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# A Three-year Comparison of Attitudes Toward Education of Students and Parents of Students Enrolled in an Individualized Reading Program

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*East Tennessee State University*

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A THREE-YEAR COMPARISON OF ATTITUDES TOWARD EDUCATION  
OF STUDENTS AND PARENTS OF STUDENTS ENROLLED  
IN AN INDIVIDUALIZED READING PROGRAM

---

A Dissertation

Presented to

The Faculty of the Department of Education  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by

James R. Groseclose

June 1974

APPROVAL

This is to certify that the Advanced Graduate Committee of

James R. Groseclose

met on the

31st day of May, 1974

The committee read and examined his dissertation, supervised his defense of it in an oral examination and decided to recommend that his study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

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by

James R. Groseclose

June 1974

James R. Groseclose, B. A., Emory and Henry College, May, 1968 .  
M. A., East Tennessee State University, August, 1971 .  
Ed.D., East Tennessee State University, June, 1974.

A THREE-YEAR COMPARISON OF ATTITUDES TOWARD EDUCATION  
OF STUDENTS AND PARENTS OF STUDENTS ENROLLED  
IN AN INDIVIDUALIZED READING PROGRAM

Purpose. It was the purpose of this study to determine if attitudes toward education of students and parents of students involved in a specific individualized reading program ranging from one to three years in grades four through eight were significantly different from those of students and parents of students enrolled in a traditional reading program in the same school system.

Procedure. In order to accomplish the purposes of this study, the following procedures were employed: (1) An ERIC computer search for student and parental attitudes toward education was made through the Tennessee Research Coordinating Unit in Knoxville, Tennessee. (2) Dissertation abstracts were researched at the libraries of East Tennessee State University and the University of Tennessee. (3) Documents, microfiche cards, and dissertations were acquired from appropriate sources. (4) A review of literature was made at the libraries of East Tennessee State University, The University of Tennessee, and the University of North Carolina. (5) Appropriate instruments for measuring student and parental attitudes toward education were secured. (6) Subjects were selected for both the experimental and control groups in appropriate ways and were administered the attitude survey. (7) Data were analyzed by use of the 1130 Computer at East Tennessee State University. A one-way analysis of variance and F ratio statistical treatment was used to determine if significant differences occurred. (8) A summary of the findings of the study was presented, conclusions were drawn, and recommendations made.

Findings. All hypotheses (stated in the null form) were accepted. There were no significant differences in experimental and control groups related to the variables tested. An analysis of the data gathered from the study produced the following findings: (1) There were no significant differences in attitudes toward education of students enrolled in the experimental program and students enrolled in the control program. (2) There were no significant differences in attitudes toward education of students enrolled in the experimental program and students enrolled in the control program when

compared on the basis of sex. (3) There were no significant differences in attitudes toward education of parents who had students enrolled in the experimental program and parents who had students enrolled in the control program. (4) There were no significant differences in attitudes toward education of students enrolled in the experimental group when compared on the basis of sex and number of years enrolled in the program. (5) There were no significant differences in attitudes toward education of females enrolled in the experimental program when compared on the basis of grade level and number of years enrolled in the program. (6) There were no significant differences in attitudes toward education of males enrolled in the experimental program when compared on the basis of grade level and number of years enrolled in the program. (7) There were no significant differences in attitudes toward education of parents of students enrolled in the experimental program when compared on the basis of grade level and number of years the student had been enrolled in the program. (8) There were no significant differences in attitudes toward education of students enrolled in the control group when compared on the basis of sex and grade level. (9) There were no significant differences in attitudes toward education of parents of students enrolled in the control group when compared on the basis of the grade level of the student. As indicated in the findings, the analysis of the data led to all nine of the null hypotheses being accepted.

Conclusions. Within the limitations established for this study, including the fact that findings cannot be generalized to include other individualized or traditional reading programs, the following conclusions seem justified: (1) The type of reading program in which students are enrolled does not play a significant role in determining their attitudes toward education. (2) One particular type of reading program may generate more positive attitudes in certain categories of students and parents than in others. (3) Based on the findings of this study it could be concluded that female students express more positive attitudes toward school than male students but not to the .05 level of significance. (4) According to the results of this study it could be concluded that the type of reading program in which a student is enrolled has no apparent effect upon his parent's attitudes toward education. (5) More significant results would probably have been evident if specific attitudes toward reading had been tested instead of measuring general attitudes toward education. (6) The limited number of schools involved in the research imposed the restraints associated with a case study.

Though the absence of a significant relationship in the nine hypotheses tested would tend to indicate the absence of a direct cause and effect relationship between the nature of the reading program and the attitudes of students and parents toward education, it would be a distortion of the evidence to conclude that no such relationships existed. The fact that differences were noted in the F value on all but one of the hypotheses seems to indicate a need

for further investigation into the problem of the relationship between student and parental attitudes toward education and the type of reading program in which the student is enrolled.

. . . . .

Dissertation prepared under the guidance of Dr. Robert A. Shepard, Dr. Martha Bradley, Dr. William Fowler, Dr. William Evernden, and Dr. J. D. Moore.



## ACKNOWLEDGMENTS

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The writer wishes to acknowledge the professional cooperation of the administrators, faculty, parents, and students in the Bristol Virginia School System.

Special thanks is extended to Mrs. Evelyn Murray for the many hours spent and the invaluable guidance, encouragement, and understanding given me with regard to this study and my entire graduate career.

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## Chapter 1

### INTRODUCTION

The affective domain, particularly in the realm of student and parental attitudes toward education, has become an extremely significant concept for today's public schools. This concern is reflected, in part, by the large number of innovative programs in schools which list some aspect of attitude development among their objectives. The issue of this study focuses upon the question of innovation in the schools and the effect these new educational techniques have upon the development of student and parental attitudes.

The most important goal of the schools, according to many teachers, is the formation of positive attitudes. In the literature reviewed by the investigator, textbook authors cited the development of respect or appreciation for education as one of their basic aims. Vargus expressed the conviction that:

The concern for attitudes is a concern over the lasting effects of teaching. There is a difference between what students can do and what they will do once they have left school. It is not enough for a child to score at the twelfth-grade reading level in school if he hates to read when he leaves. . . . If the reason for schooling is to help each individual function effectively in his daily life and contribute to society, we must be concerned with what he will do when he is no longer in school. We must, in other words, be concerned with attitudes.<sup>1</sup>

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<sup>1</sup>Julie S. Vargus, Writing Worthwhile Behavioral Objectives (New York: Harper and Row, Publishers, 1972), p. 20.



Jameson, in his discussion of the factors which led to student success in the schools, suggested that:

The attitudes which parents hold and display toward the school . . . and toward education itself, will in turn influence the attitudes of their children. How parents view education and the regard they have for it may well determine the attitudes a child will hold and the success he will enjoy in his educational endeavors.<sup>2</sup>

Research has been undertaken which suggested that the attitudes of significant others in general, and parents in particular, is a strong determining factor of actual student attitudes and achievement. Sexton indicated that:

In a very real sense parents are responsible for the success or failure of their children in school. The child is a product of his family and class background just as his parents are of theirs. Very often the child is simply a reflection of parental attitudes, values, skills, and levels of understanding.<sup>3</sup>

If educators are to be successful in their efforts to achieve effective education through maximizing student potential, they must give serious concern to attitudes of both students and parents.

## THE PROBLEM

### Statement of the Problem

It was the problem of this study to determine if attitudes toward education of students and parents of students involved in a specific individualized reading program ranging from one to three years in grades four through eight were significantly different from

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<sup>2</sup>Marshall C. Jameson, Helping Your Child Succeed in Elementary School (Toronto: Longmans Canada Limited, 1962), p. 53.

<sup>3</sup>Patricia C. Sexton, Education and Income (New York: Viking Press, Inc., 1964), p. 106.

those of students and parents of students enrolled in a traditional reading program in the same school system.

Secondary consideration was given to the number of years students were involved in the experimental project, grade level, and sex of student.

#### Importance of the Problem

The basic premise underlying this study was that attitudes of students and parents of students in an individualized reading program, with increased freedom of movement and direct involvement in the learning process, would be affected in a positive way. If, as Carter in his 1959 study of attitudes demonstrated, student attitudes have significant correlation with academic achievement, then the practical significance of the determination of attitudes toward education becomes rather obvious.<sup>4</sup> The development of educational programs which are effective in building positive student and parental attitudes toward education needs to become an important objective. This is especially true in view of the fact that traditionally most educational institutions have aimed their curricula primarily in the direction of the accomplishment of cognitive objectives without considering the serious role which affective principles play in accomplishing those objectives.

Of particular interest to this study was the question of whether the type of reading program in which a student was enrolled had any significant effect upon his attitudes and his parents' attitudes toward education. Although a review of literature indicated many

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<sup>4</sup>Harold D. Carter, "Measurement of Attitudes Toward School," California Journal of Educational Research, XX (September, 1959), 186.

studies were conducted relative to innovative practices and their effectiveness on the cognitive domain of student learning, and other studies were completed dealing with student attitudes toward specific educational problems and instructional techniques, none had been done specifically comparing the attitudes of students and parents of students enrolled in an individualized reading program with those who were enrolled in a traditional one.

Effort was made to determine if attitudes of students and their parents in one of the programs were more or less positively inclined, to a significant level, than those of students and their parents in the other program. For the purpose of this study the innovative individualized reading program was referred to as the experimental program and the traditional program was referred to as the control group.

If, as a result of careful experimentation and research, it can be demonstrated that a particular type of educational approach can generate more positive attitudes in both students and parents, then educators can more effectively and confidently move toward the utilization of such approaches.

#### DEFINITIONS OF TERMS USED

##### Attitude

Attitude was perceived as an evaluation reaction based upon evaluative concepts which were closely related to other cognitions and to overt behavior.<sup>5</sup>

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<sup>5</sup>Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Co., 1967), p. 3.

### Affective Domain

Affective domain was the area pertaining to feelings, values, interests, or emotions.

### Cognitive Domain

Cognitive domain was the area pertaining to factual information and knowledge.

### Attitude Scale

An attitude scale was an instrument used to measure a written response indicative of an attitude of an individual.

### Parent

A parent was defined as a father, mother, or legal guardian of any individual who was enrolled in grades four through eight in the Bristol Virginia School System during the 1973-1974 school year.

### Student

A student was any individual enrolled in grades four through eight within the Bristol Virginia School System during the 1973-1974 school year.

### Traditional Reading Program

A traditionally-oriented reading program was organized on a departmentalized basis. Teachers functioned primarily as independent agents within their respective classrooms and determined their own programs within departmental, school, and district policy. It was understood that individual teachers within a traditional program very often used innovative practices.

### The Bristol, Virginia "Right to Read" Program

This individualized reading program was one where students were diagnosed by reading specialists who prescribed specific activities to alleviate deficiencies in reading. The program was task-oriented and concerned with each child's individual development in communication skills which included speaking, listening, reading and writing, and was self-paced for effective learning.<sup>6</sup> For the purpose of this investigation a classroom in the Bristol Virginia School System which incorporated the "Right to Read" Federal Project concept was defined as an individualized reading program.

### Performance Contracting

Performance contracting was a procedure whereby the Bristol Virginia School Board engaged the "Right to Read" teachers to conduct a reading program of educational improvement to achieve predetermined objectives satisfactorily. Compensation was paid by the board on a scale related to performance.

### Student Contract

The student contract was a plan of instruction, adaptable to individual differences, in which course content was divided into a number of long-term and/or short-term assignments. Each pupil received a contract and was allowed to proceed to the next contract when the previous one was completed.<sup>7</sup>

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<sup>6</sup>Statement by Evelyn Murray, Project Director, "Right to Read" Project, Bristol Virginia School Board, in personal interview, February 27, 1974.

<sup>7</sup>Carter V. Good (ed.). Dictionary of Education (3d ed.: New York: McGraw-Hill Book Co., 1973).

### High-intensity Reading Center

A high-intensity reading center was considered any classroom in the Bristol Virginia School System where the "Right to Read" concept was incorporated. A multi-media approach to learning was used in the center to encourage self-paced instruction. Tape recorders, record players, teaching machines, reading kits, overhead projectors, film-strip projectors, and other instructional communication devices were used daily by students in attaining their learning objectives.

### Accountability

Accountability was the concept that schools should be responsible for demonstrable achievements in learning. This form of accountability contained three major elements: setting specific objectives in the reading program, outside audit or measurement by testing to determine if the objectives were attained, and public reporting of the audit's results.

### Behavioral Objective

A behavioral objective was a statement used to describe what a student would be able to do after completing a prescribed unit of instruction. Behavioral objectives were specified in a comprehensive, precise manner which indicated measures and means for assessing the degree of attainment of predetermined standards.<sup>8</sup>

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<sup>8</sup>Alfred J. Morin, Handbook for Educational Program Audit (Washington, D. C.: U. S. Department of Health, Education and Welfare, 1971), p. 105.

### Needs Assessment

A needs assessment was the process used in identifying the target group and situational factors which were essential to planning a reading program.<sup>9</sup>

### Process Evaluation

Process evaluation was an evaluation design which provided periodic feedback to persons responsible for implementing plans and procedures. It had three objectives: (1) to detect or predict defects in the procedural design or its implementation during the implementation stages, (2) to provide information for programmed decisions, and (3) to maintain a record of the procedure as it occurred.<sup>10</sup>

### Product Evaluation

Product evaluation was an evaluation measure which interpreted attainments at the end of the project cycle and as often as necessary during the project term. It assessed the extent to which ends were being attained with respect to change efforts within the system.<sup>11</sup>

### Evaluation

Evaluation was a process of delineating, obtaining, and providing useful information for judging decision alternatives.<sup>12</sup>

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<sup>9</sup>Kenneth Mortimer, "Internal Accountability," Accountability for Educational Results, eds. R. W. Hostrop, J. A. Mecklenburger, and J. A. Wilson (Hamden, Connecticut: Linnet Books, 1973), p. 344.

