alphabet	5.50	23.50	9.50
(6) Retell Stories	37.50	36.00	34.50
(7) Repeat Rhymes	35.50	36.00	34.50
(8) Recognize Colors	23.50	15.50	27.00
(9) Recognize Numbers	1.50	5.50	27.00
(10) Understand Numbers	26.00	15.50	20.50
(11) Demonstrate Visual Discrimination	14.00	15.50	19.00
(12) Develop Quantitative Vocabulary	28.00	36.00	34.50
(13) Recognize Basic Shapes	32.50	36.00	34.50
(14) Dem. Understanding of Amer.Heritage	19.00	39.00	39.00
(15) Develop Good Listening Skills	5.50	15.50	9.50
(16) Develop Imagination	34.00	30.00	27.00
(17) Know Basic Survival Information	1.50	23.50	9.50
B. AFFECTIVE LEARNING			
(1) Exhibit Good Emotional Adjustment	14.00	15.50	9.50
(2) Exhibit Good Social Adjustment	21.00	27.50	9.50
(3) Exhibit a Feeling of Belonging	5.50	23.50	9.50
(4) Exh. Sense of Security w/Adults	26.00	23.50	27.00
(5) Exh. Sense of Security w/Peers	5.50	27.50	20.50
(6) Assume Responsibility for Actions	21.00	23.50	9.50
(7) Develop Own Identity	26.00	23.50	27.00
(8) Respect Rights of Others	14.00	15.50	9.50
(9) Play Acceptably	31.00	15.50	9.50
(10) Assume Responsibility	14.00	5.50	9.50
(11) Share Responsibilities	14.00	15.50	27.00
(12) Develop Good Personal Values	5.50	5.50	27.00
(13) Develop a Positive Self Image	5.50	5.50	9.50
(14) Exhibit Respect for Authority	14.00	5.50	9.50
(15) Develop Sense of Right and Wrong	14.00	5.50	9.50
(16) Develop Good Personal Habits	14.00	5.50	9.50
(17) Dev.Awareness of & Respect for God	29.00	29.00	38.00
C. PSYCHOMOTOR LEARNING			
(1) Identify Parts of Body	32.50	31.50	22.00
(2) Move in Coordinated Manner	30.00	36.00	34.50
(3) Choice of Hand and Eye	37.50	33.00	27.00
(4) Develop Hand-Eye Coordination	14.00	5.50	9.50
(5) Develop Self Control	21.00	5.50	9.50

Spearman's rank correlation tested the amount of correlation or agreement reached between participant groups across the three domains considered in this study. The test of significance for correlation between the groups was set at the .05 level. The scores are shown in Table 30.

TABLE 30

SPEARMAN CORRELATION COEFFICIENTS
FOR PARENTS, TEACHERS, ADMINISTRATORS ACROSS ALL THREE DOMAINS

	Parents	Teachers	Administrators
Parents	1.00 *	.63 *	.63 *
Teachers	.63 *	1.00 *	.66 *
Administrators	.63 *	.66 *	1.00 *

* Exceeds .05 level of significance

As shown in Table 30, Spearman scores indicated only moderate correlation between parents, teachers and administrators in ranking all kindergarten goals. The evidence presented allowed the researcher only a partial acceptance of the second general hypothesis.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Because a search of the literture revealed disparity among and between parents, teachers and administrators concerning kindergarten goals, this study was conceived and developed to seek a movement toward consensus of opinion concerning kindergarten goals and convergence of opinion concerning priorities of said goals. The Delphi Technique has been successful in encouraging agreement among various groups concerned with education at the preschool, elementary, high school, college and university levels. This was an attempt to study kindergarten goals through the Delphi Technique.

A stratified random sample of parents (N = 132) of kindergarten children, all kindergarten teachers (N = 32), and elementary administrators (N = 16) in the Midwest City-Del City Schools provided the data for the study. The data were acquired by administering a series of three questionnaires to the three groups of participants. Goals adopted for the school system in an earlier study were used as the basis for the questionnaires.

On Questionnaire 1, the participants were asked to circle the

value they wished to assign to each kindergarten goal. They were also invited to add any additional goals which they felt should be stressed in kindergarten. After the questionnaires had been returned, the researcher tallied the responses of each sub-group.

The researcher prepared three forms of Questionnaire 2 by marking the most frequent response of each sub-group to each item on Questionnaire 1. The new goal items which were suggested on Questionnaire 1 were also added to Questionnaire 2. A copy of the appropriate Questionnaire 2 (based on sub-group membership) was mailed to each kindergarten parent, kindergarten teacher, and administrator. Each participant was asked to re-consider his/her opinions in light of the sub-group responses and to agree or disagree with the most frequent response to each item. They were also asked to justify responses that differed from the most frequent sub-group responses, then return the form.

Questionnaire 3 was prepared, mailed, returned and tallied following the procedure used for Questionnaire 2. The rate of response throughout the study suggested high interest on the part of the participants.

The first general hypothesis stated a movement toward consensus of opinion of kindergarten parents, kindergarten teachers, and administrators concerning kindergarten goals. Six specific hypotheses were established to present the analysis of the data concerning the first general hypothesis.

The second general hypothesis stated a movement toward convergence of opinion of kindergarten parents, kindergarten teachers and administrators concerning priorities of the kindergarten goals. Six

specific hypotheses were developed to present the analysis of the data concerning the second general hypothesis.

Findings

Treatment of the data generated by the study yielded the following results:

1. Each participant group, as well as the total group, moved toward consensus of opinion concerning kindergarten goals. These findings supported Delphi Technique research in general and Hutchins'[1] study in particular. In Hutchins' poll of 92 parents, teachers, and administrators of private preschools, there was no consensus concerning preschool goals on the first questionnaire administered. On the second questionnaire, however, all the groups reached agreement.

2. Parents valued the goals within the affective domain more than the cognitive and psychomotor domains. This supported Buford's[2] findings.

3. Parents placed a higher value on cognitive learning than either educator group. This supported similar findings of Dank,[3] Cabler,[4]

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[1]Hutchins, "Consensus Formation on Preschool Objectives Using a Modified Delphi Technique," p. 103.

[2]Buford, "Parents' Perceptions of Early Childhood Education," p. 77.

[3]Dank, "An Investigation of the Relationship Between the Kindergarten Goals Ascribed to by Parents, Kindergarten Teachers, and Grade One Teachers," p. 79.

[4]Cabler, "The Task of the Kindergarten: Goal Perceptions of Principals, Teachers and Parents of Kentucky's 100 Pilot Kindergarten Units," pp. 69-71.

Sanders and Creaghan[5] and Curwood.[6]

4. Parents were found to value psychomotor skills less than other categories of learning. Again, Buford's[7] research substantiated this concept.

5. Teachers valued affective and psychomotor learning over the parent and administrator groups. This finding was supported by Cabler[8] and Reed.[9]

6. Teachers valued cognitive learning considerably higher than administrators, but slightly lower than parents. Studies by Wolff[10] fully supported this finding, while Reed's[11] findings were that teachers valued all areas of learning above parent and administrator groups.

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[5]Sanders and Creaghan, "Parents and Children Evaluated Our Program," p. 45.

[6]Curwood, "A Survey and Evaluation of Project Head Start as Established and Operated in Communities of the Commonwealth Massachusetts during the Summer of 1965" p. 46.

[7]Buford, "Parents' Perceptions of Early Childhood Education," p.77

[8]Cabler, "The Task of the Kindergarten: Goal Perceptions of Principals, Teachers and Parents of Kentucky's 100 Pilot Kindergarten Units," pp. 69-70.

[9]Reed, "A Comparison of Kindergarten Goals as Perceived by Public School Superintendents, Elementary Principals, First Grade Teachers, Kindergarten Teachers, and Parents in the State of Mississippi," pp. 80-82.

[10]Wolff, "Is the Bridge Completed?" p. 14.

[11]Reed, "A Comparison of Kindergarten Goals as Perceived by Public School Superintendents, Elementary Principals, First Grade Teachers, Kindergarten Teachers, and Parents in the State of Mississippi," p. 84.

Subsidiary Findings

Although not specifically sought in the treatment of the data, certain additional relationships and differences emerged which merit mention. The following patterns were observed.

1. The most movement toward consensus of opinion was evidenced among the parents.
2. The least movement toward consensus of opinion was among the administrators.
3. The most convergence of opinion was achieved among the administrators.
4. The least convergence of opinion was shown in the parent group.
5. The only perfect domainal correlation across groups was between kindergarten teachers and administrators concerning psychomotor skills.
6. The only perfect item correlation for all three groups was the lowest ranked item, (Goal 14 in the cognitive domain: Demonstrate an Understanding of American Heritage).
7. The highest value achieved on any domain was by the teacher group for the affective domain.
8. The lowest value placed on any one domain was by the administrators concerning cognitive learning.

Conclusions

The findings of this study gave support to previously conducted studies, discussed in Chapter 2, which pointed out the divergent views concerning kindergarten goals. The findings also suggested that the

Delphi Technique was useful in diminishing the distance between some of those views.

Movement toward consensus of opinion concerning kindergarten goals was examined in several ways. First, a comparison of responses to items on the first and final questionnaires was examined for the three sub-groups as well as for the total group. On Questionnaire 1 there was an extreme range of responses (mode scores) for the sub-groups as well as for the total group. On Questionnaire 3 there was a dramatic movement toward consensus of opinion for all groups.

Movement toward convergence of opinion concerning kindergarten goal priorities when examined by comparing the amount of agreement (mean scores) on the first and final questionnaires revealed extreme movement toward convergence of opinion within each sup-group. Movement toward convergence for the total group was much less noticeable. Although movement was evident, actual convergence was quite limited.

Consensus of opinion concerning kindergarten goals and a movement toward convergence of opinion concerning priorities among goals may have been encouraged by the Delphi Technique through sharing both opinions and justification statements. Although there were remaining differences of opinion both among and between groups, the findings of this study suggested that the Delphi Technique was a useful tool for bringing group opinions much closer together.

Implications

The findings of this study have several implications for all involved in kindergarten education. First, this study was a re-statement of the importance of the consideration of the expectations of both

educators and parents. Program planners must be ever cognizant of these variations.

A second implication was that a re-examination of educator concepts was warranted. More constructive sharing between teachers and principals of rationales for goal selection should be attempted in order to achieve a more cohesive teacher-administrator agreement on kindergarten goals. This could be attempted as pre-service orientation and/or inservice programs.

Third, there were obvious implications concerning effective public relations. Consensus techniques can be effective tools in helping parents and educators achieve common goals. Although educators possess the ability and training to create and implement good educational programs, they must be ever aware that they are to use their expertise to serve their public.

Finally, although every effort must be made to alleviate the differences between and among parents, teachers, and administrators - realistically, complete consensus will probably never be achieved. Honest consideration for the views of all the participants should be respected.

Recommendations

The researcher offers the following recommendations for further research:

1. A replication study, using parallel groups of participants, is recommended to discover whether the same patterns of responses emerge with a different sample.

2. A replication study is recommended in a different geographic

area to assess whether the findings of this study could be supported or rejected in a different environment.

3. A replication study, using a forced choice format, which would force the participants to prioritize their goal preferences, should assist in identifying priorities of groups concerning goals.

4. A repeat study following a concentrated public relations effort would determine the effectiveness of the public relations endeavor.

5. A replication study which incorporated data on demographic variables of participants, such as parents' age, sex, occupation, work experience, religion, race and educational level as well as educators' age, educational level, number of years teaching and/or administrative experience, religion, ethnic background ..... would pinpoint reasons for certain variances of opinion.

Final Summary

This study attempted not only to re-assess the kindergarten goals valued by the major participants, but also to encourage a movement toward consensus of opinion concerning these goals. It has re-stated, for curriculum planners, information regarding differences in the perceptions of kindergarten goal priorities. It also demonstrated that there were a number of areas of common goals between and among the concerned groups.