<sup>10</sup>Daniel L. Stuffenbeam and others, Educational Evaluation and Decision Making (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971), p. 353.

<sup>11</sup>Ibid.

<sup>12</sup>Ibid.

## ERIC

ERIC was the Educational Research Information Center which operated within the Office of Education as a branch of The Division of Research Training and Dissemination. It was a national information system which disseminated educational research results and research-related materials.

### LIMITATIONS OF THE STUDY

1. Generalizations of the results of this study were limited to the students and parents of students enrolled in the 1973-1974 school year in the Bristol Virginia School System.
2. The study was designed to measure only student and parental attitudes toward education.
3. The study was limited to data obtained during the 1973-1974 school year.
4. No attempt was made to measure teacher or administrative attitudes.

### ASSUMPTIONS

The following assumptions were basic to the development of this study:

1. Attitudes are learned and are modifiable by change in basic environments and functions.
2. Attitudes of students and parents toward education are measurable.
3. The paper and pencil inventories used adequately reflected the attitudes they were designed to measure.



4. Students and parents involved in the research reported their actual attitudes rather than giving only what they considered acceptable responses.

5. The experimental program selected for this study had an innovative individualized reading program.

6. The control group used in the study were enrolled in a traditionally-oriented reading program.

7. The instruments used in this study were appropriate for testing attitudes toward education.

#### HYPOTHESES

The following hypotheses, stated in the null form, were considered pertinent to this study:

1. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program.

2. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program when compared on the basis of sex.

3. Attitudes toward education of parents who have students enrolled in the experimental program do not differ significantly from attitudes of parents who have students enrolled in the control program.

4. Attitudes toward education of students enrolled in the experimental group do not differ significantly when compared on the basis of sex and number of years enrolled in the program.

5. Attitudes toward education of females enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

6. Attitudes toward education of males enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

7. Attitudes toward education of parents of students enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years the student has been enrolled in the program.

8. Attitudes toward education of students enrolled in the control group do not differ significantly when compared on the basis of sex and grade level.

9. Attitudes toward education of parents of students enrolled in the control group do not differ significantly when compared on the basis of the grade level of the student.

#### PROCEDURES OF THE STUDY

In order to accomplish the purposes of this study, the following procedures were employed:

1. An ERIC computer search for student and parental attitudes toward education was made through the Tennessee Research Coordinating Unit in Knoxville, Tennessee.

2. Dissertation abstracts were researched at the libraries of East Tennessee State University and the University of Tennessee.

3. Documents, microfiche cards, and dissertations were acquired from appropriate sources.

4. A review of literature was made at the libraries of East Tennessee State University, the University of Tennessee, and the University of North Carolina.

5. Appropriate instruments (see Chapter 3) for measuring student and parental attitudes toward education were secured.

6. Subjects were selected for both the experimental and control groups in appropriate ways (see Chapter 3) and were administered the attitude survey.

7. Data were analyzed by use of the 1130 Computer at East Tennessee State University. A one-way analysis of variance and F ratio statistical treatment was used to determine if significant differences occurred (see Chapter 3).

8. A summary of the findings of the study was presented, conclusions were drawn, and recommendations made.

#### ORGANIZATION OF THE STUDY

Chapter 1 contained an introduction to the study, a statement of the problem, importance of the problem, definitions of terms used, limitations of the study, assumptions, hypotheses, procedures of the study, and organization of the study.

Chapter 2 contains a summary and critique of related literature.

Chapter 3 contains an explanation of the methods and procedures used in determining experimental and control groups, the selection of the sample, the selection and administration of the survey instrument, the treatment of the data, and the statistical procedure used in completing the investigative part of the study.

Chapter 4 contains the findings of the study.

Chapter 5 contains the summary, conclusions, and recommendations which resulted from an analysis of the data acquired as a result of the investigation.

## Chapter 2

### REVIEW OF THE LITERATURE

This chapter is a survey of the literature which is related to the major concerns of the study. Basically, the report of this review of literature was directed toward four related objectives: (1) the purpose of the first section was to elaborate the justification of the problem; (2) the purpose of the second section was to identify research relating to attitudes in general; (3) the purpose of the third section was to review studies which showed positive correlations between student and parental attitudes toward education and an innovative reading program; and (4) the purpose of the fourth section was to critique information concerning negative results in relation to attitudes toward education.

This review of literature was an exploration of the reported but limited probing of student and parental attitudes toward education. In the interest of appositeness, not all the literature relating to the above subject was recorded here. Rather, only those investigations which provided a foundation for or support of the present study were included.

Since the literature reviewed suggested that attitudes affect the individual's behavior toward education, there is a need to develop a concept to account for this behavior. Blum and Naylor defined attitudes:

Attitudes have been seen as enduring predispositions, but ones which are learned rather than innate. Attitudes

have generally been regarded as either mental readiness or implicit predispositions which exert some general or consistent influence on a fairly large class of evaluative responses. These responses are usually directed toward some object, person, or group.<sup>1</sup>

From this definition it was concluded that attitudes constituted beliefs relating to an object, person, or group; and that these beliefs are learned and are susceptible to change. Since every individual has attitudes which allow him to respond positively or negatively to people, objects, or values, and school is a situation involving objects, people, and values, most individuals have attitudes toward school or education in general.

Shaw and Wright embodied the variation in definitions of attitudes by identifying three emphases.<sup>2</sup> The first of these conceived of an attitude as a generalized, pervasive disposition of the individual. A second emphasis held that attitudes have a specific referent or class of referents. The third variation disjoined attitudes into three components which were labeled the cognitive, the affective, and the behavioral.

It was noted by Gage that despite the many variations of the term, there was general agreement on four fundamental points:

1. Attitudes are socially formed. They are based upon cultural experiences and training, and are revealed in cultural products. The study of life history data reveals the state of mind of the individual, and of the social group from which he derives, and concerning the values of the society in which he lives.

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<sup>1</sup>Milton L. Blum and James C. Naylor, Industrial Psychology Its Theoretical and Social Foundation (New York: Harper and Row, 1968), p. 143.

<sup>2</sup>Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Co., 1967), p. 1.

2. Attitudes are orientations toward others and toward objects. They incorporate the meaning of potential or actual activity.
3. Attitudes are selective. They provide a basis for discrimination between alternative courses of action and introduce consistency of response to social situations of an otherwise diverse nature.
4. Attitudes reflect a disposition to an activity, not a verbalization. Attitudes are organizations of incipient activities of actions not necessarily completed, and represent therefore the underlying dispositional or motivational urge.<sup>3</sup>

Shaw and Wright offered a definition of attitudes in concordance with the definitions held by several authors reviewed by this investigator: "We consider an attitude to be an evaluation reaction based upon evaluative concepts which are closely related to other cognitions and to overt behavior."<sup>4</sup>

In the present study, this definition of attitude was used. It was chosen because it emphasized the effective component which related closely to the type of attitude scales used in this investigation and because it was most appropriate for the specific objectives under study.

#### RESEARCH RELEVANT TO ATTITUDES

It was concluded that historically, educators gave relatively less attention to the importance of the affective aspects of education than to a consideration of its cognitive aspects. However, at the

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<sup>3</sup>N. L. Gage (ed.), Handbook of Research on Teaching (Chicago: Rand McNally Company, 1963), p. 404.

<sup>4</sup>Shaw and Wright, op. cit., p. 3.

time of writing there was an increasing awareness that the affective areas of human development were extremely important to the well-being and happiness of the individual and therefore should be given consideration commensurate with their importance in the development of the school curriculum.

Hoover and Shultz gave credence to this conclusion. In their study dealing with student attitude change, they reported that for many years it was assumed that cognitive change brought about affective change, but there were serious second thoughts about this assumption. Their study showed that attitude change could be effected, but the change must be carefully engineered and did not automatically result as a by-product of cognitive achievement.<sup>5</sup>

Carter found that school programs which most successfully provided opportunities for students to satisfy their affective impulses constructively were vehicles for the most meaningful educative processes. He found in a series of studies that there was high correlation between a student's positive attitudes toward a subject and his academic achievement in it.<sup>6</sup> Carter developed a survey instrument to show these correlations in the California Study Methods Survey. The section designed to measure attitudes toward education was employed in the present study.

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<sup>5</sup>Kenneth H. Hoover and Richard E. Shultz, "Student Attitude Change in an Introductory Education Course," The Journal of Educational Research, LXI (March, 1968), 300-303.

<sup>6</sup>Harold D. Carter, "Measurement of Attitudes Toward School," California Journal of Educational Research, XX (September, 1959), 186-192.



According to Harrington, the family situation contributed to the formation of attitudes and was an important influence in this area.

She further stated that:

School personnel are becoming more alert to, and aware of, parents and their questions. More and more of these professionals are realizing the tremendous impact that a child's home situation and his parents can have upon that individual's ultimate learning development.<sup>7</sup>

Harrington elaborated her position on the importance of family influence on the child as follows:

One of the basic goals forming part of the foundation underlying public school education in this country is the improvement, upgrading, and influencing of our society and the individuals within it. School personnel are realizing that this goal cannot be achieved unless both home and school settings are directly involved with each other in learning experiences. The need for more operational programs utilizing this belief exists today.<sup>8</sup>

As a result of Brookover's longitudinal study, much interest was generated about the attitudes of parents. His findings showed that:

. . . Evidence indicated that parents and other family members are more likely than any other category to be 'significant others' for adolescents. . . . The evaluations which students perceive parents, friends, and teachers, hold for them are consistently correlated with self-concept of academic ability. The correlations range from .50 to .77 over the period of this study. Although all three perceived evaluations are significantly correlated with self-concept of ability, partial correlation analysis

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<sup>7</sup>Alma Harrington, "Teaching Parents to Help at Home," Parents and Reading, ed. Carl B. Smith (Newark, Delaware: International Reading Association, 1971), p. 50.

<sup>8</sup>Ibid., p. 51.

reveals that perceived parents' evaluation is more likely to affect self-concept than the evaluations of the peers or teachers.<sup>9</sup>

Smith, in her book, Home and School: Focus on Reading, observed that children did better in school when they saw education as having meaning in their personal lives and in their family situations. Her research included the concept that a child valued education if and when people who were important in his life valued it because the child's values were learned from these other people.<sup>10</sup>

In her concluding remarks, she stated:

The family is the first and possibly the most influential socializing agent for the child. It is the family group that defines the basic ideas, values, norms, and expectations for the child. The child will learn that certain activities and certain behaviors are important and desirable only if the family participates in, and involves the child in, these kinds of activities and these kinds of behavior.<sup>11</sup>

The family does play an important role in the formation of attitudes but there are other elements that influence and contribute to them, namely, relationships with teacher, peers, counselors, and administrators. Therefore, attitudes can be changed as a result of new and different learning experiences. Crow, in Psychology of Human Adjustment, categorized these changes:

Changes in the attitudes can be classified as one of two types. The more readily obtained change generally can occur in the degree of the already established direction.

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<sup>9</sup>W. B. Brookover, E. L. Erickson, and L. N. Joiner, Self-Concept of Ability and School Achievement in High School, U. S. Office of Education, Cooperative Research Project No. 2831 (East Lansing, Office of Research and Publication, Michigan State University, February, 1967), p. 142.

<sup>10</sup>Mildred B. Smith, Home and School: Focus on Reading (Glenview, Illinois: Scott, Foresman and Co., 1971), p. 24.

<sup>11</sup>Ibid., p. 26.

When a person is for or against an object, idea, or person, it is possible to change the degree of the attitude held. Thus, the degree can become more or less but still remain in the same direction (this is, either pro or con).

The second type of change is usually more difficult to achieve but is entirely within the realm of predictable possibility. It is the change in the reversal of the direction of the attitude. This change is measurable in behavioral terms, such as change in retail store purchasing, change in the spouse, and resigning from an organization or joining one.<sup>12</sup>

#### INVESTIGATIONS RELATING TO ATTITUDES TOWARD EDUCATION

A review of the literature disclosed a 1970 study by Berk, Rose, and Stewart. These investigators sampled 787 fourth and fifth grade students, replicating a study done in England relating attitudes toward school of nine and ten year old students to sex, socioeconomic status, and ability. Their findings on the relationship of sex to school attitudes conformed to those of the English investigation, that is, girls were generally more positive in their attitudes than boys. In contrast to the English study, there were almost no differences among American children in the way students of varying ability and socioeconomic status reacted to the school experience.<sup>13</sup>

Jackson concluded that:

Strangely enough, not much is known about how young children themselves look upon their school experience. This fact is particularly surprising in a day when it has become almost a national pastime to find out how

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<sup>12</sup>Lester D. Crow, Psychology of Human Adjustment (New York: Alfred A. Knopf, 1967), p. 478.

<sup>13</sup>L. E. Berk, M. J. Rose, and D. Stewart, "Attitudes of English and American Children Toward Their School Experience," Journal of Educational Psychology, LVI, 1 (1970), 33-40.

people feel about things . . . but grade school students' sentiment with regard to classroom life is relatively unexplored.<sup>14</sup>

Sharples looked at the attitudes of 438 nine to eleven year old subjects regarding five curriculum activities examined in relation to sex, age, and schooling differences. Results suggested that girls had more favorable attitudes than boys toward school activities, and that expressive activities were held in higher esteem than more reproductive skills. Differences were indicated between schools, showing that emphasis on particular activities in school tends to be associated with more favorable attitudes. Sharples also discovered that older children held less favorable attitudes toward school activities and markedly low attitudes toward literary activities in particular.<sup>15</sup>

Perhaps one of the most interesting studies relating directly to this investigation was conducted by Tenenbaum and reported in the Elementary School Journal in the early 1940's.<sup>16</sup> Tenenbaum constructed a questionnaire consisting of twenty statements concerning a student's attitudes toward his teachers, his classmates, and education. He found that a majority of students responded positively toward education, but that a sizeable minority responded decidedly negatively. He also discovered that girls had more positive attitudes toward education than boys, a fact which was verified by a number of other studies.<sup>17</sup>

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<sup>14</sup>p. W. Jackson, Life in Classrooms (New York: Holt, Rinehart, and Winston, Inc., 1968), p. 46.

<sup>15</sup>D. Sharples, "Children's Attitudes Toward Junior School Activities," American Psychological Association Abstracts, 1969, 43, No. 17885.

<sup>16</sup>S. Tenenbaum, "Uncontrolled Expression of Children's Attitudes Toward School," Elementary School Journal, XL (1940), 670-678.

<sup>17</sup>Ibid., p. 675.

In addition to asking the students to respond to the questionnaire, Tenenbaum had them write a brief essay answering the question: "Do you like school?" He found that many of the students' answers tended to be stereotyped, and often had an "adult character" about them. This led him to conclude:

The study reveals the seriousness of children excepting in infrequent instances. They do not look at school as a place of joy or pleasure. There is no exuberant enthusiasm displayed. There is no zestful approach to the school situation. The children attend school with consciousness that it will help them out in later life. School is not pleasurable for itself. It is important for its future promise.<sup>18</sup>

A similar study was conducted by Sister Josephina in which she used Tenenbaum's questionnaire minus the essay. Sister Josephina administered the instrument to nine hundred pupils in grades five through eight in nine parochial schools. Students responded anonymously in the study as they had in the Tenenbaum study. The percentage of pupils liking and disliking school proved similar to those in the Tenenbaum study. Girls again showed more positive responses than boys.<sup>19</sup>

A number of other studies also related to this investigation. Jackson and Getzels developed a sixty item questionnaire which was titled the Student Opinion Poll. They administered the survey to five hundred students from grades six through twelve in a private school. The average student conveyed discontent on nearly half of the items.<sup>20</sup>

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<sup>18</sup>Ibid., pp. 675-676.

<sup>19</sup>Sister Josephina, "Study of Attitudes in the Elementary Grades," Journal of Educational Sociology, XXXIII (1959), 56-60.

<sup>20</sup>P. W. Jackson and J. W. Getzels, "Psychological Health and Classroom Functioning: A Study of Dissatisfaction with School Among Adolescents," Journal of Educational Psychology, L (1959), 295-300.

McElhinney, Kunkel, and Lucas focused their attention on six thousand elementary school children in Indiana.<sup>21</sup> Using a seventy-two item questionnaire they attempted to assess evidence of school related alienation in pupils. The responses of students and parents were divided into the following categories.

A. Pupil Alientation Toward School

1. absence of control over your own life
2. unequal chances to succeed
3. absence of pride in accomplishments
4. irrelevance of school content to outside life
5. willful school absence
6. absence of an understanding teacher
7. withdrawing when things go wrong
8. absence of parental verbal interest in school
9. parental avoidance of visiting school
10. the degree to which pupils see adults as verbally undependable

B. Summary of Alienation Data

1. one student in six judges that his attempts to improve his school work are frustrated by forces outside his control
2. one student in twenty is sure that he had no chance to succeed as an adult
3. one student in three avoids thinking about his adult life
4. one student in nine finds no source of pride in school
5. over half of the students either see little relationship between what they learn in school and life outside, or find school experience contradicts out-of-school learning
6. one student in fourteen judges his teachers to have little understanding of children

C. When Things Go Wrong in School

1. one student in ten thinks the teacher is treating him unfairly when things go wrong in school

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<sup>21</sup>J. E. McElhinney, R. C. Kunkel, and L. A. Lucas, "Evidences of School Related Alientation in Elementary School Pupils," Education XC (1970), 321-327.

2. one student in ten wishes he was older so he could quit school
3. one student in twenty wishes he was too young to attend school
4. one student in fourteen stops trying to please the teacher when the teacher doesn't like what he has done
5. one student in sixteen rejects the teacher's judgment
6. one student in five pleads illness

#### D. Student Reported Parental Influences

1. one student in fourteen reports his parents do not mention school more often than once or twice a month, including one in six whose parents almost never mention school
2. for one-fourth of the students their parents have not visited school in the past two years
3. one-third of the students judge that adults sometimes do not do what they say they will do
4. one student in seven judges that adults very often do not do what they say they will do.<sup>22</sup>

This study was conducted using the entire population of forty-two schools, and lends credence to and expands the information gained in the Tenenbaum, Sister Josephina, and Jackson and Getzel investigations.

Kniveton compared the attitudes of grammar and secondary school students. His study examined the attitudes of 192 boys and 192 girls concerning (1) their liking for school, (2) interest in school, (3) life goals, and (4) personality. The results showed that boys had more favorable attitudes than girls on points covered by (2) and (4) and grammar school pupils had more favorable attitudes than the others on (2), (3), and (4).<sup>23</sup>

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<sup>22</sup>Ibid., p. 327.

<sup>23</sup>Bromley H. Kniveton, "An Investigation of the Attitudes of Adolescents to Aspects of Their Schooling," British Journal of Educational Psychology, XXXIX, Part I (February, 1969), 78.

The statements included below are the items Kniveton used to determine children's actual liking for school.

1. In some ways I like school.
2. Learning is all right.
3. I hate learning or studying of any kind.
4. I get very bored and fed-up at school and don't really enjoy anything connected with it.
5. We need some education in order to enjoy films, plays, sports, and ballet.
6. I like reading "thrillers" and playing games better than studying.
7. I prefer comic papers, adventure magazines, and games, to studying.
8. I think our schools are quite good enough as they are without trying to make them any better.
9. I admit a slight dislike for school.
10. I would perhaps like learning if school were more interesting.<sup>24</sup>

Kniveton's results suggested that students' attitudes toward their educational experiences were by no means unitary.

In a study by Lahaderne, the relationship between students' attitudes toward education and their behavior in the classroom was measured. The study used subjects in four sixth-grade classes in a working class suburb.<sup>25</sup> The classroom behavior of the 125 students was observed over a three-month period. One section of her questionnaire was designed to measure students' attitudes toward education. Results of the survey included: (1) pupil attention was not related to pupil attitudes, (2) the brighter the pupil, the more likely he was to be attentive in class, and (3) girls were more favorably disposed toward the school experience.<sup>26</sup>

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<sup>24</sup>Ibid., p. 80.

<sup>25</sup>Henrietta M. Lahaderne, Adaptation to School Settings A Story of Children's Attitudes and Classroom Behavior (Chicago: University Press, March 31, 1967), p. 99.

<sup>26</sup>Ibid.



## STUDIES WITH POSITIVE RESULTS

An analysis of the literature produced very few studies which showed a positive correlation between attitudes and innovation in the area of reading. Almost every educational change, innovation, and proposed experimentation in reading has been defended, according to Sartain, on the basis that it would lead to greater individualization of instruction and foster more positive attitudes in students.<sup>27</sup>

Nearine's investigation dealt with a comprehensive Title I program of small-group reading instruction.<sup>28</sup> Five hundred elementary school children were involved in the program, which emphasized an independent, individualized reading-team approach. Activities in the program included the use of individual learning packets, creative dramatics, and other work that would help to build a positive self-image. The successful outcomes in the Nearine study included improved attitudes toward education and increased parental involvement in the schools. Results of the questionnaire indicated the following as the most successful outcomes of the project:

1. Improved attitudes toward education and reading after finding success in reading
2. Involvement of parents in the reading program
3. Development of an individualized program which seemed to satisfy the needs of the children

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<sup>27</sup>H. W. Sartain, "What are the Advantages and Disadvantages of Individualized Instruction?" Current Issues in Reading (Newark, Delaware: International Reading Association, 1969), pp. 328-343.

<sup>28</sup>Robert G. Nearine, Patterns for Progress: An Evaluation 1967-68 (Washington: Office of Education, Bureau of Elementary and Secondary Education, 1968), p. 17.

4. Development of oral language usage, and enhancing self-image by allowing photos of the children to go home. This enabled the students to discuss themselves in conjunction with the school situation with their parents
5. Periodic newsletters were sent home to inform parents of the children's activities in the reading program.

A three-year study by Gleason compared students in an individualized reading program to students in a traditional reading group. In his study, twenty-eight first grade classrooms were paired (individualized and traditional). Pupils remained together in their various classes and treatment groups for the three-year period, but their teachers changed yearly. Data collected included scores on various achievement tests, self-concept scales, personal interviews, and parent questionnaires. Results of the study showed that:

1. Pupils in the individualized group scored significantly higher than did the control group on eight of thirteen standardized achievement tests.
2. Children in the individualized group read more than did control group children in the first grade.
3. Parents of pupils in the individualized group had more positive attitudes toward education than did parents of control group pupils.<sup>29</sup>

Sperber, a teacher in Levittown, New York, described an investigation in which he compared his own third grade class with ten other traditional reading classes in the same school system. He gathered three kinds of evidence: (1) comparative data, (2) parents' reactions, and (3) children's reactions. Comparative data were obtained from (a) an inventory in which children could make one of three choices

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<sup>29</sup>Gerald T. Gleason, Lakeshore Curriculum Study Council Individualized Reading: A Three Year Study (Milwaukee: Wisconsin University, 1970), p. 31 (Mimeographed).

on each of twelve questions (each choice was between one aspect of reading and two other activities appropriate to nine year olds) and (b) the number of books each child read during the year in reading class.<sup>30</sup>

Sperber's findings, relative to the comparative data, were as follows: regarding choice of activities, children in individualized reading chose an average of four reading activities while those in the traditional classes chose two; regarding number of books, children in the experimental group read an average of thirty-three books while those in the control group read fifty-eight. Reactions of children and parents were reported only for the individualized reading group and consisted generally of negative statements in September and positive statements at the end of the school year. Sperber concluded only that the development of good attitudes toward reading and school in general was a primary aim. He implied that the individualized reading program had a positive effect on the development of good attitudes toward education.<sup>31</sup>

A revealing experiment in individualized reading was conducted by Davis and Lucas. The groups for this study were established in two intermediate schools in Santa Clara, California. Both experimental and control subjects were selected randomly from among the populations assigned to each school. Those selected represented about half of the population of each school. The experimental group was composed of 134

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<sup>30</sup>Robert Sperber, "An Individualized Reading Program in a Third Grade," Individualized Reading Practices, ed. Alice Miel (New York: Columbia University, Bureau of Publications, Teachers College, 1958), p. 68.

<sup>31</sup>Ibid., p. 69.

seventh and 133 eighth grade students. The control group consisted of 142 seventh and 145 eighth grade pupils. Findings of the study indicated that an individualized reading program offered considerable advantages to those enrolled in the program. From personal interviews, teachers anecdotal records, and from an experimenter designed survey, it appeared that changes in attitudes toward reading and in many cases toward education in general were overwhelmingly favorable on the part of the individualized reading group. Almost without exception, Davis and Lucas stated that students endorsed the concept and asked for similar classes in ensuing years.<sup>32</sup>

Ann Healy found that attitudes toward reading could be changed in an experimental setting where children were allowed to choose their reading groups and reading materials according to their interest.<sup>33</sup>

Eunice Askov examined the effects the Wisconsin prototypic system of reading skill development had on the attitudes of primary pupils. The experimental and control subjects were students in grades two and three. She found no significant difference in reading scores. However, student attitudes toward recreational reading were significantly higher for the experimental group students.<sup>34</sup>

In reporting on the Roseville Experiment with individualized reading, Harry Sartain stated that 660 second grade pupils were used

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<sup>32</sup>Floyd W. Davis and James S. Lucas, "An Experiment in Individualized Reading," The Reading Teacher, XXIV, 8 (May, 1971), 737-747.

<sup>33</sup>Ann K. Healy, "Changing Children's Attitude Toward Reading," Elementary English, XL (March, 1963), 355-357.

<sup>34</sup>Eunice N. Askov, "Assessment of a System for Individualized Reading Instruction" (A Report from the I.G.E. In Elementary Reading Project, Office of Education, Washington, D. C., March, 1970).

in the investigation. The purpose of the experiment was to determine if pupils could progress more rapidly when taught by the individualized, self-selection method. Teachers in the project summarized their observations as follows:

1. Individual conferences provided a valuable personal relationship with pupils
2. Pupils were motivated to read more
3. There was more interest in sharing
4. There was strong motivation for individual improvement, and
5. The top readers were especially responsive.<sup>35</sup>

Zeller, using thirty first-year students from a primary unit, conducted an important study. In both the experimental and the control group were fifteen students of average or above average readiness for reading instruction. The experimental group was initiated at the primary level by allowing the experimental group to read from their basal reading materials at their own pace. The control group was taught in the traditional manner. The basic difference in the treatment of the groups was the mode of structuring the interpersonal context.<sup>36</sup>

In general terms, Zeller's findings included:

1. The individualized approach to teaching of reading was found to affect learning to a significant degree.

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<sup>35</sup>Harry Sartain, "The Roseville Experiment With Individualized Reading," Reading Teacher, XIII (April, 1960), 277-281.

<sup>36</sup>Helen H. Zeller, "A Comparison of Individualized and Ability-Grouped Approaches to Reading Achievement and Attitude" (unpublished Master's thesis, East Tennessee State University, 1972), p. 46.

2. The ability-grouping approach to teaching of reading fostered a greater preference for reading.

3. The individualized approach stimulated the experimental group to want to read for personal satisfaction and enjoyment.<sup>37</sup>

Zeller concluded that a one-to-one instructional context emphasis could, in comparison to an ability-grouping context, lead to more favorable attitudes toward reading, reduce pupil anxiety about progress in reading, and produce greater achievement in reading.<sup>38</sup>

#### STUDIES WITH NEGATIVE RESULTS

A number of studies seriously questioned the idea that the nature of the reading program had any effect whatsoever on student and parent attitudes toward education. Craig conducted a study to measure attitude change toward reading which occurred in a group of culturally disadvantaged junior high school pupils in San Diego, California. Changes in student attitudes were studied in relation to their parents' participation in a reading improvement class and a series of counseling conferences. Results showed that there was a slight negative change in attitudes toward reading during the operation of the experimental program. The group of students whose parents were not involved in the reading program showed a greater positive change in attitudes toward reading than those whose parents were involved. This correlation was the opposite of Craig's hypothesis.<sup>39</sup>

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<sup>37</sup>Ibid.