Increased awareness of the goal preferences of each involved segment of the educational community could lead to more objective analysis of goals as well as more refined educational planning, presentation, and follow through. Parents, teachers, and administrators fully aware of the concerns of each other, would have the opportunity to build upon

areas of common concern and design a kindergarten program more acceptable, thus better supported, by all.

Finally, this study will hopefully add to a body of knowledge which will be translated into active concern for and precisely designed educational experiences for the child. Such planning and programming will provide optimum opportunities for the child to expand the experiences of the home as he/she enters and progresses through kindergarten.

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APPENDIX A

PRE-EXPERIMENTAL MATERIALS

APPENDIX A

The materials presented in Appendix A are preliminary materials developed in preparation of the Delphi questionnaires. The order of materials presented follows:

Exhibit 1. Letter to principals and kindergarten teachers requesting copies of their kindergarten goals.

Exhibit 2. Letter to principals and kindergarten teachers giving directions for selection of parents.

Exhibit 3. Form used to record names of randomly chosen parents.

Exhibit 4. Parents who participated in the study.

Exhibit 5. Letter to Dean Wisniewski requesting supplies to be used in the study.

EXHIBIT 1

February 19, 1979

TO: Elementary Principals and Kindergarten Teachers

RE: Study for Doctoral Dissertation

Several years ago a study was conducted in the Mid-Del School system to establish Kindergarten goals. A new study, by one of our Kindergarten teachers, is being made this spring to determine whether or not these goals are still relevant. This study is a joint project of Mid-Del Schools and the Education Department of the University of Oklahoma. It will be used as the basis for a doctoral dissertation. Elementary principals, kindergarten teachers, and a randomly selected group of parents will be asked to participate in the study.

It is extremely important in this particular study that those who participate continue with the project throughout the study. This will involve furnishing us with a copy of your goals and objectives for your kindergarten and answering three questionnaires over a period of several weeks. Each of these will require about fifteen minutes. The questionnaires will be completely confidential. Individual results will not be released; all results will be summarized by groups, such as parents, teachers and administrators.

Please mail your*goals and objectives to the Reading Office as soon as possible and with this please add the number of kindergarten classes you have and how many children in each class.

William Austin

Wm. F. Austin
Director of Ele. Instruction

Boneta Dupy

Boneta Dupy
Reading Office

BD:cm

*Many of you have these on file from a study completed in 1977.

EXHIBIT 2

March 1, 1979

TO: Elementary Principals and Kindergarten Teachers

RE: Study for Doctoral Dissertation

Thank you for your lists of kindergarten goals and objectives. The lists are being compiled and made into a questionnaire, which will be mailed to you soon.

The next task is to secure the appropriate information from the randomly selected parents who are to participate in the study. Please follow these next steps carefully.

(1) Arrange attendance cards for each class in alphabetical order.

(2) Identify the students in <u>each</u> class whose numbers appear below:

a. Barnes, students 7, 9, 19
b. Cleveland Bailey, students 19, 20, 23, 30
c. Country Estates, students 1, 8, 15
d. Del Elementary, students 2, 4, 5, 25
e. East Side, students 2, 5, 16
f. Epperly Heights, students 4, 6, 19
g. Highland Park, students 15, 19, 22
h. Parkview, students 5, 6, 18
i. Pleasant Hill, students 3, 8, 9
j. Ridgecrest, students 3, 15, 16
k. Soldier Creek, students 1, 8, 15
l. Sooner-Rose, students 3, 6, 18
m. Steed, students 1, 10, 11, 20
n. Tinker, students 5, 6, 15
o. Townsend, students 5, 15, 19
p. Traub, students 3, 16, 18

(3) Fill out the enclosed form, providing the needed information on the parents of the above children.

Your prompt response is greatly appreciated.
MAIL TO READING OFFICE.

William F. Austin
Director of Elementary Instruction

Boneta Dupy
Reading Office

Enclosure: Kindergarten Parents Form

EXHIBIT 3

Parents from _____ (school) to participate in Kindergarten Goals Research Study

Student Number	Parents	Address	Phone

_____ Teacher

_____ Teacher

_____ Teacher

_____ Teacher

EXHIBIT 4

PARENT PARTICIPANTS

Barnes

Mr. & Mrs. James Erhard
Mr. & Mrs. Kenneth Jennings
Mr. & Mrs. Richard Jones
Mr. & Mrs. Robert Martinez
Mr. & Mrs. Marvin Ozburn
Mr. & Mrs. Walter St. Clair
Mr. & Mrs. Joseph Urban
Mr. & Mrs. William Webb

Cleveland Bailey

Mr. & Mrs. Bremond Cozort
Mr. & Mrs. Jon Caldwell
Mr. & Mrs. James Dolph
Mr. & Mrs. James Johnson
Mr. & Mrs. Dwight Jones
Mr. & Mrs. Carl Kleysteuber
Mr. & Mrs. Gary Loveland
Mr. & Mrs. Paul Nicholson
Mr. & Mrs. Harvey Pratt

Country Estates

Joyce & Dewey Allen
Mrs. Jennifer Diaz
Mr. & Mrs. Ryan Dick
Mr. & Mrs. Roy Hodge
Mrs. Charlotte Lassiter
Mrs. Jennifer Tate

Del Elementary

Mr. & Mrs. Jimmy Baird
Mr. & Mrs. Charles Curtiss
Mr. & Mrs. Ronald Ferris
Mr. & Mrs. David Heck
Mr. & Mrs. Michael Johnson
Mr. & Mrs. Clifford Jones
Mr. & Mrs. William Kedigh
Mr. & Mrs. Brad McCarty
Mr. & Mrs. Les McGlasson
Mr. & Mrs. Jack McKelvy
Mr. & Mrs. John Moles
Mr. & Mrs. Ronald Riddle
Mrs. Alene Sange
Mr. & Mrs. Gary Straughn
Barbara & Bud Tate
Mr. & Mrs. Daniel Whitaker

East Side

Mr. & Mrs. James Barnes
Mr. & Mrs. Bruce Boggs
Mr. & Mrs. Chris Brown
Joyce & John Carter
Mrs. Carolyn Coffey
Mr. & Mrs. Keith Head
Mrs. Cynthia McComb
Mrs. Vickie O'Neal
Mrs. Saundea Mathews
Mr. & Mrs. Ricky Schutte
Mr. & Mrs. Gerald Smith
Mr. & Mrs. Chris Wright

Epperly Heights

Linda & Gary Case
Mr. & Mrs. Carl Davis
Mrs. Debra Foster
Sherri & Roger Fry
Mr. & Mrs. Jerry Hines
Mr. & Mrs. Kenneth Minter
Judy & Ronald Pendley
Karin & Dennis Potts
Mr. & Mrs. Frankie Richardson
Mildred & Orville Shackelford
Mr. & Mrs. Charles Shaw
Collenna & Geary Walker
Mary & Terry Yonnes

Highland Park

Mr. & Mrs. Jerry Blair
Mr. & Mrs. Lane Carder
Mr. & Mrs. Jim Croft
Mr. & Mrs. Verlon Dilley
Mrs. Mary Ewald
Mary & Ronald Polk
Donna & Edward Schmitt
Mr. & Mrs. Chris Stone
Linda & Frank Wiley
Linda & Nick Young

EXHIBIT 4

Parkview

Mr. & Mrs. Paul Baylor
Mr. & Mrs. Dennis Dickens
Mr. & Mrs. Daniel Durocher
Becky & Russell Foster
Elizabeth & Robert Kurtz
Delores & Curtis Parks
Mr. & Mrs. Eddie Ratchel
Mr. & Mrs. Gary Scott
Mr. & Mrs. Roger Seagrave
Mr. & Mrs. Rich White

Pleasant Hill

Mr. & Mrs. Ephrian Bloomer
Mr. Michael Coleman
Mrs. Cathy Phea

Ridgecrest

Mr. & Mrs. Kirk Castleman
Mr. & Mrs. Johnny Davis
Mr. & Mrs. Jon Denton
Mr. & Mrs. Irving Frank
Mr. & Mrs. Ronnie Satterwhite
Mr. & Mrs. Richard Wilkerson

Soldier Creek

Mr. & Mrs. Dexter Dillon
Mr. & Mrs. Bobby Eakens
Mr. & Mrs. Clarence Easton
Mrs. Barbara Gee
Deborah & Charles Gates
Mr. & Mrs. Levi Hendricks
Mrs. Linda Humphrey
Mrs. Betty Jackson
Roxanna & Willard Lee

Sooner Rose

Lynnea & Stephen Blom
Dona & Michael Burdick
Mr. & Mrs. Lewis Christy
Julie & Ernest Evans
Mr. & Mrs. Andrew Mongold
Fayrene & Harold Morrison
Mr. & Mrs. Keith Phelps
Mrs. Linda Reede
Judy & Thomas Reynolds
Mr. & Mrs. Homer Scott

Steed

Mr. & Mrs. Hubert Autry
Mr. & Mrs. Donald High
Ginger & James Mullins
Mr. & Mrs. Mark Nolan
Mr. & Mrs. Calvin Perry
Mr. & Mrs. Rodney Pilgrim
Mr. & Mrs. Gerald Streff
Mr. & Mrs. Mark Wright

Tinker

Mr. & Mrs. Clarence Beaver
Mr. & Mrs. Michael Corey
Susan & Joseph Cox
Mr. & Mrs. Stephen Graf
Mr. & Mrs. Joe Hiracheta
Mr. & Mrs. Phillip Hyatt
Mr. & Mrs. Steve Rogers
Mr. & Mrs. Jimmy Stewart
Mr. & Mrs. John H. Thompson

Townsend

Mrs. Deanne Batts
Mr. & Mrs. Daniel Chalender
Mickey & Larry Davenport
Mr. & Mrs. John Dean
Mr. & Mrs. Jerry Dinwiddie
Mr. & Mrs. Jimmie Dyche
Mr. & Mrs. Ronald Moore
Mr. & Mrs. Steve Smith
Mr. & Mrs. Paskell Spencer
Carolyn & Donald Stager
Mr. & Mrs. John Taylor

Traub

Mr. & Mrs. Tony Brooks
Mr. & Mrs. Dale Burke
Mr. & Mrs. John Crisp
Mr. & Mrs. Carl Hendley
Mr. & Mrs. Larry Samuels
Mrs. Sharon Smith
Mr. & Mrs. Buddie Spurlock
Mr. & Mrs. Paul Traynor
Mr. & Mrs. Floyd Walker

EXHIBT 5

TO: Dean Richard Wisniewski March 6, 1979

FROM: Nelta R. Smart

SUBJECT: Request for Supplies for Doctoral Study

From the very beginning of kindergarten the importance of parental involvement was recognized and encouraged. When kindergarten became a part of public schools, lack of funds and the pressure of conforming to the pattern followed by the elementary classes eliminated much of the parent-teacher, teacher-administrator interaction. During recent years there has been a rediscovery of the importance of a close working relationship among the child's first and permanent teachers- his parents - and the professionals who guide him.

Several recent studies have sought parents' opinions concerning kindergarten goals; several have sought both parents' and teachers' opinions. One study dealt with principals' opinions. This proposed doctoral study is designed to solicit imput from parents, teachers, and administrators concerning kindergarten goals.

The collection of the data will be done in three phases, using the Delphi Technique. This technique has been used to gain consensus of opinion concerning goals for infants, pre-school, high school, colleges, and universities. This proposed study will be an attempt to elicit more convergent thinking on kindergarten goals.