<sup>38</sup>Ibid., p. 49.

<sup>39</sup>Jimmie M. Craig, "Relationship Between Changes in Attitudes of Disadvantaged Pupils Toward Reading and the Involvement of Their Parents in a Reading Program," Dissertation Abstracts, XXIX (December, 1968), 1777-A.

In an experiment designed to determine attitude changes that resulted from a programmed instruction approach, Frey, Schinkichi, and Woodruff established that there was a statistically significant drop in the attitudes of students toward programmed study over a period of one school year. They also discovered a marked decline in achievement during the second semester as it compared to first semester achievement. The investigators concluded that a prolonged use of programmed materials over an extended period of time without relief through other modes of instruction prevented positive attitude growth.<sup>40</sup>

Cawelti, in his 1968 follow-up study of the National Innovation Inventory which involved twenty-two schools, eleven experimental and eleven traditional, concluded that students enrolled in the experimental schools did not display more positive attitudes toward education than those students involved in the traditional school. His study revealed no significant difference in overall attitudes toward education.<sup>41</sup>

#### CHAPTER SUMMARY

When one views the conclusions of the investigations reviewed in this chapter, it becomes extremely hazardous to say definitely that innovation in reading will automatically improve the attitudes of students and parents. Nevertheless, despite conflicting evidence regarding the investigation at hand, logic would seem to demand

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<sup>40</sup>Sherman H. Frey, Shimabukuro Shinkichi, and A. S. Woodruff, "Attitude Change in Programmed Instruction Related to Achievement and Performance," AV Communication Review, XV (Summer, 1967), 199-205.

<sup>41</sup>Gordon Cawelti, "Follow-up Study: National Innovation Inventory," Nation's Schools, LXXXII (November, 1968), 60-63.

continued search into the overall question of the relationship of attitudes and the type of reading program. If any remote possibility exists that there is a significant correlation between student and parent attitudes and the structure of the reading program, then that possibility should be pursued until it is conclusively proven or ultimately refuted. Any other recourse would be educationally indefensible.

In general, the following statements summarize the literature reviewed:

1. In terms of quantity, current research related to the topic is meager. Few studies were conducted earlier than ten years ago.
2. Research studies in individualized reading programs have begun to demonstrate an encouraging degree of sophistication, having grown in magnitude from early one-classroom studies to more recent studies including many classrooms in many communities.
3. There was conflicting evidence about the relationship of attitudes and innovation, particularly in the field of reading.

While the need for research to validate such assumptions has been voiced by many educators, very little work has been done in this area. It is for this reason that the present study was undertaken.



## Chapter 3

### METHODOLOGY

#### INTRODUCTION

The problem of this study was to determine if attitudes toward education of students and parents of students involved in a specific individualized reading program ranging from one to three years in grades four through eight were significantly different from those of students and parents of students enrolled in a traditional reading program in the same school system. The responses compared were those made by students and parents of students in five elementary schools and one junior high school located in a small southwest Virginia city.

This study had as its primary objectives the investigation of the following related questions:

1. Do attitudes toward education of students enrolled in the experimental program differ significantly from the attitudes toward education of students enrolled in the control group?
2. Do attitudes toward education of students enrolled in the experimental program differ significantly from the attitudes toward education of students enrolled in the control program when compared on the basis of sex?
3. Do attitudes toward education of parents who have students enrolled in the experimental program differ significantly from attitudes of parents who have students enrolled in the control program?

4. Do attitudes toward education of students enrolled in the experimental group differ significantly when compared on the basis of sex, and number of years enrolled in the program?

5. Do attitudes toward education of females enrolled in the experimental program differ significantly when compared on the basis of grade level and number of years in the program?

6. Do attitudes toward education of males enrolled in the experimental program differ significantly when compared on the basis of grade level and number of years in the program?

7. Do attitudes toward education of parents of students enrolled in the experimental program differ significantly when compared on the basis of grade level and number of years the student has been enrolled in the program?

8. Do attitudes toward education of students enrolled in the control group differ significantly when compared on the basis of sex and grade level?

9. Do attitudes toward education of parents of students enrolled in the control group differ significantly when compared on the basis of the grade level of the student?

#### POPULATION

The population for this study consisted of elementary and junior high school students in grades four through eight and their parents in one particular school system. The six participating schools used in this study comprised all five of the elementary schools in the system and the only junior high school located in the city. The participating schools in the study were: Douglass Elementary School, Highland View

Elementary School, Stonewall Jackson Elementary School, Thomas Jefferson Elementary School, Washington-Lee Elementary School, and Virginia Junior High School. Fourth through eighth grade students enrolled in these schools during the 1973-1974 school year and their parents were the population of this study. Administrative officials from the school system were contacted and permission was obtained to conduct the study (see Appendix A).

#### DESCRIPTION OF THE EXPERIMENTAL READING PROGRAM

##### Background

In 1970, members of the Bristol Virginia School Board committed the system to the improvement of the instructional reading program in the schools. When the schools were surveyed, it was found that many children were one or more years below their reading level (see Appendix B). It became evident from the survey that reading improvement was a pressing need of the pupils. In agreement with the recommendations of an advisory committee that reading improvement be assigned the number one priority, federal funds were requested. A 200,000.00 dollar grant was obtained from the United States Office of Education, Title III, to develop reading centers in the five elementary schools and in the only junior high school. This program was called "Right to Read."

Background information for this situation also included the fact that the schools in the system had not had a reading supervisor to help teachers with this aspect of the curriculum. This small school system operated on a limited budget, and was not financially able to meet the needs of all the students.

The "Right to Read" project was initiated at the beginning of the school year 1971-72 in the six schools previously named, and was in operation for three consecutive years. The project was based on a performance contract plan--the only one of its kind in the nation. It differed from most performance contract plans in that students and teachers received a bonus for the reading achievement gained instead of a private company receiving the profits. The students, like the teachers, worked on a contract plan and were given awards for achieving identified educational goals.

In this program, students were able to pursue a wide variety of learning alternatives at their own rate of learning. High-intensity learning centers were established and motivation was "built-in" the material. Learning experiences were based on prescriptive behavioral objectives; however, students were free to role play, read orally, dramatize, discuss issues, and choose books and magazines for recreational reading.

One component of the ~~system~~ was the parent-community advisory council which met regularly to discuss relevant issues. Teachers, students, parents, administrators, and community members were able to interact and solve problems relative to the program.

The income level of the local population was reported as extremely low. City statistics showed 37.2 percent of the families served by the schools were in the low-income bracket according to eligibility criteria set by Title I Elementary and Secondary Education Act funds (see Appendix C).

To be selected for the "Right to Read" program, a student had to meet three criteria: (1) be reading one or more grade levels below

grade placement, (2) have an intelligence quotient 75 or above as measured on the Lorge-Thorndike Intelligence Tests, and (3) be identified by his teacher as one who would actively engage in a reading improvement program. It was assumed by project staff members that a student's diagnosed deficiencies in reading skills would be corrected through direct intervention in a high-intensity reading center.

The following objectives were formulated and implemented into the program as stated in the project handbook:

1. Development of objectives based on performance and interim performance objectives
2. Development of performance evaluation based on performance objectives and interim performance objectives
3. Development of continuous in-service education programs for teachers and parents
4. Development of performance objectives for administrators
5. Change from self-contained reading class to individualized learning centers
6. Change from traditional staffing to differentiated staffing
7. Promotion of students from level to level based on ability
8. Change from teacher-dominated to student-motivated approaches.

#### Teachers

Six teachers, having strong backgrounds in reading (three with the M. A. degree in reading), served as the reading specialists. Their direct responsibilities, as listed in the proposal, were:

1. Assist with program planning
2. Assist in developing performance objectives
3. Assist in developing teaching materials
4. Assist in coordinating materials and equipment with performance objectives
5. Assist with overall evaluation of pupils and programs
6. Diagnose pupils
7. Teach pupils using diagnostic, individualized methods
8. Submit attendance and incentive reports for systematic documentation
9. Attend pre-service, in-service, and other necessary meetings
10. Participate in professional activities.

Each teacher had one para-professional aide to assist in various duties. Teachers taught five classes daily, five days a week, and had no more than fifteen students in class at one time. Teachers and aides were employed under performance contracting arrangements with the school board (see Appendix D).

### Reading Centers

A high-intensity reading center was established at each of the schools previously listed. The room, a regular self-contained classroom, was converted into a learning center with flexible spaces. Individualization of instruction and accountability were emphasized. To encourage self-paced instruction, a multi-media approach to learning using tape recorders, record players, teaching machines, reading kits,

overhead projectors, filmstrip projectors, educational games, and other instructional communication devices was incorporated.

### Administrators

Administrators for the project included a project director and a curriculum specialist. Both were directly involved with the project.

Duties of the director, according to the proposal, included:

1. Overall administration and project management
2. Dissemination of information
3. Staff coordination
4. Communication with school administration and school board
5. Coordination of project development and future plans with

needs assessments

6. Coordination of project and community council
7. Documentation of fiscal and educational accountability.

Responsibilities of the curriculum specialist included:

1. Developing innovative teaching techniques
2. Coordinating program objectives
3. Assisting with program planning and staff training
4. Developing interim performance objectives
5. Coordinating materials and hardware with objectives
6. Reconfirming pupil selection based on needs assessment
7. Coordinating physical arrangement of high-intensity reading

centers with school plant.

### SUMMARY OF THE EXPERIMENTAL PROGRAM

In summary, the educational reading program of the experimental group functioned as follows:

1. Students were located in all of the elementary schools in the school system and in the only junior high school;
2. The project operated on a five-day rotating cycle that each child met approximately one hour per day;
3. Students were grouped according to academic ability as determined by standardized test scores, grades, and teacher recommendations in all the centers;
4. The administrative team consisted of a project director and a curriculum specialist. The curriculum specialist guided the weekly planning and assisted the teachers in curriculum decision-making;
5. Teachers, using a team approach, served as diagnosticians who helped their pupils plan personalized learning tasks. Behavioral objectives served as guides for the students on their way to learning;
6. The cognitive, affective, and psychomotor domains of learning were emphasized; and
7. Accountability was a key word in the project.

### DESCRIPTION OF THE CONTROL PROGRAM

Students in the control program were students who had been selected for the experimental project but because student quota enrollments (teachers could accept no more than sixty students) were filled, were returned to the traditional school reading experience.



Each of these students met the three criteria: (1) be reading one or more grade levels below grade placement, (2) have an intelligence quotient 75 or above as measured on the Lorge-Thorndike Intelligence Tests, and (3) be identified by his teacher as one who would actively engage in a reading improvement program. For the purpose of this study, the students labeled "control" were matched according to the above criteria with students marked "experimental." Students in the control program were enrolled in the schools attended by the experimental students.

#### ORGANIZATION OF THE TRADITIONAL PROGRAM

Within the traditional or control program, the teacher was his "own master." He was limited only to the extent that he conformed to basic school and district policy or to the degree he was intimidated by administrative dictum. The teacher devised his own lesson plans in reading and selected his own methodology independently. He was accountable to no one as long as he satisfied administrative demands and expectations. The teacher was free to be a "loner" or to work cooperatively with other teachers. In the teaching act he was as traditional or as innovative as he decided to be. Coordination of teaching activities was generally limited to such things as showing films or administering commercial standardized tests selected by the state or system. Individual teachers did work cooperatively in particular instances, especially in two schools where Teacher Corps and Individually Guided Education (I.G.E.) were used. The net effect of the organizational patterns in the control group was that the teacher functioned within the confines of his own classroom and

implemented the educational program according to his own interpretation of school and system policy.

#### SUMMARY OF THE CONTROL GROUP

In summary, the educational reading program of the control group functioned as follows:

1. The control students were enrolled in all five of the elementary schools and the only junior high school in the school system;
2. The control program was organized on a loosely structured basis;
3. The project operated on a five day rotating cycle that each child met approximately one hour per day;
4. Students were grouped according to academic ability as determined by standardized test scores, grades and teacher recommendations in some of the elementary schools, but no grouping was used in the junior high school reading program;
5. The administrative organization was of a traditional pattern. Each elementary school had a full-time non-teaching principal. The junior high school had a full-time non-teaching principal and vice-principal; and
6. Teachers planned their own reading activities based on the curriculum guide of the local school system.

There was no apparent effort by teachers to coordinate their teaching activities beyond that which would naturally occur by reason of the material being taught.

## DATA

The data for this study were collected by way of two instruments. Selected for use in testing student attitudes toward education was the attitude portion of the California Study Methods Survey (see Appendix E), developed by Dr. Harold D. Carter, currently Professor of Psychology at the University of California, Berkley. This was one of several instruments considered and the decision to use it was based on the following factors:

1. The questions could be answered with a "yes" or "no" response which helped younger children avoid the frustration of responding to a more complicated graduated scale format; and
2. The survey instrument was considered appropriate for this investigation.

As described in the publisher's manual, the California Study Methods Survey was a self-report inventory which was designed to identify the essential nature of the study methods and attitudes of students. The entire inventory consisted of 150 questions.<sup>1</sup>

The attitude portion consisted of sixty questions and dealt exclusively with a student's attitudes and feelings toward education rather than his performance or actions. It was intended to measure the level of a student's morale and his feelings of harmony with the school community.

Three sections of the California Study Methods Survey were not pertinent to this study and were therefore not administered.

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<sup>1</sup>Harold D. Carter, Manual: California Study Methods Survey (New York: McGraw-Hill Book Co., 1953), p. 3.

Parents were administered W. Glassey's Attitudes Toward Education Scale<sup>2</sup> (see Appendix F). This was a 34-item, Thurston-type scale developed by Glassey in 1945. It was designed to measure attitudes to the value of education and the effect of education upon people. In constructing the scale, grammar school children and their parents (173 fathers and 175 mothers) were used. The method of construction of the scale offered a sufficient degree of content validity. In general, according to Shaw and Wright, the scale had the advantage that it could be used with a wide range of ages and educational levels.<sup>3</sup> The scale was chosen because it was considered appropriate for this study.

#### SELECTION OF THE SAMPLE

Class rosters were obtained from the schools where the "Right to Read" project was being used (see Appendix G). The students' names on the rosters were sequentially numbered and labeled according to sex and number of years enrolled in the experimental program, that is, one, two, or three. A total of 208 students in grades four through eight in the 1973-1974 "Right to Read" project comprised the total experimental population.

The total control population consisted of students who had been previously selected as eligible and in need of the program but because of filled quota enrollments were returned to the traditional reading program. A roster of these students was obtained from the project

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<sup>2</sup>W. Glassey, "The Attitude of Grammar School Pupils and Their Parents to Education, Religion and Sports," British Journal of Educational Psychology, XV (1945), 101-104.

<sup>3</sup>Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Co., 1967), p. 235.

director. The students' names on the roster were sequentially numbered and labeled according to sex and grade level. (see Appendix H).

A sample of size of 104 students and an equal number of parents was determined to be an adequate reflection of the experimental population. By using the Random Number Generator at East Tennessee State University Computer Center, random numbers for the experimental sample were selected.

The same procedure was followed in selecting the control sample. A sample size of thirty-four students and an equal number of parents was determined to be representative of the control population. Names were randomly selected by use of the above described process.

From a total enrollment of 208 students in the experimental project located in the six schools, 104 student cases and 104 parent cases were included in the final statistical analysis. From a total enrollment of sixty-eight students in the control population, thirty-four student cases and thirty-four parent cases were included in the final statistical analysis.

#### ADMINISTRATION OF THE STUDENT SURVEY INSTRUMENT

The attitude portion of the California Study Methods Survey was administered to 104 students in the experimental sample. This paper-and-pencil survey was administered by the investigator to small groups of students (5-10) in each school according to a pre-arranged schedule. The "Right to Read" reading centers were used as the testing rooms. Procedural questions were answered before students were asked to respond to the survey. Each of the sixty questions, as well as the directions for taking the survey, were read to each group via a tape recording prepared by the investigator. It was thought that some of

the children, especially those in the fourth or fifth grades, might have difficulty in reading the statements. This procedure was implemented as a result of (1) a pilot study in which a few of the lower grade children had problems reading several words in some of the questions and (2) a direct conversation and subsequent correspondence with the California Test Bureau/McGraw-Hill (see Appendix I) which publishes the test. Teachers and administrators were asked to leave the area while the survey was being administered. In order to obtain maximum cooperation of the pupils and to insure a sense of confidentiality, the investigator informed the students that their responses were needed for research purposes and that their individual responses would not be seen by anyone connected with their schools.

The control group was administered the survey under identical conditions. The investigator administered the survey to small groups of students (5-10) via the same tape recording. Teachers and administrators were again not present while the survey was being administered. The information concerning the confidentiality of answers was also presented.

The surveys were then handscored. Raw data for all subjects were collated and analyzed according to the procedures described later in this study.

#### ADMINISTRATION OF THE PARENT SURVEY

A letter containing a brief explanation of the study was prepared by the principal of each school and this investigator (see Appendix J). Packets containing the letter, directions for marking the survey instrument, and the survey instrument were sent to the

parents (only one parent had to respond) in both the control and experimental groups. Packets were delivered by the student who had completed the student survey instrument previously in school. Since it was to be anticipated that some of the packets would not reach their destination, a follow-up letter and an additional survey instrument were mailed to those parents whose information had not been returned to the investigator in five days. Information from 138 parent packets was used in the final statistical analysis. (see Appendix K).

#### STATISTICAL PROCEDURES

The 1130 Computer at East Tennessee State University Computer Center, using one-way analysis of variance and F ratios, was used to determine the significance of difference in score results revealed in this study. The .05 level of significance was selected as being an acceptable confidence limit to test the hypotheses of this investigation.

This method was chosen because it allowed for testing differences of more than two variables for statistical significance.<sup>4</sup>

#### NULL HYPOTHESES

The following hypotheses developed in the null form, were considered pertinent to this study:

1. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program.

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<sup>4</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 187.

2. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program when compared on the basis of sex.

3. Attitudes toward education of parents who have students enrolled in the experimental program do not differ significantly from the attitudes of parents who have students enrolled in the control program.

4. Attitudes toward education of students enrolled in the experimental program do not differ significantly when compared on the basis of sex and number of years enrolled in the program.

5. Attitudes toward education of females enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

6. Attitudes toward education of males enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

7. Attitudes toward education of parents of students enrolled in the experimental program do not differ significantly when compared on the basis of the grade level and number of years the student has been enrolled in the program.

8. Attitudes toward education of students enrolled in the control group do not differ significantly when compared on the basis of sex and grade level.

9. Attitudes toward education of parents of students enrolled in the control group do not differ significantly when compared on the basis of the grade level of the student.



Table 1 was composed to simplify relationships between variables explained in detail in the nine hypotheses of the study. Within the confines of hypotheses two, five, six, seven, eight, and nine forty-one sub-hypotheses were considered important. All sub-hypotheses were tested while answering the major hypotheses.

While no specific statements will apply to these sub-hypotheses, a generalization will be made as to the relationship between each sub-hypothesis and the major hypothesis.

Table 1

Summary of Statistical Analysis  
(One-Way Analysis of Variance)

Hypotheses and Sub-Hypotheses			
I.		experimental students	vs. control students
II.	a.	experimental males	vs. control males
	b.	experimental females	vs. control females
	c.	experimental males	vs. control females
	d.	experimental females	vs. control males
	e.	experimental males	vs. experimental females
	f.	control males	vs. control females
III.		experimental parents	vs. control parents
IV.	a.	experimental males 1 year	vs. experimental males 2 years
	b.	experimental males 2 years	vs. experimental males 3 years
	c.	experimental males 1 year	vs. experimental males 3 years
	d.	experimental females 1 year	vs. experimental females 2 years
	e.	experimental females 2 years	vs. experimental females 3 years

Table 1 (Continued)

Hypotheses and Sub-Hypotheses			
	f.	experimental females 1 year	vs. experimental females 3 years
V.	a.	experimental females 1 year	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	b.	experimental females 2 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	c.	experimental females 3 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade

Table 1 (Continued)

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Hypotheses and Sub-Hypotheses			
VI.	a.	experimental males 1 year	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	b.	experimental males 2 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	c.	experimental males 3 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grades
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade

Table 1 (Continued)

Hypotheses and Sub-Hypotheses			
VII.	a.	experimental parents 1 year	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	b.	experimental parents 2 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade
	c.	experimental parents 3 years	
		1. 4th grade	vs. 5th grade
		2. 4th grade	vs. 6th grade
		3. 4th grade	vs. 7th grade
		4. 4th grade	vs. 8th grade
		5. 5th grade	vs. 6th grade
		6. 5th grade	vs. 7th grade
		7. 5th grade	vs. 8th grade
		8. 6th grade	vs. 7th grade
		9. 6th grade	vs. 8th grade
		10. 7th grade	vs. 8th grade

Table 1 (Continued)

Hypothesis and Sub-Hypotheses			
VIII.	a.	control males 4th grade	vs. control females 5th grade
	b.	control males 4th grade	vs. control females 6th grade
	c.	control males 4th grade	vs. control females 7th grade
	d.	control males 4th grade	vs. control females 8th grade
	e.	control males 5th grade	vs. control females 6th grade
	f.	control males 5th grade	vs. control females 7th grade
	g.	control males 5th grade	vs. control females 8th grade
	h.	control males 6th grade	vs. control females 7th grade
	i.	control males 6th grade	vs. control females 8th grade
	j.	control males 7th grade	vs. control females 8th grade
IX.		control parents	
	a.	4th grade	vs. 5th grade
	b.	4th grade	vs. 6th grade
	c.	4th grade	vs. 7th grade
	d.	4th grade	vs. 8th grade
	e.	5th grade	vs. 6th grade
	f.	5th grade	vs. 7th grade
	g.	5th grade	vs. 8th grade
	h.	6th grade	vs. 7th grade
	i.	6th grade	vs. 8th grade
	J.	7th grade	vs. 8th grade

## Chapter 4

### ANALYSIS OF THE DATA

Chapter three reviewed the procedures used to organize and collect the data for this investigation. The purpose of this chapter is to present an analysis of the collected data and to provide an interpretation of the results.

Nine basic hypotheses and forty-one sub-hypotheses for this study were drawn from the literature related to students' and parents' attitudes toward education. These hypotheses were tested statistically to determine the probability of events observed occurring by chance. The findings of the tests provided in this chapter give the data for the conclusions and implications presented in the final chapter.

In each statistical treatment a judgment of whether to reject the various hypotheses depended upon the probability that the observed event would occur by chance less than five times out of one hundred ( $\alpha .05$ ). On several occasions events transpired which were observable, but of questionable significance. These occurrences were noted simply to call attention to those instances where this level of significance was approached but not reached.

### GENERAL DATA

From a total population of 208 students in grades four through eight in the experimental program, 104 were randomly selected as the sample population. From a total possible score of sixty points on the

student survey instrument, the mean score for all students in the experimental sample was 28.26.

In the control group, from a total population of sixty-eight students in grades four through eight, thirty-four were randomly selected as the sample population. The mean score for the student control group was 30.24.

From a total population of 208 parents in the experimental program, 104 were randomly selected as the sample population. The mean score for all parents in the experimental group was 28.56.

In the control group of parents, from a total population of sixty-eight, thirty-four were randomly selected as the sample population. The mean score for all parents in the control group was 28.50. Figure 1 reports the findings for parents and students in both the control and experimental groups.

Student Experimental Group	Student Control Group	Difference
N = 104	N = 34	
28.26	30.24	-1.98
Parent Experimental Group	Parent Control Group	Difference
N = 104	N = 34	
28.56	28.50	-0.06

Figure 1

Mean Score of Students and Parents



The data in Figure 2 reveal the sex of each student, by grade, included in both the experimental and control groups.

Experimental Group					
Sex	4th	5th	Grade 6th	7th	8th
Male	13	19	12	5	3
Female	8	13	15	9	7
					N = 104
Control Group					
Male	3	8	3	1	1
Female	4	5	7	1	1
					N = 34

Figure 2

#### Summary of Student Sex by Grade

The data in the following nine tables (Tables 2 - 10) indicate general information relative to each of the nine major hypotheses of the study. Each table gives the number of subjects in each cell, the mean, and standard deviation of the variables incorporated within the design. For the student scores, a high mean indicates more positive attitudes toward education. For the parent scores, a low mean score indicates more favorable attitudes toward education.

Table 2

## Comparison of Experimental Students and Control Students

Group Name	N	Variable	Mean	Standard Deviation
Control Students	34	1	30.24	5.39
Experimental Students	104	2	28.26	6.57

Table 3

## Comparison of Students on the Basis of Sex

Group Name	N	Variable	Mean	Standard Deviation
Male Control Students	16	1	29.44	4.02
Female Control Students	18	2	30.94	6.40
Male Experimental Students	52	3	28.27	6.56
Female Experimental Students	52	4	28.40	6.60

Table 4

## Comparison of Parents in Both Groups

Group Name	N	Variable	Mean	Standard Deviation
Experimental Parents	104	1	2.86	1.10
Control Parents	34	2	2.85	1.10

Table 5

Comparison of Experimental Students on the Basis of Sex  
and Number of Years Enrolled in Program

Group Name	N	Variable	Mean	Standard Deviation
Male Experimental, one year	11	1	28.82	5.15
Male Experimental, two years	18	2	28.94	6.74
Male Experimental, three years	23	3	27.00	7.03
Female Experimental, one year	14	4	25.93	6.65
Female Experimental, two years	11	5	29.09	4.93
Female Experimental, three years	27	6	29.11	7.13

Table 6

Comparison of Female Experimental Students on the Basis  
of Grade Level and Number of Years in Program

Group Name	N	Variable	Mean	Standard Deviation
4th Grade Female one year	5	1	30.80	4.87
4th Grade Female two years	2	2	33.00	1.41
4th Grade Female three years	1	3	35.00	0.00
5th Grade Female one year	4	4	24.00	5.60
5th Grade Female two years	3	5	27.00	2.65
5th Grade Female three years	6	6	34.33	5.61
6th Grade Female one year	2	7	19.00	1.41
6th Grade Female two years	3	8	26.67	7.10
6th Grade Female three years	10	9	29.70	5.68
7th Grade Female one year	1	10	35.00	0.00
7th Grade Female two years	1	11	28.00	0.00
7th Grade Female three years	7	12	24.57	8.70
8th Grade Female one year	2	13	20.00	1.41
8th Grade Female two years	2	14	32.50	6.36
8th Grade Female three years	3	15	28.67	6.81

Table 7

Comparison of Male Experimental Students on the Basis  
of Grade Level and Number of Years in Program

Group Name	N	Variable	Mean	Standard Deviation
4th Grade Male one year	3	1	32.33	3.06
4th Grade Male two years	6	2	32.17	5.64
4th Grade Male three years	4	3	32.00	6.48
5th Grade Male one year	5	4	27.40	5.41
5th Grade Male two years	7	5	25.43	8.18
5th Grade Male three years	7	6	24.57	5.80
6th Grade Male one year	1	7	26.00	0.00
6th Grade Male two years	3	8	31.00	3.61
6th Grade Male three years	8	9	28.63	8.12
7th Grade Male one year	1	10	38.00	0.00
7th Grade Male two years	1	11	39.00	0.00
7th Grade Male three years	3	12	23.33	5.86
8th Grade Male one year	1	13	30.00	0.00
8th Grade Male two years	1	14	25.00	0.00
8th Grade Male three years	1	15	22.00	0.00