Questionnaires will be mailed to all elementary principals (16) and kindergarten teachers (32) in the Mid-Del Schools. These questionnaires will be mailed from and returned to the office of Mr. William F. Austin, Director of Elementary Instruction. Questionnaires to 170 parents (of a stratified random sample of the 1,247 kindergarten population) will be mailed from and returned to Dr. Gene Shepherd, Professor, College of Education, University of Oklahoma.

A projection of supplies which will be needed follows:

	Stationery	Envelopes	Stamps
Questionnaire 1	170	340	340
Questionnaire 2	150	300	300
Questionnaire 3	130	260	260
Total	450	900	900

3/6/79

To: Nelta Smart

Approved. 450 sheets of letterhead stationery
Stamps for 900 envelopes

R. Wisniewski

cc: Gene Shepherd
Grad. Secy.

APPENDIX B

MATERIALS USED IN CONNECTION WITH

QUESTIONNAIRE 1

APPENDIX B

The materials presented in Appendix B are those which were used in connection with Questionnaire 1. The order of presentation was:

Exhibit 1. Letters to parents, introducing the study and asking for their participation

Exhibit 2. Questionnaire 1 (Parents, Teachers, and Administrators

Exhibit 3. Letter to principals and kindergarten teachers asking for their cooperation in the study

Exhibit 4. Follow-up letter to parents who had not returned questionnaires

Exhibit 5. Letter to principals and teachers requesting additional names of randomly selected parents

Exhibit 6. Parent form

Exhibit 7. Letter to newly identified parents introducing the study and asking for their participation

Exhibit 8. Questionnaire 1

Exhibit 9. Follow-up letter to parents who had not returned questionnaires

Exhibit 10. Raw data collected from parents on Questionnaire 1

Exhibit 11. Raw data collected from teachers on Questionnaire 1

Exhibit 12. Raw data collected from administrators on Questionnaire 1

EXHIBIT 1

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

March 13, 1979

To: Parents of Kindergarten Children

RE: Kindergarten Goals Research

Several years ago a study was conducted in the Mid-Del Schools to establish kindergarten goals. A new study is being made this spring to determine whether or not these goals are still relevant. This study is a joint project of Mid-Del Schools and the Education Department of the University of Oklahoma. It will be used as the basis for a doctoral dissertation. Elementary principals, kindergarten teachers, and a randomly selected group of parents will be asked to participate in the study.

It is extremely important in this particular study that those who participate continue with the project throughout the study. This will involve answering three questionnaires over a period of several weeks. Each of these will require about fifteen minutes. The questionnaires will be completely confidential. Individual results will not be released; all results will be summarized by groups, such as parents, teachers and administrators.

You were your child's first teacher; you will always be his most important teacher. Please join his professional educators in this project of developing a revised set of goals for Mid-Del kindergarten children. Please respond to the enclosed questionnaire and mail it in the envelope provided.

Sincerely,

Gene Shepherd, Professor
University of Oklahoma

William F. Austin, Director of
Elementary Instruction
Mid-Del Schools

EXHIBIT 2

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code _____

Directions: The following list contains some of the goals which are considered to be important in kindergarten programs. Please rate each goal listed by circling one of the choice points on the continuum following each. You may also write in (and rate) additional goals which are not included in the list. Be sure to rate EACH of the goals listed or written in.

(1) Extremely Important
(2) Important
(3) Not sure or no opinion
(4) Unimportant
(5) Extremely Unimportant

A.	COGNITIVE LEARNING	
(1)	Exhibit Curiosity	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Exhibit Self Motivation	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	Demonstrate Self Discipline	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	Make Mental Adjustments	1 . . . 2 . . . 3 . . . 4 . . . 5
(5)	Recognize Alphabet	1 . . . 2 . . . 3 . . . 4 . . . 5
(6)	Retell Stories	1 . . . 2 . . . 3 . . . 4 . . . 5
(7)	Repeat Rhymes	1 . . . 2 . . . 3 . . . 4 . . . 5
(8)	Recognize Colors	1 . . . 2 . . . 3 . . . 4 . . . 5
(9)	Recognize Numbers	1 . . . 2 . . . 3 . . . 4 . . . 5
(10)	Understand Numbers	1 . . . 2 . . . 3 . . . 4 . . . 5
(11)	Demonstrate Visual Discrimation	1 . . . 2 . . . 3 . . . 4 . . . 5
(12)	Develop Quantitative Vocabulary	1 . . . 2 . . . 3 . . . 4 . . . 5
(13)	Recognize Basic Shapes	1 . . . 2 . . . 3 . . . 4 . . . 5
(14)	Demonstrate An Understanding of American Heritage	1 . . . 2 . . . 3 . . . 4 . . . 5
(15)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(16)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
B.	AFFECTIVE LEARNING	
(1)	Exhibit Good Emotional Adjustment	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Exhibit Good Social Adjustment	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	Exhibit A Feeling of Belonging	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	Exhibit A Sense of Security With Adults	1 . . . 2 . . . 3 . . . 4 . . . 5
(5)	Exhibit A Sense of Security With Peers	1 . . . 2 . . . 3 . . . 4 . . . 5
(6)	Assume Responsibility For One's Own Actions	1 . . . 2 . . . 3 . . . 4 . . . 5
(7)	Develop Own Identity	1 . . . 2 . . . 3 . . . 4 . . . 5
(8)	Respect Rights Of Others	1 . . . 2 . . . 3 . . . 4 . . . 5
(9)	Play Acceptably	1 . . . 2 . . . 3 . . . 4 . . . 5
(10)	Assume Responsibility	1 . . . 2 . . . 3 . . . 4 . . . 5
(11)	Share Responsibilities	1 . . . 2 . . . 3 . . . 4 . . . 5
(12)	Develop Personal Values	1 . . . 2 . . . 3 . . . 4 . . . 5
(13)	Develop A Positive Self-Image	1 . . . 2 . . . 3 . . . 4 . . . 5
(14)	Exhibit Respect For Authority	1 . . . 2 . . . 3 . . . 4 . . . 5
(15)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(16)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
C.	PSYCHOMOTOR LEARNING	
(1)	Identify Parts of Body	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5

EXHIBIT 3

March 13, 1979

To: Elementary Principals and Kindergarten Teachers

RE: Study for Doctorial Dissertation

Your kindergarten goals have been synthesized and placed in questionnaire form. Will you please rank each goal by circling one of the choice points on the continuum following each. If you think of another goal which is not on the list, please include it in the place provided and rank it.

Please respond to each goal statement without discussing among yourselves. Do not spend undue time on any one item. Your response should not take more than fifteen minutes. Please return the questionnaire to the Reading Office before you leave for Spring break.

Your prompt response is greatly appreciated.

William F. Austin
Director of Elementary Instruction

Boneta Dupy
Reading Office

Enclosure: Kindergarten Goals Questionnaire

EXHIBIT 4

MIDWEST CITY—DEL CITY SCHOOLS
Post Office Box 10630
Midwest City, Oklahoma 73110

March 27, 1979

LEWIS L. EUBANKS
Superintendent
Area Code 405
Tele. 737-4461

TO: Parents of Kindergarten Children

FROM: Kindergarten Goals Research

Recently you received a letter from Dr. Gene Shepherd, Professor of Education at the University of Oklahoma and Mr. William F. Austin, Director of Elementary Instruction for Mid-Del Schools. In their letter they explained the study being conducted on kindergarten goals. A questionnaire was sent with a request that you respond to it and return it to Dr. Shepherd. We realize the timing may have been inconvenient for some of you and probably explains why some questionnaires have not been returned. Now that spring vacation has ended and the children have returned to their school routine, we trust that we may receive your questionnaire.

As mentioned in the first letter you were chosen by random selection, and it is extremely important to the validity of this study that we hear from you. We value your ideas concerning your child's education, and the response you make will help us provide a better program for your child.

In case your first questionnaire has been misplaced, another is being enclosed. It should be mailed to Dr. Gene Shepherd, University of Oklahoma, 820 Van Vleet Oval, Norman, Oklahoma 73019. Please return your questionnaire today. The child you help will be the most special child in the world -- your own.

Boneta Dupy
Reading Consultant, Mid-Del Schools
Special Consultant for Kindergarten Research

Return to: Boneta Dupy
Reading Consultant
Mid-Del Schools

EXHIBIT 5

To: Elementary Principals and Kindergarten Teachers

Re: Kindergarten Goals Research

Although we have received a good response from parents we need to poll additional parents to achieve the representation needed. Remember please that statistical precision is important - thus we ask you to follow the next steps carefully.

(1) Arrange attendance cards for each class in alphabetical order.

(2) Identify the students in each class whose numbers appear below:

a. Barnes, students 10, 11, 20
b. Cleveland Bailey, students 4, 6, 11, 13, 15, 16
c. Country Estates, students 7, 9, 19
d. Del Elementary, students 10, 13, 16, 17
e. East Side, students 2, 4, 23
f. Epperly Heights, students 8, 10, 26
g. Highland Park, students 3, 5, 6, 18
h. Parkview Hill, students 15, 18, 19
i. Pleasant Hill, students 1, 2, 6, 15, 16
j. Ridgecrest, students 4, 6, 11, 13, 14
k. Soldier Creek, students 7, 9, 10, 11
l. Sooner-Rose, students 5, 15, 19
m. Steed, students 8, 9, 15
n. Tinker, students 3, 18, 19
o. Townsend, students 3, 6, 18
p. Traub, students 5, 6, 15, 19, 22

(3) Fill out the enclosed form, providing the needed information on the parents of the above children.

Your prompt response is greatly appreciated.
MAIL TO READING OFFICE.

William F. Austin
Director of Elementary Instruction

Boneta Dupy
Reading Office

Enclosure: Kindergarten Parents Form

EXHIBIT 6

Parents from _____ to participate in Kindergarten Goals Research Study
school

Student Number	Parents	Address	Phone

_____
Teacher

_____
Teacher

_____
Teacher

_____
Teacher

EXHIBIT 7

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

April 14, 1979

To: Parents of Kindergarten Children

RE: Kindergarten Goals Research

Several years ago a study was conducted in the Mid-Del Schools to establish kindergarten goals. A new study is being made this spring to determine whether or not these goals are still relevant. This study is a joint project of Mid-Del Schools and the Education Department of the University of Oklahoma. It will be used as the basis for a doctoral dissertation. Elementary principals, kindergarten teachers, and a randomly selected group of parents will be asked to participate in the study.

It is extremely important in this particular study that those who participate continue with the project throughout the study. This will involve answering three questionnaires over a period of several weeks. Each of these will require about fifteen minutes. The questionnaires will be completely confidential. Individual results will not be released; all results will be summarized by groups, such as parents, teachers and administrators.

You were your child's first teacher; you will always be his most important teacher. Please join his professional educators in this project of developing a revised set of goals for Mid-Del kindergarten children. Please respond to the enclosed questionnaire and mail it in the envelope provided.

Sincerely,

Gene Shepherd

Gene Shepherd, Professor
University of Oklahoma

William F. Austin

William F. Austin, Director of
Elementary Instruction
Mid-Del Schools

EXHIBIT 8

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code _____

Directions: The following list contains some of the goals which are considered to be important in kindergarten programs. Please rate each goal listed by circling one of the choice points on the continuum following each. You may also write in (and rate) additional goals which are not included in the list. Be sure to rate EACH of the goals listed or written in.