Table 8

Comparison of Experimental Parents on the Basis of Grade Level and Number of Years Students Enrolled in Program

Group Name	N	Variable	Mean	Standard Deviation
4th Grade Parent one year	7	1	2.34	0.52
4th Grade Parent two years	9	2	3.17	1.47
4th Grade Parent three years	5	3	2.50	0.46
5th Grade Parent one year	9	4	2.91	1.41
5th Grade Parent two years	10	5	2.96	1.05
5th Grade Parent three years	13	6	3.03	1.53
6th Grade Parent one year	3	7	2.80	1.01
6th Grade Parent two years	6	8	2.59	0.36
6th Grade Parent three years	18	9	3.22	1.20
7th Grade Parent one year	2	10	2.00	0.02
7th Grade Parent two years	1	11	3.28	0.00
7th Grade Parent three years	10	12	2.34	0.41
8th Grade Parent one year	3	13	2.36	0.33
8th Grade Parent two years	3	14	3.46	1.74
8th Grade Parent three years	4	15	2.26	0.41

Table 9

Comparison of Control Students on the Basis of Grade Level and Sex

Group Name	N	Variable	Mean	Standard Deviation
4th Grade Male Control	3	1	28.33	2.89
5th Grade Male Control	8	2	29.63	4.75
6th Grade Male Control	3	3	29.33	3.21
7th Grade Male Control	1	4	35.00	0.00
8th Grade Male Control	1	5	26.00	0.00
4th Grade Female Control	4	6	31.75	2.87
5th Grade Female Control	5	7	33.60	6.99
6th Grade Female Control	7	8	30.14	6.96
7th Grade Female Control	1	9	19.00	0.00
8th Grade Female Control	1	10	32.00	0.00

Table 10

Comparison of Control Parents on the Basis of Grade Level of Student

Group Name	N	Variable	Mean	Standard Deviation
4th Grade Control Parent	6	1	2.85	1.08
5th Grade Control Parent	13	2	2.83	1.45
6th Grade Control Parent	10	3	2.72	0.65
7th Grade Control Parent	2	4	4.01	0.52
8th Grade Control Parent	2	5	2.51	0.74

It should be noted that the small number of students in some categories in the preceding tables (2-10) renders statistical analysis of these categories meaningless. They are included to make the nature of the sample and the treatment of hypotheses complete to the reader.

#### STATISTICAL ANALYSIS OF DATA

A one-way analysis of variance was performed for each of the major hypotheses of this investigation to determine if there were significant differences in the various cells of the design. The 1130 Computer at East Tennessee State University, written in Fortran IV, was used to provide all the necessary analysis of data to complete the stated objectives of the investigation.

The one-way analysis of variance technique was chosen because it analyzes the variation which exists between individual scores across all groups as well as within each group. The following tables (11-20) list the data needed to determine whether the variation



between means of samples were significant at the .05 level. The F value indicates if there were significant differences. The larger the F, the more likely significant differences exist.

#### Hypothesis One

Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program.

Findings Relative to Hypothesis One. The first hypothesis was designed to examine the possible differences between attitudes toward education of students in the experimental reading program and attitudes of the students in the traditionally-oriented control program. Acceptance or rejection of the null hypothesis was made on the basis of the total value of F, tested at the .05 level of significance.

The results of the one-way analysis of variance for the first hypothesis are found in Table 11. Although there was a slight difference in the mean score of the experimental and control group, with the control group expressing more favorable attitudes, the F value was not significant at the .05 level. A 3.84 F value was needed to show a significant difference. Therefore, since the F ratio was only 2.52, the investigator failed to reject the null hypothesis.

Table 11

A Comparison of Attitudes of Students in the Experimental Program  
With Students in the Control Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	100.02	1	100.02	2.52*
Within Groups	5398.11	136	39.69	
Total	5498.12	137		

\*Not significant at the .05 level

Hypothesis Two

Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program when compared on the basis of sex.

Findings Relative to Hypothesis Two. In the second hypothesis the possible significant differences between students' attitudes toward education in the experimental and control group by sex were examined. The cumulative total value of attitudes toward education measure was reviewed for males and females in both groups, and the hypothesis was tested on the basis of four total scores.

The results of the one-way analysis of variance for the second hypothesis are found in Table 12. This table shows that differences in attitudes based on sex were not significant at the .05 level. A 2.60 F value was needed to show a significant difference. Therefore,

since the F ratio was only .945, the investigator failed to reject the null hypothesis. The investigator did notice that females in both experimental and control groups had higher mean scores which indicated more positive attitudes toward education than did males in either of the groups.

Table 12

A Comparison of Attitudes of Students By Sex  
in the Experimental Program With Students  
in the Control Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F
Between Groups	111.74	3	37.25	0.934*
Within Groups	5180.59	130	39.85	
Total	5292.34	133		

\* Not significant at the .05 level

Hypothesis Three

Attitudes toward education of parents who have students enrolled in the experimental program do not differ significantly from attitudes of parents who have students enrolled in the control program.

Findings Relative in Hypothesis Three. The third hypothesis tested for significant differences between attitudes toward education of the experimental parents and the control parents. The cumulative total value of the attitudes toward education measure was reviewed for both groups, and the hypothesis was tested on the basis of both scores.

Table 13 reveals that the differences in attitudes of the parent population were not significant at the .05 level. A 3.84 F value was needed to show a significant difference. Therefore, since the F ratio was 0.000, the investigator failed to reject the null hypothesis. It was noted by the investigator that mean scores for parents in both groups were essentially equal. This suggested that parental attitudes toward education were not affected to a significant degree by the type of reading program in which the child was enrolled.

Table 13

A Comparison of Attitudes of Parents of Students  
In the Experimental Program With Parents Who  
Have Students in the Control Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F
Between Groups	.00	1	.00	0.000*
Within Groups	163.79	136	1.20	
Total	163.79	137		

\* Not significant at the .05 level

Hypothesis Four

Attitudes toward education of students enrolled in the experimental program do not differ significantly when compared on the basis of sex, and number of years enrolled in the program.

Findings Relative to Hypothesis Four. In the fourth hypothesis attitudes toward education of males and females in the

experimental program based on the number of years enrolled in the program were examined for possible differences.

Table 14 indicates that a one-way analysis of variance revealed no significant differences at the .05 level when attitudes were compared on the basis of these variables. A 2.29 F value was needed to show a significant difference. Therefore, since the F ratio was only .803, the investigator failed to reject the null hypothesis. The investigator observed that females in the experimental group expressed more favorable attitudes toward education the longer they were enrolled in the program. However, male students' attitude scores decreased as the number of years they were enrolled in the experimental program increased.

Table 14

A Comparison of Attitudes of Students in the Experimental Program  
Based on Sex and Number of Years in the Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	174.91	5	34.98	.803*
Within Groups	4265.09	98	43.52	
Total	4440.00	103		

\* Not significant at the .05 level

Hypothesis Five

Attitudes toward education of females enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

Findings Relative to Hypothesis Five. In the fifth hypothesis the differences between attitudes toward education of females in the experimental program were examined. The cumulative total value of attitudes toward education measure was reviewed for the fifteen groups, and the hypothesis was tested on the basis of the total score.

Table 15 shows that the differences in attitudes of the female experimental sample were not significant at the .05 level. An F value of 2.00 was needed to show a significant difference. Therefore, since the F ratio was only 1.769, the investigator failed to reject the null hypothesis. Evidence indicated that fifth and sixth grade female students' attitudes toward education improved according to the number of years enrolled in the program. However, seventh grade female attitudes became more negative according to their tenure in the program.

Table 15

A Comparison of Attitudes of Female Students in the Experimental Program  
Based on Grade Level and Number of Years in the Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	899.97	14	64.28	1.769*
Within Groups	1343.78	37	36.32	
Total	2243.75	51		

\*Not significant at the .05 level

### Hypothesis Six

Attitudes toward education of males enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

Findings Relative to Hypothesis Six. The sixth hypothesis tested for possible significant differences between attitudes toward education of males in the experimental program. The cumulative total value of attitudes toward education measure was reviewed for the fifteen groups, and the hypothesis was tested on the basis of the total scores.

Table 16 reveals that the differences in attitudes of the male experimental sample were not significant at the .05 level. An F value of 2.00 was needed to show a significant difference. Therefore, since the F ratio was only 1.196, the investigator failed to reject the null hypothesis. The investigator noted that fifth and eighth grade male students' attitudes in the experimental group became more negative according to the longer they were enrolled in the program.

Table 16

A Comparison of Attitudes of Male Students in the Experimental Program  
Based on Grade Level and Number of Years in the Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	715.85	14	51.13	1.196*
Within Groups	1580.67	37	42.72	
Total	2296.52	51		

\*Not significant at the .05 level

### Hypothesis Seven

Attitudes toward education of parents of students enrolled in the experimental program do not differ significantly when compared on the basis of the grade level and number of years the student has been enrolled in the program.

Findings Relative to Hypothesis Seven. In the seventh hypothesis differences between attitudes toward education of parents in the experimental program were examined on the basis of the grade level of the student and the number of years the student was enrolled in the program.

Table 17 reveals that an analysis of variance indicated no significant differences at the .05 level. A 1.61 F value was needed to show a significant difference. Therefore, since the F ratio was only 0.815, the investigator failed to reject the null hypothesis. The investigator did observe that parents of students in grade five indicated more negative attitudes as the number of years students were enrolled in the program increased. However, parents of students in grade eight who were enrolled in the program for three years indicated more positive attitudes than parents of students enrolled for one or two years.



Table 17

A Comparison of Attitudes of Parents of Students in the Experimental Programs Based on Grade Level and Number of Years Enrolled in the Program

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F
Between Groups	14.13	14	1.01	0.815*
Within Groups	108.93	88	1.24	
Total	123.06	102		

\*Not significant at the .05 level

#### Hypothesis Eight

Attitudes toward education of students enrolled in the control group do not differ significantly when compared on the basis of sex and grade level.

Findings Relative to Hypothesis Eight. The eighth hypothesis was concerned with significant differences between attitudes toward education of students in the control group based on sex and grade level of the student.

Table 18 indicates that a one-way analysis of variance revealed no significant differences at the .05 level when attitudes were compared on the basis of these variables. A 2.19 F value was needed to show a significant difference. Therefore, since the F ratio was only 0.952, the investigator failed to reject the null hypothesis. The investigator noted that females in grades four, five, six, and eight indicated more positive attitudes toward education than did males in

those grades. Males in grade seven, however, expressed more positive attitudes toward education than did females in this grade. It was also observed that male students' attitudes toward education increased in a positive manner from grades four through seven. In contrast, female students' attitude scores did not indicate any regular pattern according to grade level.

Table 18

A Comparison of Attitudes of Students in the Control Program  
Based on Sex and Grade Level

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	252.10	9	28.01	0.952*
Within Groups	706.02	24	29.42	
Total	958.12	33		

\*Not significant at the .05 level

#### Hypothesis Nine

Attitudes toward education of parents of students enrolled in the control group do not differ significantly when compared on the basis of the grade level of the student.

Findings Relative to Hypothesis Nine. In the ninth hypothesis differences between attitudes toward education of parents in the control group based on the grade level of the student were examined.

Table 19 reveals that the differences in attitudes of the parent control sample were not significant when compared on the basis

of these variables at the .05 level. A 2.71 value was needed to show a significant difference. Therefore, since the F ratio was only 0.602, the investigator failed to reject the null hypothesis. The investigator noted that parents of students in grade eight had more positive attitudes than parents of students in grades four, five, six, or seven. It was also observed that parents of students in grade six expressed more positive attitudes than parents of students in grade five, and parents of students in grade five expressed more positive attitudes than parents in grade four. This indicated that positive parental attitudes toward education increased from grade four through grade six. Grade seven seemed to be the turning point of more negative attitudes.

Table 19

A Comparison of Attitudes of Parents of Students Enrolled  
in the Control Group Based on Grade Level

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	3.08	4	0.76	0.602*
Within Groups	35.78	28	1.28	
Total	38.86	32		

\* Not significant at the .05 level

Findings Relative to the Hypotheses  
Formulated For the Study

The hypotheses formulated relative to each of the nine questions directing the study were stated in the null form. Findings determined from statistical treatment of the data resulting from a comparison based on the individual variables or combinations of the variables considered in the nine hypotheses showed differences in student and parental attitudes based on these variables not to be significant at the .05 level. The findings in the nine specific instances failed to justify rejection of the null hypotheses.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The final chapter consists of four sub-divisions: a summary of the purposes of the study, an identification of the procedures of the study, the conclusions of the study together with implications, and the recommendations regarding further research in this area.

#### Restatement of the Problem

It was the problem of this study to determine if the attitudes of students and parents of students involved in a specific individualized reading program ranging from one to three years in grades four through eight were significantly different from those of students and parents of students enrolled in a traditional reading program in the same school system.

Of particular interest to this study was the question of whether the type of reading program in which a student was enrolled had any significant effect upon his attitudes and his parents' attitudes toward education. Secondary consideration was given to the number of years students were enrolled in the experimental project, grade level, sex of the student, and other significant patterns as they emerged.

For the purpose of the study students in the individualized reading program were labeled the experimental group while students in the traditionally-oriented reading program were referred to as the control group.

To sharpen the focus of the study, the following nine hypotheses were stated in the null form:

1. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program.

2. Attitudes toward education of students enrolled in the experimental program do not differ significantly from attitudes toward education of students enrolled in the control program when compared on the basis of sex.

3. Attitudes toward education of parents who have students enrolled in the experimental program do not differ significantly from attitudes of parents who have students enrolled in the control program.

4. Attitudes toward education of students enrolled in the experimental group do not differ significantly when compared on the basis of sex and number of years enrolled in the program.