(1) Extremely Important
(2) Important
(3) Not sure or no opinion
(4) Unimportant
(5) Extremely Unimportant

A.	COGNITIVE LEARNING	
(1)	Exhibit Curiosity	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Exhibit Self Motivation	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	Demonstrate Self Discipline	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	Make Mental Adjustments	1 . . . 2 . . . 3 . . . 4 . . . 5
(5)	Recognize Alphabet	1 . . . 2 . . . 3 . . . 4 . . . 5
(6)	Retell Stories	1 . . . 2 . . . 3 . . . 4 . . . 5
(7)	Repeat Rhymes	1 . . . 2 . . . 3 . . . 4 . . . 5
(8)	Recognize Colors	1 . . . 2 . . . 3 . . . 4 . . . 5
(9)	Recognize Numbers	1 . . . 2 . . . 3 . . . 4 . . . 5
(10)	Understand Numbers	1 . . . 2 . . . 3 . . . 4 . . . 5
(11)	Demonstrate Visual Discrimination	1 . . . 2 . . . 3 . . . 4 . . . 5
(12)	Develop Quantitative Vocabulary	1 . . . 2 . . . 3 . . . 4 . . . 5
(13)	Recognize Basic Shapes	1 . . . 2 . . . 3 . . . 4 . . . 5
(14)	Demonstrate An Understanding of American Heritage	1 . . . 2 . . . 3 . . . 4 . . . 5
(15)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(16)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
B.	AFFECTIVE LEARNING	
(1)	Exhibit Good Emotional Adjustment	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Exhibit Good Social Adjustment	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	Exhibit A Feeling of Belonging	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	Exhibit A Sense of Security With Adults	1 . . . 2 . . . 3 . . . 4 . . . 5
(5)	Exhibit A Sense of Security With Peers	1 . . . 2 . . . 3 . . . 4 . . . 5
(6)	Assume Responsibility For One's Own Actions	1 . . . 2 . . . 3 . . . 4 . . . 5
(7)	Develop Own Identity	1 . . . 2 . . . 3 . . . 4 . . . 5
(8)	Respect Rights Of Others	1 . . . 2 . . . 3 . . . 4 . . . 5
(9)	Play Acceptably	1 . . . 2 . . . 3 . . . 4 . . . 5
(10)	Assume Responsibility	1 . . . 2 . . . 3 . . . 4 . . . 5
(11)	Share Responsibilities	1 . . . 2 . . . 3 . . . 4 . . . 5
(12)	Develop Personal Values	1 . . . 2 . . . 3 . . . 4 . . . 5
(13)	Develop A Positive Self-Image	1 . . . 2 . . . 3 . . . 4 . . . 5
(14)	Exhibit Respect For Authority	1 . . . 2 . . . 3 . . . 4 . . . 5
(15)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(16)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
C.	PSYCHOMOTOR LEARNING	
(1)	Identify Parts of Body	1 . . . 2 . . . 3 . . . 4 . . . 5
(2)	Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 . . . 2 . . . 3 . . . 4 . . . 5
(3)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5
(4)	_____	1 . . . 2 . . . 3 . . . 4 . . . 5

EXHIBIT 9

MIDWEST CITY – DEL CITY SCHOOLS
Post Office Box 10630
Midwest City, Oklahoma 73110

May 2, 1979

TO: Parents of Kindergarten Children

FROM: Kindergarten Goals Research

Recently you received a letter from Dr. Gene Shepherd, Professor of Education at the University of Oklahoma and Mr. William F. Austin, Director of Elementary Instruction for Mid-Del Schools. In their letter they explained the study being conducted concerning kindergarten goals. A questionnaire was sent with a request that you respond to it and return it to Dr. Shepherd.

As mentioned in the first letter, you were chosen by random selection, and it is extremely important to the validity of this study that we hear from you. We value your ideas concerning your child's education, and the response you make will help us provide a better program for your child.

In case your first questionnaire has been misplaced, another is being enclosed. It should be mailed to Dr. Gene Shepherd, University of Oklahoma, 820 Van Fleet Oval, Norman, Oklahoma 73019. If you prefer, you may mail your questionnaire to my office or your child may take it back to his school, and the school will return it to my office. Please return your questionnaire today. The child you help will be the most special child in the world -- your own.

Boneta Dupy
Reading Consultant, Mid-Del Schools
Special Consultant for Kindergarten Research

EXHIBIT 10

RAW DATA COLLECTED FROM PARENTS ON QUESTIONNAIRE 1

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	66	55	7	3	1
(2) Exhibit Self Motivation	62	51	15	2	2
(3) Demonstrate Self Discipline	63	52	10	4	3
(4) Make Mental Adjustments	45	66	16	3	2
(5) Recognize Alphabet	63	55	8	6	0
(6) Retell Stories	21	84	19	7	1
(7) Repeat Rhymes	12	72	33	15	0
(8) Recognize Colors	60	50	11	11	0
(9) Recognize Numbers	63	53	12	2	2
(10) Understand Numbers	62	59	8	3	0
(11) Demonstrate Visual Discrimination	60	46	16	5	5
(12) Develop Quantitative Vocabulary	55	41	15	15	6
(13) Recognize Basic Shapes	41	75	10	4	2
(14) Dev.Understanding of Amer. Heritage	23	45	39	19	6
(15) Develop Good Listening Skills					
(16) Develop Imagination					
(17) Know Basic Survival Information					
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	68	57	4	0	3
(2) Exhibit Good Social Adjustment	64	50	9	5	4
(3) Exhibit a Feeling of Belonging	63	51	14	0	4
(4) Exhibit Sense of Security w/Adults	58	48	15	0	11
(5) Exhibit Sense of Security w/Peers	68	44	14	5	1
(6) Assume Responsibility for Actions	76	50	3	2	1
(7) Develop Own Identity	80	43	6	2	1
(8) Respect Rights of Others	78	44	7	2	1
(9) Play Acceptably	48	72	8	3	1
(10) Assume Responsibility	67	58	4	2	1
(11) Share Responsibilities	64	50	13	3	1
(12) Develop Good Personal Values	64	53	12	2	1
(13) Develop a Positive Self-Image	79	41	18	3	1
(14) Exhibit Respect for Authority	88	36	7	0	1
(15) Develop Sense of Right and Wrong					
(16) Develop Good Personal Habits					
(17) Dev. Awareness of & Respect for God					
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	53	69	5	3	2
(2) Move in Coordinated Manner	51	71	5	4	1
(3) Choice of Hand and Eye					
(4) Develop Hand-Eye Coordination					
(5) Develop Self-Control					

EXHIBIT 11

RAW DATA COLLECTED FROM TEACHERS ON QUESTIONNAIRE 1

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	12	18	2		
(2) Exhibit Self Motivation	16	16			
(3) Demonstrate Self Discipline	26	6			
(4) Make Mental Adjustments	16	13	3		
(5) Recognize Alphabet	17	13	1	1	
(6) Retell Stories	7	22		3	
(7) Repeat Rhymes	8	20		4	
(8) Recognize Colors	21	10	1		
(9) Recognize Numbers	22	8	1	1	
(10) Understand Numbers	22	9		1	
(11) Demonstrate Visual Discrimination	20	10	2		
(12) Develop Quantitative Vocabulary	12	17	3		
(13) Recognize Basic Shapes	12	16	3	1	
(14) Dev.Understanding of Amer. Heritage	1	17	8	6	
(15) Develop Good Listening Skills					
(16) Develop Imagination					
(17) Know Basic Survival Information					
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	24	8			
(2) Exhibit Good Social Adjustment	23	9			
(3) Exhibit a Feeling of Belonging	24	8			
(4) Exhibit Sense of Security w/Adults	18	14			
(5) Exhibit Sense of Security w/Peers	21	11			
(6) Assume Responsibility for Actions	26	6	1		
(7) Develop Own Identity	25	5	2		
(8) Respect Rights of Others	25	6	1		
(9) Play Acceptably	20	12			
(10) Assume Responsibility	24	8			
(11) Share Responsibilities	21	11			
(12) Develop Good Personal Values	21	10	1		
(13) Develop a Positive Self-Image	27	5			
(14) Exhibit Respect for Authority	28	4			
(15) Develop Sense of Right and Wrong					
(16) Develop Good Personal Habits					
(17) Dev. Awareness of & Respect for God					
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	10	21	1		
(2) Move in Coordinated Manner	12	18	2		
(3) Choice of Hand and Eye					
(4) Develop Hand-Eye Coordination					
(5) Develop Self-Control					

EXHIBIT 12

RAW DATA COLLECTED FROM ADMINISTRATORS ON QUESTIONNAIRE 1

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	5	10	1		
(2) Exhibit Self Motivation	8	8			
(3) Demonstrate Self Discipline	11	5			
(4) Make Mental Adjustments	5	9	2		
(5) Recognize Alphabet	9	7			
(6) Retell Stories	4	12			
(7) Repeat Rhymes	3	13			
(8) Recognize Colors	7	9			
(9) Recognize Numbers	7	9			
(10) Understand Numbers	6	9	1		
(11) Demonstrate Visual Discrimination	7	8	1		
(12) Develop Quantitative Vocabulary	6	10			
(13) Recognize Basic Shapes	5	11			
(14) Dev.Understanding of Amer. Heritage	1	7	7	1	
(15) Develop Good Listening Skills					
(16) Develop Imagination					
(17) Know Basic Survival Information					
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	9	7			
(2) Exhibit Good Social Adjustment	7	9			
(3) Exhibit a Feeling of Belonging	11	5			
(4) Exhibit Sense of Security w/Adults	7	9			
(5) Exhibit Sense of Security w/Peers	6	10			
(6) Assume Responsibility for Actions	10	6			
(7) Develop Own Identity	6	10			
(8) Respect Rights of Others	11	5			
(9) Play Acceptably	8	8			
(10) Assume Responsibility	8	7	1		
(11) Share Responsibilities	6	10			
(12) Develop Good Personal Values	6	10			
(13) Develop a Positive Self-Image	10	6			
(14) Exhibit Respect for Authority	11	5			
(15) Develop Sense of Right and Wrong					
(16) Develop Good Personal Habits					
(17) Dev. Awareness of & Respect for God					
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	3	13			
(2) Move in Coordinated Manner	5	10	1		
(3) Choice of Hand and Eye					
(4) Develop Hand-Eye Coordination					
(5) Develop Self-Control					

APPENDIX C

MATERIALS USED WITH

QUESTIONNAIRE 2

APPENDIX C

The materials presented in Appendix C were used in Round 2 of the Delphi probe. The order in which the materials were presented follows:

Exhibit 1. Cover letter to parents

Exhibit 2. Parents' form of Questionnaire 2

Exhibit 3. Cover letter to principals and teachers

Exhibit 4. Teachers' form of Questionnaire 2

Exhibit 5. Administrators' form of Questionnaire 2

Exhibit 6. Raw data collected from parents on Questionnaire 2

Exhibit 7. Raw data collected from kindergarten teachers on Questionnaire 2

Exhibit 8. Raw data collected from administrators on Questionnaire 2

EXHIBIT 1

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

May 8, 1979

To: Parents of Kindergarten Children

Re: Kindergarten Goals Research

The enclosed questionnaire is the second phase of the study which you started last month. We appreciate your response to the first questionnaire. After completing this questionnaire, please return it in the enclosed envelope within 5 days. The research will be severely limited if each parent does not complete the study.

The goal statements which appeared on the first questionnaire have a square around one of the choices. This represents the most frequent choice of the parents who responded to the first questionnaire. Consider the group response and again circle your response. On each item that you agree with the group response, leave the comments space blank; on each item that you circle a choice other than the one chosen by the most participants, please make a brief comment concerning your reason for your choice. Please remember that we value your opinion. A major objective of this phase is to identify the reasons for opinions that are different from the opinion of the group.

The last three goals in each category were added by participants on the first questionnaire. We appreciate these additions and the comments that many of you took the time to direct to the research team. Please circle these newly added goals according to your opinion of their importance.

Please give this questionnaire your prompt attention. Thank you for being a partner with us in the education of your child; together we will build a better program for him.

Sincerely,

Gene Shepherd

Gene Shepherd, Professor
University of Oklahoma

William F. Austin

William F. Austin, Director of
Elementary Instruction
Mid-Del Schools

EXHIBIT 2

KINDERGARTEN GOALS QUESTIONNAIRE

Research Coder P____

Directions: This is the second of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this and the final questionnaire which will be sent later.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section.

1 = Extremely Important
2 = Important
3 = Not Sure Or No Opinion
4 = Unimportant
5 = Extremely Unimportant

		COMMENTS:
A. COGNITIVE LEARNING		
(1)	Exhibit Curiosity . . . . . [1] 2 3 4 5	
(2)	Exhibit Self Motivation . . . . . [1] 2 3 4 5	
(3)	Demonstrate Self Discipline . . . . . [1] 2 3 4 5	
(4)	Make Mental Adjustments . . . . . 1 [2] 3 4 5	
(5)	Recognize Alphabet . . . . . [1] 2 3 4 5	
(6)	Retell Stories . . . . . 1 [2] 3 4 5	
(7)	Repeat Rhymes . . . . . 1 [2] 3 4 5	
(8)	Recognize Colors . . . . . [1] 2 3 4 5	
(9)	Recognize Numbers . . . . . [1] 2 3 4 5	
(10)	Understand Numbers . . . . . [1] 2 3 4 5	
(11)	Demonstrate Visual Discrimination . . . . [1] 2 3 4 5	
(12)	Develop Quantitative Vocabulary . . . . [1] 2 3 4 5	
(13)	Recognize Basic Shapes . . . . . 1 [2] 3 4 5	
(14)	Demonstrate An Understanding of American Heritage . . . . 1 [2] 3 4 5	
(15)	Develop Good Listening Skills 1 2 3 4 5	
(16)	Develop Imagination 1 2 3 4 5	
(17)	Know Basic Survival Information Such As Address, Phone, and Last Name . . 1 2 3 4 5	
B. AFFECTIVE LEARNING		
(1)	Exhibit Good Emotional Adjustment . . . [1] 2 3 4 5	
(2)	Exhibit Good Social Adjustment . . . . . [1] 2 3 4 5	
(3)	Exhibit A Feeling Of Belonging . . . . . [1] 2 3 4 5	
(4)	Exhibit A Sense of Security With Adults . [1] 2 3 4 5	
(5)	Exhibit A Sense of Security With Peers . [1] 2 3 4 5	
(6)	Assume Responsibility For One's Own Actions . [1] 2 3 4 5	
(7)	Develop Own Identity . . . . . [1] 2 3 4 5	
(8)	Respect Rights Of Others . . . . . [1] 2 3 4 5	
(9)	Play Acceptably . . . . . 1 [2] 3 4 5	
(10)	Assume Responsibility . . . . . [1] 2 3 4 5	
(11)	Share Responsibilities . . . . . [1] 2 3 4 5	
(12)	Develop Good Personal Values . . . . . [1] 2 3 4 5	
(13)	Develop A Positive Self-Image . . . . . [1] 2 3 4 5	
(14)	Exhibit Respect For Authority . . . . . [1] 2 3 4 5	
(15)	Develop A Sense of Right and Wrong . . . [1] 2 3 4 5	
(16)	Develop Good Personal Habits 1 2 3 4 5	
(17)	Develop An Awareness Of And Respect for God 1 2 3 4 5	
C. PSYCHOMOTOR LEARNING		
(1)	Identify Parts of Body . . . . . 1 [2] 3 4 5	
(2)	Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump) . 1 [2] 3 4 5	
(3)	Develop Laterality Choice Of Hand And Eye 1 2 3 4 5	
(4)	Develop Hand-Eye Coordination 1 2 3 4 5	
(5)	Develop Self-Control 1 2 3 4 5	

EXHIBIT 3

MIDWEST CITY – DEL CITY SCHOOLS
Post Office Box 10630
Midwest City, Oklahoma 73110

May 8, 1979

LEWIS L. EUBANKS
Superintendent
Area Code 405
Tele. 737-4481

To: Principals and Kindergarten Teachers

Re: Kindergarten Goals Research

The enclosed questionnaire is the second phase of the study which you started last month. We appreciate your response to the first questionnaire. After completing this questionnaire, please return it in the enclosed envelope. The research will be severely limited if each principal and teacher does not complete the study.

The goal statements which appeared on the first questionnaire have a square around one of the choices. This represents the most frequent choice of your peer group on the first questionnaire. A square around two choices indicates a tie in the number of opinions concerning that goal. Consider the group response and again circle your response. On each item that you agree with the group response, leave the comments space blank; on each item that you circle a choice other than the one chosen by the most participants, please make a brief comment concerning your reason for your choice. A major objective of this phase is to identify the reasons for opinions that are different from the opinion of the group.

The last three goals in each category were added by participants on the first questionnaire. We appreciate these additions and the comments that many of you took the time to direct to the research team. Please circle these newly added goals according to your opinion of their importance.

Please give this questionnaire your prompt attention, and return it to the Reading Office. Thank you for your continued cooperation.

William F. Austin

William F. Austin, Director of Elementary Instruction

Boneta Dupy

Boneta Dupy, Reading Consultant

607 WEST RICKENBACKER DRIVE

EXHIBIT 4

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code: T____

Directions: This is the second of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this and the final questionnaire which will be sent later.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section.

1 = Extremely Important
2 = Important
3 = Not Sure Or No Opinion
4 = Unimportant
5 = Extremely Unimportant

			COMMENTS:
A.	**COGNITIVE LEARNING**		
(1)	Exhibit Curiosity	1 [2] 3 4 5	
(2)	Exhibit Self Motivation	[1] [2] 3 4 5	
(3)	Demonstrate Self Discipline	[1] 2 3 4 5	
(4)	Make Mental Adjustments	[1] 2 3 4 5	
(5)	Recognize Alphabet	[1] 2 3 4 5	
(6)	Retell Stories	1 [2] 3 4 5	
(7)	Repeat Rhyme	1 [2] 3 4 5	
(8)	Recognize Colors	[1] 2 3 4 5	
(9)	Recognize Numbers	[1] 2 3 4 5	
(10)	Understand Numbers	[1] 2 3 4 5	
(11)	Demonstrate Visual Discrimination	[1] 2 3 4 5	
(12)	Develop Quantitative Vocabulary	1 [2] 3 4 5	
(13)	Recognize Basic Shapes	1 [2] 3 4 5	
(14)	Demonstrate An Understanding of American Heritage	1 [2] 3 4 5	
(15)	Develop Good Listening Skills	1 2 3 4 5	
(16)	Develop Imagination	1 2 3 4 5	
(17)	Know Basic Survival Information Such As Address, Phone, and Last Name	1 2 3 4 5	
B.	**AFFECTIVE LEARNING**		
(1)	Exhibit Good Emotional Adjustment	[1] 2 3 4 5	
(2)	Exhibit Good Social Adjustment	[1] 2 3 4 5	
(3)	Exhibit A Feeling Of Belonging	[1] 2 3 4 5	
(4)	Exhibit A Sense of Security With Adults	[1] 2 3 4 5	
(5)	Exhibit A Sense of Security With Peers	[1] 2 3 4 5	
(6)	Assume Responsibility For One's Own Actions	[1] 2 3 4 5	
(7)	Develop Own Identity	[1] 2 3 4 5	
(8)	Respect Rights Of Others	[1] 2 3 4 5	
(9)	Play Acceptably	[1] 2 3 4 5	
(10)	Assume Responsibility	[1] 2 3 4 5	
(11)	Share Responsibilities	[1] 2 3 4 5	
(12)	Develop Good Personal Values	[1] 2 3 4 5	
(13)	Develop A Positive Self-Image	[1] 2 3 4 5	
(14)	Exhibit Respect For Authority	[1] 2 3 4 5	
(15)	Develop A Sense of Right and Wrong	1 2 3 4 5	
(16)	Develop Good Personal Habits	1 2 3 4 5	
(17)	Develop An Awareness Of And Respect for God	1 2 3 4 5	
C.	**PSYCHOMOTOR LEARNING**		
(1)	Identify Parts of Body	1 [2] 3 4 5	
(2)	Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 [2] 3 4 5	
(3)	Develop Laterality Choice Of Hand And Eye	1 2 3 4 5	
(4)	Develop Hand-Eye Coordination	1 2 3 4 5	
(5)	Develop Self-Control	1 2 3 4 5	

EXHIBIT 5

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code: A____

Directions: This is the second of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this and the final questionnaire which will be sent later.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section.

1 = Extremely Important
2 = Important
3 = Not Sure Or No Opinion
4 = Unimportant
5 = Extremely Unimportant

			COMMENTS:
A.	**COGNITIVE LEARNING**		
(1)	Exhibit Curiosity	1 [2] 3 4 5	
(2)	Exhibit Self Motivation	[1] 2 3 4 5	
(3)	Demonstrate Self Discipline	[1] 2 3 4 5	
(4)	Make Mental Adjustment	1 [2] 3 4 5	
(5)	Recognize Alphabet	[1] 2 3 4 5	
(6)	Retell Stories	1 [2] 3 4 5	
(7)	Repeat Rhymes	1 [2] 3 4 5	
(8)	Recognize Colors	1 [2] 3 4 5	
(9)	Recognize Numbers	1 [2] 3 4 5	
(10)	Understand Numbers	1 [2] 3 4 5	
(11)	Demonstrate Visual Discrimination	1 [2] 3 4 5	
(12)	Develop Quantitative Vocabulary	1 [2] 3 4 5	
(13)	Recognize Basic Shapes	1 [2] 3 4 5	
(14)	Demonstrate An Understanding of American Heritage	1 [2][3] 4 5	
(15)	Develop Good Listening Skills	1 2 3 4 5	
(16)	Develop Imagination	1 2 3 4 5	
(17)	Know Basic Survival Information Such As Address, Phone, and Last Name	1 2 3 4 5	
B.	**AFFECTIVE LEARNING**		
(1)	Exhibit Good Emotional Adjustment	[1] 2 3 4 5	
(2)	Exhibit Good Social Adjustment	[1][2] 3 4 5	
(3)	Exhibit A Feeling Of Belonging	[1] 2 3 4 5	
(4)	Exhibit A Sense of Security With Adults	[1][2] 3 4 5	
(5)	Exhibit A Sense of Security With Peers	1 [2] 3 4 5	
(6)	Assume Responsibility For One's Own Actions	[1] 2 3 4 5	
(7)	Develop Own Identity	1 [2] 3 4 5	
(8)	Respect Rights Of Others	[1] 2 3 4 5	
(9)	Play Acceptably	[1] 2 3 4 5	
(10)	Assume Responsibility	[1] 2 3 4 5	
(11)	Share Responsibilities	1 [2] 3 4 5	
(12)	Develop Good Personal Values	1 [2] 3 4 5	
(13)	Develop A Positive Self-Image	[1] 2 3 4 5	
(14)	Exhibit Respect For Authority	[1] 2 3 4 5	
(15)	Develop A Sense of Right and Wrong	1 2 3 4 5	
(16)	Develop Good Personal Habits	1 2 3 4 5	
(17)	Develop An Awareness Of And Respect for God	1 2 3 4 5	
C.	**PSYCHOMOTOR LEARNING**		
(1)	Identify Parts of Body	1 [2] 3 4 5	
(2)	Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 [2] 3 4 5	
(3)	Develop Laterality Choice Of Hand And Eye	1 2 3 4 5	
(4)	Develop Hand-Eye Coordination	1 2 3 4 5	
(5)	Develop Self-Control	1 2 3 4 5	