5. Attitudes toward education of females enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

6. Attitudes toward education of males enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years in the program.

7. Attitudes toward education of parents of students enrolled in the experimental program do not differ significantly when compared on the basis of grade level and number of years the student has been enrolled in the program.

8. Attitudes toward education of students enrolled in the control group do not differ significantly when compared on the basis of sex and grade level.

9. Attitudes toward education of parents of students enrolled in the control group do not differ significantly when compared on the basis of the grade level of the student.

#### Restatement of the Procedures

This study was undertaken in an attempt to determine the effect an individualized reading program had upon attitudes toward education of students and their parents. A review of the literature indicated only limited documentation of the effects which individualized reading programs had upon student and parental attitudes toward education.

The responses compared were those made by students and their parents in five elementary schools and one junior high school located in a small southwest Virginia city. Administrative officials from the school system were contacted and permission was obtained to conduct the study.

A sample group from the experimental program and from the control program was selected by a random method and the attitude portion of Carter's California Study Methods Survey was administered to each student. Parents were administered Glassey's Attitudes Toward Education Survey. Data from these surveys were transferred to IBM cards which were in turn fed to a computer for statistical analysis. A one-way analysis of variance and F ratio statistical treatment was used to determine if the differences which occurred between the

mean scores of those in the experimental group and those in the control group were significant.

### Findings

All hypotheses (stated in the null form) were accepted. There were no significant differences in experimental and control groups relative to the variables tested.

An analysis of the data gathered from the study produced the following findings:

1. There were no significant differences in attitudes toward education of students enrolled in the experimental program and students enrolled in the control program.

2. There were no significant differences in attitudes toward education of students enrolled in the experimental program and students enrolled in the control program when compared on the basis of sex.

3. There were no significant differences in attitudes toward education of parents who had students enrolled in the experimental program and parents who had students enrolled in the control program.

4. There were no significant differences in attitudes toward education of students enrolled in the experimental group when compared on the basis of sex and number of years enrolled in the program.

5. There were no significant differences in attitudes toward education of females enrolled in the experimental program when compared on the basis of grade level and number of years enrolled in the program.



6. There were no significant differences in attitudes toward education of males enrolled in the experimental program when compared on the basis of grade level and number of years enrolled in the program.

7. There were no significant differences in attitudes toward education of parents of students enrolled in the experimental program when compared on the basis of grade level and number of years the student had been enrolled in the program.

8. There were no significant differences in attitudes toward education of students enrolled in the control group when compared on the basis of sex and grade level.

9. There were no significant differences in attitudes toward education of parents of students enrolled in the control group when compared on the basis of the grade level of the student.

As indicated in the findings, the analysis of the data led to all nine of the null hypotheses being accepted.

#### CONCLUSIONS

Within the limitations established for this study, including the fact that findings cannot be generalized to include other individualized or traditional reading programs, the following conclusions seem justified:

1. The type of reading program in which students were enrolled did not play a significant role in determining their attitudes toward education.

2. One particular type of reading program may generate more positive attitudes in certain categories of students and parents than in others.

3. Based on the findings of this study it could be concluded that female students express more positive attitudes toward education than male students but not to the .05 level of significance.

4. According to the results of this study it could be concluded that the type of reading program a student is enrolled in has no apparent effect upon his parents' attitudes toward education.

5. More significant results would probably have been evident if specific attitudes toward reading had been tested instead of measuring general attitudes toward education.

6. The limited number of schools involved in the research imposed the restraints associated with a case study.

Though the absence of significant relationships in the nine hypotheses tested would tend to indicate the absence of a direct cause and effect relationship between the nature of the reading program and the attitudes of students and parents toward education, it would be a distortion of the evidence to conclude that no such relationships existed. The fact that differences were noted in the F value on all but one of the hypotheses seems to indicate a need for further investigation into the problem of the relationship between student and parental attitudes toward education and the type of reading program in which the student is enrolled.

## RECOMMENDATIONS

On the basis of the findings of this study, derived from an analysis of the data gathered relative to the problem, the following recommendations are made:

1. Studies should be conducted for the purpose of discovering the specific elements which affect students' and parents' attitudes toward education.
2. Further study should be made into the cause and effect relationship between the nature of the reading program and student and parental attitudes toward education.
3. Longitudinal studies should be conducted wherein attitudes could be measured periodically over a three-year period for students and parents of students involved in an innovative, individualized reading program. These results should be compared with results gathered in a similar type of study conducted in a traditionally-oriented reading program to see if significant trends develop.
4. Teachers and administrators in elementary and junior high schools should be encouraged to study the attitudes of their students toward the approaches and types of reading programs organized in their schools.
5. Closer attention should be given by teachers and administrators to the question of parental attitudes and increased effort should be extended in determining how and why parents feel the way they do about education.
6. In many of the responses made on the student survey used in this investigation, students indicated that they would like to have

more of the responsibility for their learning given to them. A recommendation that an attempt be made to individualize instruction to an even higher degree, and to let the student take part in the decisions concerning his particular educational goals, is therefore, in order.

7. An investigation of this type might be advanced through loosely structured interviews with certain students and their parents. Students or parents with very high or extremely low attitude scores might be interviewed in order to gain more insight into factors which might be related to attitudes toward education.

8. More adequate instruments for assessing student and parental attitudes toward education should be developed.

9. Research should be directed toward a determination of the specific nature of the reading program which might be used for the purpose of deliberately bringing about positive changes in the attitudes toward education of students and their parents.

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**APPENDIXES**

APPENDIX A

COPY

Bristol Virginia Public Schools

School Board Office  
Bristol, Virginia 24201

January 30, 1974

Dear "Right to Read" Teachers:

The Bristol Virginia School Board and Mr. Royce Quarles, Superintendent of Schools, have given Mr. James R. Groseclose permission to do some research on the Affective Domain of the "Right to Read" project.

Mr. Groseclose will do all the work: testing, contacting parents, scoring of tests, and etc. He will be in the room to administer a short test to designated children for obtaining data needed for his study. This should also benefit the project, and will be included in the final evaluation to be sent to Washington.

I shall ask Mr. Groseclose to give you a schedule, so you will know when he will be in your classrooms; therefore, this should not interfere with your plans.

Your cooperation will be appreciated.

Sincerely,

/s/ Evelyn Murray  
Project Director

**APPENDIX B**

A Distribution of Bristol, Virginia Reading Students in 1970-71,  
According to Reading Deficiencies\*

School	Number of Students	Percent Moderately Behind	Percent Severely Behind	Total Percent Behind
Thomas Jefferson	406	20.94	16.26	37.19
Highland View	250	25.20	7.60	32.80
Washington- Lee	278	14.03	5.04	19.06
Stonewall Jackson	488	16.57	6.56	22.13
Douglass Elementary	278	44.60	17.26	61.87
Virginia Junior High	552	16.30	34.05	50.06
Virginia Senior High	1,028	19.36	35.70	55.06
<b>TOTALS</b>	<b>3,280</b>	<b>20.61</b>	<b>22.38</b>	<b>42.99</b>

\*Bristol, Virginia's "Right to Read" Project Proposal: Title III, 1971-72, Project No. 71-07022-0, p. 16.

APPENDIX C

PERCENT ECONOMICALLY DEPRIVED

Bristol Virginia Schools

May 1971 Data\*

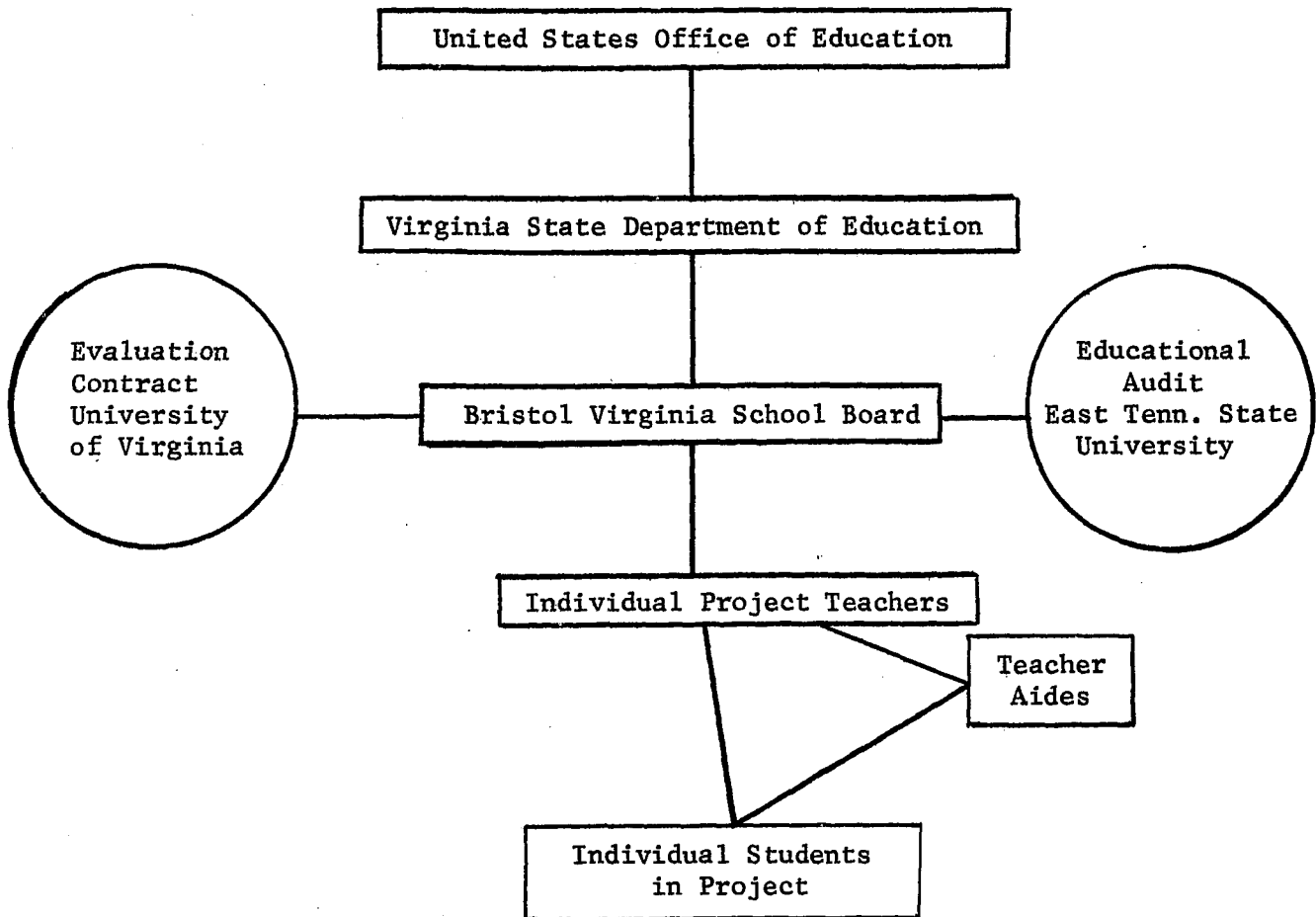
School	Total Number of Students Enrolled	Total Number From Low Income Families	Total Percent Low Income
Thomas Jefferson Elementary School	406	220	54.3
Douglass Elementary School	278	150	54.0
Highland View Elementary School	250	102	41.0
Stonewall Jackson Elementary School	488	168	32.0
Virginia Junior High School	552	230	41.0
Washington-Lee Elementary School	278	32	11.5
Virginia High School	1,028	275	26.8
<b>TOTALS</b>	<b>3,130</b>	<b>1,171</b>	<b>37.2</b>

\*Bristol, Virginia's "Right to Read" Project Proposal: Title III, 1971-72, Project No. 71-07022-0, p. 15.



**APPENDIX D**

Structure of the Bristol, Virginia  
"Right to Read" Project\*



\*Bristol, Virginia's "Right to Read" Project Proposal: Title III, 1971-72, Project No. 71-07022-0, p. 15.

APPENDIX E

INSTRUCTIONS TO STUDENTS

Each of the questions on the following pages concerns your study methods and is to be answered either "yes" or "no." You must select one or the other, even though, in some cases, you may be in doubt. The following is the first question, which can be used as a sample:

- 
1. Are you well satisfied with the grades you get? YES NO
- 

READ EACH QUESTION SILENTLY AS THE TAPE RECORDING READS THE QUESTION OUT LOUD. MARK YOUR ANSWER ON THE ANSWER SHEET. PUT A CHECK MARK IN THE BLANK ACCORDING TO YOUR ANSWER.

1. Are you well satisfied with the grades you get?
2. Do you find that you get along better in some classes than you do in others?
3. Do you like for someone to help you when you study?
4. When studying, do you like other people to ask you questions?
5. Is your school work so good that you have no cause to worry about it?
6. Is it bad for a person to study too hard?
7. Do your parents think you are not taking school work seriously enough?
8. Do you have a lot of trouble learning the daily assignments you get in school?
9. Do your teachers make their assignments clear so that you know just what you are to do?
10. Are you the type of student whose behavior in class brings out the best the teacher has to offer?
11. Could you do better in school if you had a very good memory?
12. Are there things that worry you enough to prevent your concentrating on your school work?
13. Do your parents think you are doing well in school?
14. Do you find it very difficult to do as well as you would like to do in school?
15. Do you get along better outside of school than in school?
16. Do you find that you can study correctly only when you happen to be in the right mood?
17. When you study with other people, do they usually know more about the lesson than you do?
18. When you begin an examination, do you feel pretty confident that you will do well?
19. Do you think you are getting what you want out of school?
20. Do out-of-school activities interest you so much that you can't keep your mind on your schoolwork?
21. Are you one of those fast workers who hand in their examinations long before others are finished?

22. Do you feel that you can master any subject if you study it hard enough?
23. Do you get annoyed when people interrupt you while you are studying?
24. Does your daily or weekly program include time set aside just for having fun?
25. Does your family understand and approve of your feelings about schoolwork?
26. Can you read more rapidly than the average person in your class in school?
27. Do you think that mastering your schoolwork is mainly your own responsibility?
28. Do you feel that you work much more slowly than most of the other people in school?
29. Do you feel that teachers often misunderstand or misjudge you?
30. Do the things you do every day seem satisfying and important to you?
31. Do you get much better marks in some school subjects than in others?
32. Do you like best those courses in which there are lots of facts to be learned from books?
33. Do you think you would get better grades if you could just get around to studying a little more?
34. Do your grades remain about the same from semester to semester and from year to year?
35. When you dislike a certain lesson, do you find that you can't force yourself to study it?
36. Does it seem to you that much of what you are taught in school is repeated over and over?
37. Do you look at a clock or watch frequently while you are studying?
38. Do you get interested enough in school work to study for an hour or more without distraction?
39. Do you think that studying just when you feel like it results in work that is about as good as you can do?
40. Do you feel that what is taught in some of your courses is just not worth learning?
41. Is your reason for studying primarily a desire to increase your own knowledge?

42. Do you find that most of your teachers talk in a manner that is difficult to understand?
43. Would you like to take some courses in school which you have not been in a position to take?
44. Does it bother you much when you think you deserve a better grade than the one you receive in a course?
45. Do you feel that teachers usually expect too much of students?
46. When you study, do you feel that your work could correctly be called problem-solving?
47. Do you think your school grades indicate pretty accurately how much you have learned?
48. In class, do you like to sit by yourself so that you can concentrate on learning?
49. Are you interested in the information presented in tables and charts in your textbooks?
50. In school, do you find some subjects so interesting that you would rather study them than do anything else in school?
51. In school, do you have to do a lot of things that you don't want to do?
52. Do you dislike reviewing for a test because it means learning a lot of tiresome stuff all over again?
53. Do you feel that studying effectively is a more difficult skill to learn than a physical skill, such as playing tennis?
54. Have you had some courses that never did succeed in interesting you?
55. Do you spend a lot of time studying during evenings or other out-of-school hours?
56. Would you agree with the statement that school grades do not mean very much?
57. Do you think that it will be a relief to finish school so that you will have no more examinations?
58. Do you like all, or nearly all, of the courses you take in school?
59. In some of your school subjects, do you read more than is required?
60. If you had complete freedom in making out your own program, do you think you would choose to take most of the courses you are now taking?

**APPENDIX F**



PARENT SURVEY INSTRUMENT

Below are a number of statements about education. Please read the statements carefully and then

\_\_\_\_\_ Put a check (✓) if you fully agree with the statement

\_\_\_\_\_ Put a cross (X) if you do not agree with the statement

- \_\_\_ 1. I am intensely interested in education.
- \_\_\_ 2. I went to school only because I was made to do so.
- \_\_\_ 3. I am interested in education but think that one should not get too concerned about it.
- \_\_\_ 4. I like reading thrillers and playing games better than studying.
- \_\_\_ 5. Education is of first-rate importance in the life of man.
- \_\_\_ 6. Sometimes I feel that education is necessary and sometimes I doubt it.
- \_\_\_ 7. I would not study if I did not have to pass tests.
- \_\_\_ 8. Education tends to make people snobs.
- \_\_\_ 9. I think time spent studying is wasted.
- \_\_\_ 10. It is better for boys and girls to get jobs when they are fourteen than to continue at school.
- \_\_\_ 11. It is doubtful whether education has improved the world or not.
- \_\_\_ 12. I have no desire to have anything to do with education.
- \_\_\_ 13. We cannot become good citizens unless we are educated.
- \_\_\_ 14. More money should be spent on education.
- \_\_\_ 15. I think my education is of use since I left school.
- \_\_\_ 16. I always read newspaper articles on education.
- \_\_\_ 17. Education does more harm than good.
- \_\_\_ 18. I see no value in education.
- \_\_\_ 19. Education enables us to live a less monotonous life.
- \_\_\_ 20. I dislike education because it means that time had to be spent on homework.
- \_\_\_ 21. I liked the subjects in school, but I did not like going to school.
- \_\_\_ 22. Education is doing far more harm than good.
- \_\_\_ 23. Lack of education is the source of all evil.
- \_\_\_ 24. Education enables us to make the best possible use of our lives.
- \_\_\_ 25. Only educated people can enjoy life to the full.
- \_\_\_ 26. Education does far more good than harm.
- \_\_\_ 27. I do not like teachers so I somewhat dislike education.
- \_\_\_ 28. Education is all right in moderation.
- \_\_\_ 29. It is enough that we be taught to read, write, and do sums.
- \_\_\_ 30. I do not care about education so long as I can live comfortably.
- \_\_\_ 31. Education makes people forget God and despise Christianity.
- \_\_\_ 32. Education is an excellent character builder.
- \_\_\_ 33. Too much money is spent on education.
- \_\_\_ 34. If anything, I must admit a slight dislike for education.

**APPENDIX G**

EXPERIMENTAL SAMPLE IN SCHOOL A

Student I.D.	Grade	Number of Years in Program	Sex	Student Score	Parent Score
2	7	1	F	35	1.98
4	7	3	M	19	3.13
6	7	3	M	30	2.45
9	7	3	M	19	2.06
11	7	3	F	34	2.76
12	7	3	F	14	2.32
13	7	3	F	15	2.65
15	7	3	M	21	1.19
17	7	3	F	31	1.19
18	7	2	F	28	3.28
20	7	3	F	34	2.32
21	7	3	F	25	1.94
24	7	1	M	38	2.01
26	8	2	F	37	2.34
27	8	3	F	31	2.83
28	8	1	F	19	2.29
29	8	3	F	34	2.29
31	8	1	M	30	2.73
32	8	2	M	25	5.47
33	8	3	M	22	2.01
36	8	3	F	21	1.92
42	8	1	F	21	2.08
43	8	2	F	28	2.58

N = 23

EXPERIMENTAL SAMPLE IN SCHOOL B

Student I. D.	Grade	Number of Years in Program	Sex	Student Score	Parent Score
47	4	2	M	32	2.21
49	4	3	M	26	3.09
50	4	2	M	25	6.08
51	4	2	M	37	2.06
54	4	1	F	33	2.54
56	4	1	F	38	2.88
58	4	2	F	34	3.99
61	4	1	F	30	2.32

N = 8

EXPERIMENTAL SAMPLE IN SCHOOL C

Student I.D.	Grade	Number of Years in Program	Sex	Student Score	Parent Score
62	6	3	M	23	4.85
63	6	3	M	25	3.76
65	6	3	F	35	3.71
67	6	3	F	28	1.69
68	6	2	F	28	2.49
69	6	2	M	32	2.79
71	6	3	M	39	2.18
72	6	2	M	34	2.83
73	6	2	M	27	2.83
77	6	3	F	29	4.62
78	6	3	F	27	4.03
79	6	3	M	36	2.92
81	6	3	M	25	3.03
83	6	3	F	36	4.58
86	5	1	M	31	6.28
87	5	1	M	32	2.18
89	5	2	M	20	2.46
90	5	3	M	16	1.88
92	5	2	F	26	2.46
94	5	2	F	25	1.98
100	5	3	F	39	3.26
102	5	1	F	19	1.98
104	5	1	M	21	3.08

EXPERIMENTAL SAMPLE IN SCHOOL C  
(Continued)

Student I.D.	Grade	Number of Years In Program	Sex	Student Score	Parent Score
106	5	2	M	31	5.26
108	5	1	F	23	3.71

N = 25

EXPERIMENTAL SAMPLE IN SCHOOL D

Student I. D.	Grade	Number of Years in Program	Sex	Student Score	Parent score
111	6	3	M	15	5.70
112	6	1	M	26	1.88
114	6	1	F	20	3.88
115	6	1	F	18	2.64
118	6	3	F	28	2.32
121	5	3	M	28	1.94
122	5	3	M	23	2.20
124	6	2	M	24	1.41
125	5	3	M	23	2.18
126	5	1	M	31	2.05
127	5	1	M	22	1.91
129	5	3	F	24	2.48
133	5	3	F	32	1.77
134	5	1	F	32	5.63
137	4	2	M	33	3.98
139	4	1	M	29	1.97
142	4	3	M	27	2.25

N = 17

EXPERIMENTAL SAMPLE IN SCHOOL E

Student I.D.	Grade	Number of Years in Program	Sex	Student Score	Parent Score
145	4	3	M	36	2.48
146	4	2	M	30	4.21
149	4	2	M	28	1.98
152	5	2	M	18	3.69
153	5	2	M	25	3.69
154	5	3	M	35	1.94
156	5	3	M	24	4.50
158	5	3	F	36	3.56
160	5	3	F	23	1.63
163	5	2	M	19	3.51
167	5	3	M	38	3.69
169	5	2	F	30	2.42
170	6	3	F	36	3.69
172	6	3	M	30	2.48
174	6	2	F	33	1.91
175	6	3	F	36	1.94
178	6	2	F	19	2.69
179	6	3	F	34	2.76
180	6	3	F	18	1.98
181	6	3	F	26	2.14

N = 19



EXPERIMENTAL SAMPLE IN SCHOOL F

Student I. D.	Grade	Number of Years in Program	Sex	Student Score	Parent Score
182	4	1	F	27	2.14
184	4	3	M	39	2.81
185	4	2	M	40	1.78
186	4	2	F	32	2.20
189	4	3	F	25	4.51
190	4	1	M	33	1.94
193	4	1	M	35	1.94
194	4	1	F	26	3.24
197	5	2	M	41	2.11
200	5	3	F	37	5.87
202	5	1	F	22	2.70

N = 11

**APPENDIX H**

CONTROL SAMPLE IN SCHOOL A

Student I. D.	Grade	Sex	Student Score	Parent Score
2	8	M	26	3.03
3	7	M	35	3.64
5	7	F	19	4.37
6	8	F	32	1.98

N = 4

CONTROL SAMPLE IN SCHOOL B

Student I. D.	Grade	Sex	Student Score	Parent Score
8	4	M	39	2.82
9	4	F	28	2.86
11	4	F	35	1.63
12	4	M	25	2.43

N = 4

CONTROL SAMPLE IN SCHOOL C

Student I. D.	Grade	Sex	Student Score	Parent Score
16	5	M	24	1.98
19	5	F	33	2.06
20	5	M	30	2.81
22	5	M	25	3.38
24	5	F	29	7.13
26	5	M	24	2.21
28	5	F	27	3.85
32	6	F	27	2.10
33	6	M	28	2.59
34	6	F	23	2.27
35	6	M	27	1.83
36	6	F	38	2.99
37	6	F	37	2.92
38	6	M	35	2.90

N = 13

CONTROL SAMPLE IN SCHOOL D

Student I. D.	Grade	Sex	Student Score	Parent Score
39	4	M	30	1.91
40	5	M	34	2.71
41	5	M	32	3.09
42	5	F	34	1.91
44	6	F	20	3.22

N = 5

CONTROL SAMPLE IN SCHOOL E

Student I. D.	Grade	Sex	Student Score	Parent Score
48	4	F	32	4.06
49	4	F	32	4.21
53	5	M	36	3.08
54	5	M	33	1.84
56	5	F	45	1.69
60	6	M	33	4.06
61	6	F	32	2.96
62	6	F	34	2.27

N = 8

**APPENDIX I**

COPY

CTB McGraw-Hill  
Del Monte Research Park, Monterey, California 93940 - Telephone 408/373-2932

January 16, 1974

Mr. Ron Groseclose  
2333 Catherine St.  
Bristol, VA 24201

Dear Mr. Groseclose:

After a study of our archives for the California Study Methods Survey, I would suggest as the best possible use of this instrument:

- 1 - Reading the items aloud to all students below grade 7 and explaining all words that are not in the vocabularies of the children being tested.
- 2 - If you are testing only Attitude toward School, use only those items that are used to provide that score.
- 3 - Use the norms as provided, but, of course, explain in full in your dissertation that these were derived from older students.

There are no norms available for students below grade 7, and I can find no evidence of its being used there. However, since the vocabulary level is above that of fourth graders, the test could be used as low as grade 4 if synonyms are provided for such words as stimulated, limitations, concentrating, etc. I would also suggest that you look up the book Scales for the Measurement of Attitudes, by Shaw and Wright, published in 1967 by McGraw-Hill. Exhibit 10-1 on p. 504 may be of use to you.

Sincerely yours,

/s/ William E. Kline  
Director, Test Development

WEK:tk

**APPENDIX J**



## Letter to Parents

Identical letters of which the content follows, were sent to parents of all students in both groups under the letterhead of the appropriate school.

Dear Parents:

Your child's school is cooperating with East Tennessee State University, Department of Education, in conducting a survey to see how people feel about education.

The attached survey will give information which will enable us to develop better programs for the students in all the schools in Bristol.

Please answer all of the 34 questions on the survey form and let your child return it to the school tomorrow. You do not have to sign your name. All forms have been coded according to school and grade level of the child. Your individual responses will be kept confidential and only a complete summary of the findings of all parents will be used in the study. Keep in mind that the data gathered by these forms will be extremely important to the planning of future educational programs for your children.

Your cooperation in helping to improve educational opportunities for all our students will be appreciated. Thank you for your assistance.

Sincerely,

/s/ James R. Groseclose  
ETSU Representative

**APPENDIX K**

COPY

EAST  
TENNESSEE STATE UNIVERSITY  
Johnson City, Tennessee 37601

COLLEGE OF EDUCATION  
Department of Education

March 7, 1974

Dear Teachers,

Thank you for your cooperation and help with the student-parent attitude survey. I believe the results of this comprehensive investigation will prove to be beneficial to all the students in the Bristol Virginia School System.

I enjoyed working with your students and hope that my interruption did not disturb your plans to any great degree.

Again, thank you for your assistance and time in this important educational matter. If I can be of any help to you in the future, please feel free to contact me.

Sincerely,

/s/ James R. Groseclose