EXHIBIT 6

RAW DATA COLLECTED FROM PARENTS ON QUESTIONNAIRE 2

	RATING 1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	126	4	2		
(2) Exhibit Self Motivation	125	5	2		
(3) Demonstrate Self Discipline	125	5			
(4) Make Mental Adjustments	8	119	5		
(5) Recognize Alphabet	130	2			
(6) Retell Stories	2	130			
(7) Repeat Rhymes	2	124		4	
(8) Recognize Colors	131	1			
(9) Recognize Numbers	132				
(10) Understand Numbers	132				
(11) Demonstrate Visual Discrimination	132				
(12) Develop Quantitative Vocabulary	132				
(13) Recognize Basic Shapes	3	129			
(14) Dev.Understanding of Amer. Heritage	1	118	7	4	1
(15) Develop Good Listening Skills	84	39	6	3	
(16) Develop Imagination	47	57	26	2	
(17) Know Basic Survival Information	84	26	22		
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	130	2			
(2) Exhibit Good Social Adjustment	131	1			
(3) Exhibit a Feeling of Belonging	127	3		2	
(4) Exhibit Sense of Security w/Adults	131	1			
(5) Exhibit Sense of Security w/Peers	130	2			
(6) Assume Responsibility for Actions	128	2		2	
(7) Develop Own Identity	125	4	2	1	
(8) Respect Rights of Others	130	2			
(9) Play Acceptably	4	126	2		
(10) Assume Responsibility	132				
(11) Share Responsibilities	128	2		2	
(12) Develop Good Personal Values	126	3		3	
(13) Develop a Positive Self-Image	130	2			
(14) Exhibit Respect for Authority	130	2			
(15) Develop Sense of Right and Wrong	75	35	20	2	
(16) Develop Good Personal Habits	50	41	40	2	
(17) Dev. Awareness of & Respect for God	63	52	8	5	3
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	3	129			
(2) Move in Coordinated Manner	2	128	2		
(3) Choice of Hand and Eye	41	54	37		
(4) Develop Hand-Eye Coordination	51	40	41		
(5) Develop Self-Control	68	54	10		

EXHIBIT 7

RAW DATA COLLECTED FROM TEACHERS ON QUESTIONNAIRE 2

	RATING 1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	7	25			
(2) Exhibit Self Motivation	19	13			
(3) Demonstrate Self Discipline	32				
(4) Make Mental Adjustments	32				
(5) Recognize Alphabet	32				
(6) Retell Stories		32			
(7) Repeat Rhymes	3	29			
(8) Recognize Colors	31	1			
(9) Recognize Numbers	31	1			
(10) Understand Numbers	31	1			
(11) Demonstrate Visual Discrimination	32				
(12) Develop Quantitative Vocabulary	3	29			
(13) Recognize Basic Shapes	2	30			
(14) Dev.Understanding of Amer. Heritage	1	30	1		
(15) Develop Good Listening Skills	32				
(16) Develop Imagination	13	16	3		
(17) Know Basic Survival Information	26	5	1		
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	32				
(2) Exhibit Good Social Adjustment	31	1			
(3) Exhibit a Feeling of Belonging	32				
(4) Exhibit Sense of Security w/Adults	31	1			
(5) Exhibit Sense of Security w/Peers	31	1			
(6) Assume Responsibility for Actions	32				
(7) Develop Own Identity	31				
(8) Respect Rights of Others	32				
(9) Play Acceptably	32				
(10) Assume Responsibility	32				
(11) Share Responsibilities	31				
(12) Develop Good Personal Values	31				
(13) Develop a Positive Self-Image	32				
(14) Exhibit Respect for Authority	32				
(15) Develop Sense of Right and Wrong	30	2			
(16) Develop Good Personal Habits	29	3			
(17) Dev. Awareness of & Respect for God	17	8	7		
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	1	29	2		
(2) Move in Coordinated Manner	2	30			
(3) Choice of Hand and Eye	12	15	5		
(4) Develop Hand-Eye Coordination	27	5			
(5) Develop Self-Control	27	5			

EXHIBIT 8

RAW DATA COLLECTED FROM ADMINISTRATORS ON QUESTIONNAIRE 2

	RATING 1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity		16			
(2) Exhibit Self Motivation	16				
(3) Demonstrate Self Discipline	16				
(4) Make Mental Adjustments		16			
(5) Recognize Alphabet	15	1			
(6) Retell Stories		16			
(7) Repeat Rhymes		16			
(8) Recognize Colors		16			
(9) Recognize Numbers		16			
(10) Understand Numbers		16			
(11) Demonstrate Visual Discrimination	1	15			
(12) Develop Quantitative Vocabulary		16			
(13) Recognize Basic Shapes		16			
(14) Dev.Understanding of Amer. Heritage	2	7	7		
(15) Develop Good Listening Skills	13	3			
(16) Develop Imagination	3	12	1		
(17) Know Basic Survival Information	12	4			
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	16				
(2) Exhibit Good Social Adjustment	11	5			
(3) Exhibit a Feeling of Belonging	16				
(4) Exhibit Sense of Security w/Adults	7	9			
(5) Exhibit Sense of Security w/Peers		16			
(6) Assume Responsibility for Actions	16				
(7) Develop Own Identity		16			
(8) Respect Rights of Others	16				
(9) Play Acceptably	16				
(10) Assume Responsibility	16				
(11) Share Responsibilities		16			
(12) Develop Good Personal Values		16			
(13) Develop a Positive Self-Image	16				
(14) Exhibit Respect for Authority	16				
(15) Develop Sense of Right and Wrong	13	3			
(16) Develop Good Personal Habits	10	6			
(17) Dev. Awareness of & Respect for God	5	6	5		
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body		15	1		
(2) Move in Coordinated Manner	1	15			
(3) Choice of Hand and Eye	6	9	1		
(4) Develop Hand-Eye Coordination	10	6			
(5) Develop Self-Control	11	5			

APPENDIX D

MATERIALS USED WITH

QUESTIONNAIRE 3

APPENDIX D

The materials presented in Appendix D were used in executing Questionnaire 3. The order in which they were developed follows:

Exhibit 1. Cover letter parents

Exhibit 2. Parents' form of Questionnaire 3

Exhibit 3. Cover letter to administrators and kindergarten teachers

Exhibit 4. Teachers' form of Questionnaire 3

Exhibit 5. Administrators' form of Questionnaire 3

Exhibit 6. Raw data collected from parents on Questionnaire 3

Exhibit 7. Raw data collected from kindergarten teachers on Questionnaire 3

Exhibit 8. Raw data collected from administrators on Questionnaire 3

EXHIBIT 1

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

May 21, 1979

To: Parents of Kindergarten Children

Re: Kindergarten Goals Research

The enclosed questionnaire is the final phase of the study which you started earlier. We appreciate your response to the previous questionnaires. After completing this questionnaire, please return it in the enclosed envelope within 5 days. The research will be severely limited if each parent does not complete the study.

The goal statements which appeared on the earlier questionnaires have a square around one of the choices. This represents the most frequent choice of the parents who responded to the last questionnaire. This questionnaire differs from the preceding ones in that a summary has been added giving other participants' reasons for disagreeing with the rank of importance which most participants checked. Consider the group response and again circle your response. On each item that you agree with the group response, leave the comments space blank; on each item that you circle a choice other than the one chosen by the most participants, please make a brief comment concerning your reason for your choice.

Please give this questionnaire your prompt attention. A summary of this research will be sent to all who return the three questionnaires. Thank you for your outstanding cooperation, and for the contribution you have made to research.

Sincerely,

Gene Shepherd

Gene Shepherd, Professor
University of Oklahoma

William F. Austin

William F. Austin, Director of
Elementary Instruction
Mid-Del Schools

EXHIBIT 2

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code: P

Directions: This is the third of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this final questionnaire.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section. The comments made by your peers are also presented in the third column.

1. Extremely Important
2. Important
3. Not Sure Or No Opinion
4. Unimportant
5. Extremely Unimportant

A. COGNITIVE LEARNING		COMMENTS:	Necessary For Learning /Could Be Harmful
(1) Exhibit Curiosity	[1] 2 3 4 5		
(2) Exhibit Self Motivation	[1] 2 3 4 5		
(3) Demonstrate Self Discipline	[1] 2 3 4 5		
(4) Make Mental Adjustments	1 [2] 3 4 5		
(5) Recognize Alphabet	[1] 2 3 4 5		Not That Important
(6) Retell Stories	1 [2] 3 4 5		
(7) Repeat Rhymes	1 [2] 3 4 5		Not That Important
(8) Recognize Colors	[1] 2 3 4 5		Not That Important
(9) Recognize Numbers	[1] 2 3 4 5		
(10) Understand Numbers	[1] 2 3 4 5		Too Much For Kindergarten
(11) Demonstrate Visual Discrimination	[1] 2 3 4 5		Important For Reading
(12) Develop Quantitative Vocabulary	[1] 2 3 4 5		Necessary In Communication
(13) Recognize Basic Shapes	1 [2] 3 4 5		A Pre-reading Skill
(14) Demonstrate An Understanding Of American Heritage	1 [2] 3 4 5		Concept Too Advanced/ Important To Know
(15) Develop Good Listening Skills	[1] 2 3 4 5		Integral Part of Learning Process
(16) Develop Imagination	1 [2] 3 4 5		Promotes Learning & Creativity
(17) Know Basic Survival Information Such As Address, Phone, and Last Name	[1] 2 3 4 5		Parents' Responsibility- Reinforces Security/Self Confidence- Important Because of Crime Problems
B. AFFECTIVE LEARNING		**COMMENTS:**	
(1) Exhibit Good Emotional Adjustment	[1] 2 3 4 5		Should Come Naturally
(2) Exhibit Good Social Adjustment	[1] 2 3 4 5		Not That Important
(3) Exhibit A Feeling Of Belonging	[1] 2 3 4 5		
(4) Exhibit A Sense of Security With Adults	[1] 2 3 4 5		Only With Appropriate Adults
(5) Exhibit A Sense of Security With Peers	[1] 2 3 4 5		
(6) Assume Responsibility For One's Own Actions	[1] 2 3 4 5		Not Appropriate For Age
(7) Develop Own Identity	[1] 2 3 4 5		
(8) Respect Rights Of Others	[1] 2 3 4 5		Common Courtesy
(9) Play Acceptably	1 [2] 3 4 5		Very Basic
(10) Assume Responsibility	[1] 2 3 4 5		Not That Important
(11) Share Responsibilities	[1] 2 3 4 5		Not That Important
(12) Develop Good Personal Values	[1] 2 3 4 5		School Cannot Replace The Home
(13) Develop A Positive Self-Image	[1] 2 3 4 5		
(14) Exhibit Respect For Authority	[1] 2 3 4 5		Do Not Promote Authoritarianism
(15) Develop A Sense of Right and Wrong	[1] 2 3 4 5		Home Function/Parents' Responsibility
(16) Develop Good Personal Habits	[1] 2 3 4 5		Very Important
(17) Develop An Awareness of And Respect For God	[1] 2 3 4 5		A Home Responsibility
C. PSYCHOMOTOR LEARNING		**COMMENTS:**	
(1) Identify Parts of Body	1 [2] 3 4 5		Not Vital At This Level
(2) Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 [2] 3 4 5		Precedes Reading
(3) Develop Laterality Choice of Hand And Eye	1 [2] 3 4 5		Should Develop Naturally
(4) Develop Hand-Eye Coordination	[1] 2 3 4 5		Not At This Level
(5) Develop Self-Control	[1] 2 3 4 5		

EXHIBIT 3

MIDWEST CITY — DEL CITY SCHOOLS
Post Office Box 10630
Midwest City, Oklahoma 73110

LEWIS L. EUBANKS
Superintendent
Area Code 405
Tele. 737-4461

May 21, 1979

To: Principals and Kindergarten Teachers

Re: Kindergarten Goals Research

The enclosed questionnaire is the final phase of the study which you started earlier. We appreciate your response to the previous questionnaires. After completing this questionnaire, please return it in the enclosed envelope. The research will be severely limited if each principal and teacher does not complete the study.

The goal statements which appeared on the first questionnaire have a square around one of the choices. This represents the most frequent choice of your peer group on the second questionnaire. A square around two choices indicates a tie in the number of opinions concerning that goal. This questionnaire differs from the preceding ones in that a summary has been added giving other participants' reasons for disagreeing with the rank of importance which most participants checked. Consider the group response and again circle your response. On each item that you agree with the group response, leave the comments space blank; on each item that you circle a choice other than the one chosen by the most participants, please make a brief comment concerning your reason for your choice.

Please give this questionnaire your prompt attention, and return it to the Reading Office. Thank you for your outstanding cooperation. Please be assured that you have made a positive contribution to research. A summary of this study will be mailed to each participant as soon as the final analysis can be completed.

William F. Austin

William F. Austin, Director of Elementary Instruction

Boneta Dupy

Boneta Dupy, Reading Consultant

607 WEST RICKENBACKER DRIVE

EXHIBIT 4

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code: _____

Directions: This is the third of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this final questionnaire.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section. The comments made by your peers are also presented in the third column.

1. Extremely Important
2. Important
3. Not Sure Or No Opinion
4. Unimportant
5. Extremely Unimportant

		COMMENTS:	Peers Previous Comments: Important to Learning
A. COGNITIVE LEARNING			
(1) Exhibit Curiosity	1 [2] 3 4 5		
(2) Exhibit Self Motivation	[1] 2 3 4 5		
(3) Demonstrate Self Discipline	[1] 2 3 4 5		
(4) Make Mental Adjustments	[1] 2 3 4 5		
(5) Recognize Alphabet	[1] 2 3 4 5		
(6) Retell Stories	1 [2] 3 4 5		
(7) Repeat Rhymes	1 [2] 3 4 5		
(8) Recognize Colors	[1] 2 3 4 5		Should Know Before Kindergarten
(9) Recognize Numbers	[1] 2 3 4 5		
(10) Understand Numbers	[1] 2 3 4 5		Concept Too Advanced
(11) Demonstrate Visual Discrimination	[1] 2 3 4 5		Necessary For Reading
(12) Develop Quantitative Vocabulary	1 [2] 3 4 5		
(13) Recognize Basic Shapes	1 [2] 3 4 5		A Pre-reading Skill
(14) Demonstrate An Understanding Of American Heritage	1 [2] 3 4 5		Concept Too Advanced
(15) Develop Good Listening Skills	[1] 2 3 4 5		
(16) Develop Imagination	[1] [2] 3 4 5		
(17) Know Basic Survival Information Such As Address, Phone, and Last Name	[1] 2 3 4 5		
B. AFFECTIVE LEARNING		COMMENTS:	Peers Previous Comments:
(1) Exhibit Good Emotional Adjustment	[1] 2 3 4 5		
(2) Exhibit Good Social Adjustment	[1] 2 3 4 5		Not That Important
(3) Exhibit A Feeling Of Belonging	[1] 2 3 4 5		
(4) Exhibit A Sense of Security With Adults	[1] 2 3 4 5		Not That Important
(5) Exhibit A Sense of Security With Peers	[1] 2 3 4 5		Not That Important
(6) Assume Responsibility For One's Own Actions	[1] 2 3 4 5		
(7) Develop Own Identity	[1] 2 3 4 5		Not That Important
(8) Respect Rights Of Others	[1] 2 3 4 5		
(9) Play Acceptably	[1] 2 3 4 5		
(10) Assume Responsibility	[1] 2 3 4 5		
(11) Share Responsibilities	[1] 2 3 4 5		Not That Important
(12) Develop Good Personal Values	[1] 2 3 4 5		Not That Important
(13) Develop A Positive Self-Image	[1] 2 3 4 5		
(14) Exhibit Respect For Authority	[1] 2 3 4 5		
(15) Develop A Sense of Right and Wrong	[1] 2 3 4 5		
(16) Develop Good Personal Habits	[1] 2 3 4 5		
(17) Develop An Awareness of And Respect For God	[1] 2 3 4 5		
C. PSYCHOMOTOR LEARNING		COMMENTS:	An Indication of Maturity Not That Important
(1) Identify Parts of Body	1 [2] 3 4 5		
(2) Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 [2] 3 4 5		Coordination Precedes Reading
(3) Develop Laterality Choice of Hand And Eye	1 [2] 3 4 5		
(4) Develop Hand-Eye Coordination	[1] 2 3 4 5		
(5) Develop Self-Control	[1] 2 3 4 5		

EXHIBIT 5

KINDERGARTEN GOALS QUESTIONNAIRE

Research Code: A

Directions: This is the third of three phases of a study being conducted concerning the goals which should be attained in the Mid-Del Kindergarten Classes. We sincerely appreciate your cooperation up to this time, and it is extremely important that you complete this final questionnaire.

The number enclosed in the square represents the rating made most often by your peers. If the rating you wish to make is different from that in the square, please explain your choice in the "Comments" section. The comments made by your peers are also presented in the third column.

1. Extremely Important
2. Important
3. Not Sure Or No Opinion
4. Unimportant
5. Extremely Unimportant

		COMMENTS:	Peers Previous Comments:
A. COGNITIVE LEARNING			
(1) Exhibit Curiosity	1 [2] 3 4 5		
(2) Exhibit Self Motivation	[1] 2 3 4 5		
(3) Demonstrate Self Discipline	[1] 2 3 4 5		
(4) Make Mental Adjustments	1 [2] 3 4 5		
(5) Recognize Alphabet	[1] 2 3 4 5		
(6) Retell Stories	1 [2] 3 4 5		
(7) Repeat Rhymes	1 [2] 3 4 5		
(8) Recognize Colors	1 [2] 3 4 5		
(9) Recognize Numbers	1 [2] 3 4 5		
(10) Understand Numbers	1 [2] 3 4 5		Important To Reading
(11) Demonstrate Visual Discrimination	1 [2] 3 4 5		
(12) Develop Quantitative Vocabulary	1 [2] 3 4 5		
(13) Recognize Basic Shapes	1 [2] 3 4 5		
(14) Demonstrate An Understanding Of American Heritage	1 [2] [3] 4 5		Too Much To Expect
(15) Develop Good Listening Skills	[1] 2 3 4 5		
(16) Develop Imagination	1 [2] 3 4 5		
(17) Know Basic Survival Information Such As Address, Phone, and Last Name	[1] 2 3 4 5		
B. AFFECTIVE LEARNING		COMMENTS:	Peers Previous Comments:
(1) Exhibit Good Emotional Adjustment	[1] 2 3 4 5		
(2) Exhibit Good Social Adjustment	[1] 2 3 4 5		
(3) Exhibit A Feeling Of Belonging	[1] 2 3 4 5		
(4) Exhibit A Sense of Security With Adults	1 [2] 3 4 5		
(5) Exhibit A Sense of Security With Peers	1 [2] 3 4 5		
(6) Assume Responsibility For One's Own Actions	[1] 2 3 4 5		
(7) Develop Own Identity	1 [2] 3 4 5		
(8) Respect Rights Of Others	[1] 2 3 4 5		
(9) Play Acceptably	[1] 2 3 4 5		
(10) Assume Responsibility	[1] 2 3 4 5		
(11) Share Responsibilities	1 [2] 3 4 5		
(12) Develop Good Personal Values	1 [2] 3 4 5		
(13) Develop A Positive Self-Image	[1] 2 3 4 5		
(14) Exhibit Respect For Authority	[1] 2 3 4 5		
(15) Develop A Sense of Right and Wrong	[1] 2 3 4 5		
(16) Develop Good Personal Habits	[1] 2 3 4 5		
(17) Develop An Awareness of And Respect For God	1 [2] 3 4 5		
C. PSYCHOMOTOR LEARNING		COMMENTS:	Peers Previous Comments: Not Vital To Kindergarten
(1) Identify Parts of Body	1 [2] 3 4 5		
(2) Ability To Move In Coordinated Manner (Walk, Run, Skip, Hop, Jump)	1 [2] 3 4 5		
(3) Develop Laterality Choice of Hand And Eye	1 [2] 3 4 5		
(4) Develop Hand-Eye Coordination	[1] 2 3 4 5		
(5) Develop Self-Control	[1] 2 3 4 5		

EXHIBIT 6

RAW DATA COLLECTED FROM PARENTS ON QUESTIONNAIRE 3

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	127	5			
(2) Exhibit Self Motivation	129	3			
(3) Demonstrate Self Discipline	129	3			
(4) Make Mental Adjustments	7	123	2		
(5) Recognize Alphabet	131	1			
(6) Retell Stories	6	124	1	1	
(7) Repeat Rhymes	4	124	2	2	
(8) Recognize Colors	128	3	1		
(9) Recognize Numbers	132				
(10) Understand Numbers	126	6			
(11) Demonstrate Visual Discrimination			1		
(12) Develop Quantitative Vocabulary		5		1	
(13) Recognize Basic Shapes	11	121			
(14) Dev.Understanding of Amer. Heritage	5	121	4	2	
(15) Develop Good Listening Skills	131	1			
(16) Develop Imagination	8	124			
(17) Know Basic Survival Information	132				
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	129	3			
(2) Exhibit Good Social Adjustment	128	4			
(3) Exhibit a Feeling of Belonging	131	1			
(4) Exhibit Sense of Security w/Adults	127	4	1		
(5) Exhibit Sense of Security w/Peers	131	1			
(6) Assume Responsibility for Actions	128	4			
(7) Develop Own Identity	128	2	2		
(8) Respect Rights of Others	130	2			
(9) Play Acceptably	13	119			
(10) Assume Responsibility	130	2			
(11) Share Responsibilities	129	3			
(12) Develop Good Personal Values	131	1			
(13) Develop a Positive Self-Image	131	1			
(14) Exhibit Respect for Authority	130	2			
(15) Develop Sense of Right and Wrong	130	1	1		
(16) Develop Good Personal Habits	131		1		
(17) Dev. Awareness of & Respect for God	122	5			4
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	10	122			
(2) Move in Coordinated Manner	14	118			
(3) Choice of Hand and Eye	5	127	1		
(4) Develop Hand-Eye Coordination	130	2			
(5) Develop Self-Control	128	4			

EXHIBIT 7

RAW DATA COLLECTED FROM TEACHERS ON QUESTIONNAIRE 3

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity	4	28			
(2) Exhibit Self Motivation	32				
(3) Demonstrate Self Discipline	31	1			
(4) Make Mental Adjustments	31	1			
(5) Recognize Alphabet	31		1		
(6) Retell Stories	1	31			
(7) Repeat Rhymes	1	31			
(8) Recognize Colors	31	1			
(9) Recognize Numbers	32				
(10) Understand Numbers	31	1			
(11) Demonstrate Visual Discrimination	31	1			
(12) Develop Quantitative Vocabulary	1	31			
(13) Recognize Basic Shapes	1	31			
(14) Dev.Understanding of Amer. Heritage		30	2		
(15) Develop Good Listening Skills	31	1			
(16) Develop Imagination	16	16			
(17) Know Basic Survival Information	30	2			
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	31	1			
(2) Exhibit Good Social Adjustment	31				1
(3) Exhibit a Feeling of Belonging	31		1		
(4) Exhibit Sense of Security w/Adults	31		1		
(5) Exhibit Sense of Security w/Peers	31				1
(6) Assume Responsibility for Actions	31		1		
(7) Develop Own Identity	31		1		
(8) Respect Rights of Others	31	1			
(9) Play Acceptably	31	1			
(10) Assume Responsibility	32				
(11) Share Responsibilities	31	1			
(12) Develop Good Personal Values	32				
(13) Develop a Positive Self-Image	32				
(14) Exhibit Respect for Authority	32				
(15) Develop Sense of Right and Wrong	32				
(16) Develop Good Personal Habits	32				
(17) Dev. Awareness of & Respect for God	28	2	2		
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	4	28			
(2) Move in Coordinated Manner	2	29	1		
(3) Choice of Hand and Eye	3	29			
(4) Develop Hand-Eye Coordination	32				
(5) Develop Self-Control	32				

EXHIBIT 8

RAW DATA COLLECTED FROM ADMINISTRATORS ON QUESTIONNAIRE 3

	RATING				
	1	2	3	4	5
A. COGNITIVE LEARNING					
(1) Exhibit Curiosity		16			
(2) Exhibit Self Motivation	16				
(3) Demonstrate Self Discipline	16				
(4) Make Mental Adjustments	1	15			
(5) Recognize Alphabet	16				
(6) Retell Stories		16			
(7) Repeat Rhymes		16			
(8) Recognize Colors	1	15			
(9) Recognize Numbers	1	15			
(10) Understand Numbers	2	14			
(11) Demonstrate Visual Discrimination	3	13			
(12) Develop Quantitative Vocabulary		16			
(13) Recognize Basic Shapes		16			
(14) Dev.Understanding of Amer. Heritage		7	7	2	
(15) Develop Good Listening Skills	16				
(16) Develop Imagination	1	15			
(17) Know Basic Survival Information	16				
B. AFFECTIVE LEARNING					
(1) Exhibit Good Emotional Adjustment	16				
(2) Exhibit Good Social Adjustment	16				
(3) Exhibit a Feeling of Belonging	16				
(4) Exhibit Sense of Security w/Adults	1	15			
(5) Exhibit Sense of Security w/Peers	2	14			
(6) Assume Responsibility for Actions	16				
(7) Develop Own Identity	1	15			
(8) Respect Rights of Others	16				
(9) Play Acceptably	16				
(10) Assume Responsibility	16				
(11) Share Responsibilities	1	15			
(12) Develop Good Personal Values	1	15			
(13) Develop a Positive Self-Image	16				
(14) Exhibit Respect for Authority	16				
(15) Develop Sense of Right and Wrong	16				
(16) Develop Good Personal Habits	16				
(17) Dev. Awareness of & Respect for God	1	13	1	1	
C. PSYCHOMOTOR LEARNING					
(1) Identify Parts of Body	1	14	1		
(2) Move in Coordinated Manner		16			
(3) Choice of Hand and Eye	1	15			
(4) Develop Hand-Eye Coordination	16				
(5) Develop Self-Control	16				

APPENDIX E

REPORT TO PARTICIPANTS

APPENDIX E

The materials presented in Appendix E are a report to the parents, teachers and administrators who participated in the study. The order of materials presented follows:

Exhibit 1. Kindergarten Research - A Report to Parents, Teachers, and Administrators.

Exhibit 2. Parent Participants

EXHIBIT 1

KINDERGARTEN RESEARCH

A Report to Parents, Teachers, and Administrators

During the Spring of 1979, a group of randomly selected parents joined the Mid-Del elementary school administrators and kindergarten teachers in a study to determine consensus of shared opinions concerning kindergarten goals. Such studies are needed because goals are frequently changing. They are, of necessity, constantly undergoing alterations to conform to the ever changing needs of the public which they serve.

The study was designed to serve a two-fold purpose. First, an analysis was made of the amount of agreement within groups (parents agreeing with parents, teachers with teachers, administrators with administrators). Second, an effort was made to determine the amount and kinds of agreements existing between groups (parents and teachers, parents and administrators, teachers and administrators).

Although there were great variations of opinions in response to the first questionnaire, each group moved to very high agreement within groups at the conclusion of the study. The average amount of agreement within groups in response to the first questionnaire and the third (final) questionnaire is shown in the following table.

AGREEMENT OF OPINIONS WITHIN GROUPS
BASED ON THE MOST FREQUENT RESPONSES OF GROUPS
ON Q1 & Q3

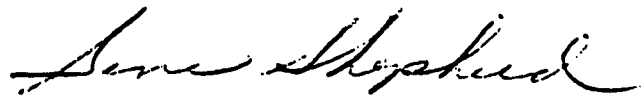
GROUP	% Q1	% Q3
Parents	51	97
Teachers	66	95
Administrators	61	95

While there was general agreement between groups (parents and teachers, parents and administrators, teachers and administrators), there was less agreement between groups than was noted within each group. Parents and teachers agreed on ranking 34 of the 39 kindergarten goals listed in the study; parents and administrators agreed on ranking 25 goals; teachers and administrators agreed on the ranks of 26 goals; and all three groups (parents, teachers, administrators) agreed on 23 of the goals.

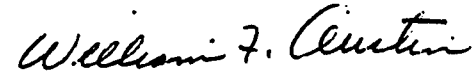
Parents and teachers ranked cognitive and affective learning higher than administrators. All three groups agreed on ranking psychomotor learning.

The data complied in the study has been used by one of the Mid-Del kindergarten teachers as the basis for a doctoral dissertation. The complete dissertation will be available in the reading office at the Mid-Del Administration Building for those who are interested.

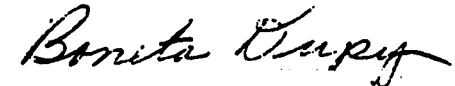
All kindergarten teachers and elementary administrators in the Mid-Del School system participated in the study; parents who participated are listed at the end of this report. To all of you, thank you for your interest in young children in general, and for your splendid cooperation in this research in particular.



Gene Shepherd, Professor
University of Oklahoma



William F. Austin, Director
Elementary Instruction
Mid-Del Schools



Boneta Dupy, Reading Consultant
Mid-Del Schools

EXHIBIT 2

PARENT PARTICIPANTS

Barnes

Mr. & Mrs. James Erhard
Mr. & Mrs. Kenneth Jennings
Mr. & Mrs. Richard Jones
Mr. & Mrs. Robert Martinez
Mr. & Mrs. Marvin Ozburn
Mr. & Mrs. Walter St. Clair
Mr. & Mrs. Joseph Urban
Mr. & Mrs. William Webb

Cleveland Bailey

Mr. & Mrs. Bremond Cozort
Mr. & Mrs. Jon Caldwell
Mr. & Mrs. James Dolph
Mr. & Mrs. James Johnson
Mr. & Mrs. Dwight Jones
Mr. & Mrs. Carl Kleysteuber
Mr. & Mrs. Gary Loveland
Mr. & Mrs. Paul Nicholson
Mr. & Mrs. Harvey Pratt

Country Estates

Joyce & Dewey Allen
Mrs. Jennifer Diaz
Mr. & Mrs. Ryan Dick
Mr. & Mrs. Roy Hodge
Mrs. Charlotte Lassiter
Mrs. Jennifer Tate

Del Elementary

Mr. & Mrs. Jimmy Baird
Mr. & Mrs. Charles Curtiss
Mr. & Mrs. Ronald Ferris
Mr. & Mrs. David Heck
Mr. & Mrs. Michael Johnson
Mr. & Mrs. Clifford Jones
Mr. & Mrs. William Kedigh
Mr. & Mrs. Brad McCarty
Mr. & Mrs. Les McGlasson
Mr. & Mrs. Jack McKelvy
Mr. & Mrs. John Moles
Mr. & Mrs. Ronald Riddle
Mrs. Alene Sange
Mr. & Mrs. Gary Straughn
Barbara & Bud Tate
Mr. & Mrs. Daniel Whitaker

East Side

Mr. & Mrs. James Barnes
Mr. & Mrs. Bruce Boggs
Mr. & Mrs. Chris Brown
Joyce & John Carter
Mrs. Carolyn Coffey
Mr. & Mrs. Keith Head
Mrs. Cynthia McComb
Mrs. Vickie O'Neal
Mrs. Saundea Mathews
Mr. & Mrs. Ricky Schutte
Mr. & Mrs. Gerald Smith
Mr. & Mrs. Chris Wright

Epperly Heights

Linda & Gary Case
Mr. & Mrs. Carl Davis
Mrs. Debra Foster
Sherri & Roger Fry
Mr. & Mrs. Jerry Hines
Mr. & Mrs. Kenneth Minter
Judy & Ronald Pendley
Karin & Dennis Potts
Mr. & Mrs. Frankie Richardson
Mildred & Orville Shackelford
Mr. & Mrs. Charles Shaw
Collenna & Geary Walker
Mary & Terry Yonnes

Highland Park

Mr. & Mrs. Jerry Blair
Mr. & Mrs. Lane Carder
Mr. & Mrs. Jim Croft
Mr. & Mrs. Verlon Dilley
Mrs. Mary Ewald
Mary & Ronald Polk
Donna & Edward Schmitt
Mr. & Mrs. Chris Stone
Linda & Frank Wiley
Linda & Nick Young

EXHIBIT 2

Parkview

Mr. & Mrs. Paul Baylor
Mr. & Mrs. Dennis Dickens
Mr. & Mrs. Daniel Durocher
Becky & Russell Foster
Elizabeth & Robert Kurtz
Delores & Curtis Parks
Mr. & Mrs. Eddie Ratchel
Mr. & Mrs. Gary Scott
Mr. & Mrs. Roger Seagrave
Mr. & Mrs. Rich White

Pleasant Hill

Mr. & Mrs. Ephrian Bloomer
Mr. Michael Coleman
Mrs. Cathy Phea

Ridgecrest

Mr. & Mrs. Kirk Castleman
Mr. & Mrs. Johnny Davis
Mr. & Mrs. Jon Denton
Mr. & Mrs. Irving Frank
Mr. & Mrs. Ronnie Satterwhite
Mr. & Mrs. Richard Wilkerson

Soldier Creek

Mr. & Mrs. Dexter Dillon
Mr. & Mrs. Bobby Eakens
Mr. & Mrs. Clarence Easton
Mrs. Barbara Gee
Deborah & Charles Gates
Mr. & Mrs. Levi Hendricks
Mrs. Linda Humphrey
Mrs. Betty Jackson
Roxanna & Willard Lee

Sooner Rose

Lynnea & Stephen Blom
Dona & Michael Burdick
Mr. & Mrs. Lewis Christy
Julie & Ernest Evans
Mr. & Mrs. Andrew Mongold
Fayrene & Harold Morrison
Mr. & Mrs. Keith Phelps
Mrs. Linda Reede
Judy & Thomas Reynolds
Mr. & Mrs. Homer Scott

Steed

Mr. & Mrs. Hubert Autry
Mr. & Mrs. Donald High
Ginger & James Mullins
Mr. & Mrs. Mark Nolan
Mr. & Mrs. Calvin Perry
Mr. & Mrs. Rodney Pilgrim
Mr. & Mrs. Gerald Streff
Mr. & Mrs. Mark Wright

Tinker

Mr. & Mrs. Clarence Beaver
Mr. & Mrs. Michael Corey
Susan & Joseph Cox
Mr. & Mrs. Stephen Graf
Mr. & Mrs. Joe Hirschets
Mr. & Mrs. Phillip Hyatt
Mr. & Mrs. Steve Rogers
Mr. & Mrs. Jimmy Stewart
Mr. & Mrs. John H. Thompson

Townsend

Mrs. Deanne Batts
Mr. & Mrs. Daniel Chalender
Mickey & Larry Davenport
Mr. & Mrs. John Dean
Mr. & Mrs. Jerry Dinwiddie
Mr. & Mrs. Jimmie Dyche
Mr. & Mrs. Ronald Moore
Mr. & Mrs. Steve Smith
Mr. & Mrs. Paskell Spencer
Carolyn & Donald Stager
Mr. & Mrs. John Taylor

Traub

Mr. & Mrs. Tony Brooks
Mr. & Mrs. Dale Burke
Mr. & Mrs. John Crisp
Mr. & Mrs. Carl Hendley
Mr. & Mrs. Larry Samuels
Mrs. Sharon Smith
Mr. & Mrs. Buddie Spurlock
Mr. & Mrs. Paul Traynor
Mr. & Mrs. Floyd Walker