

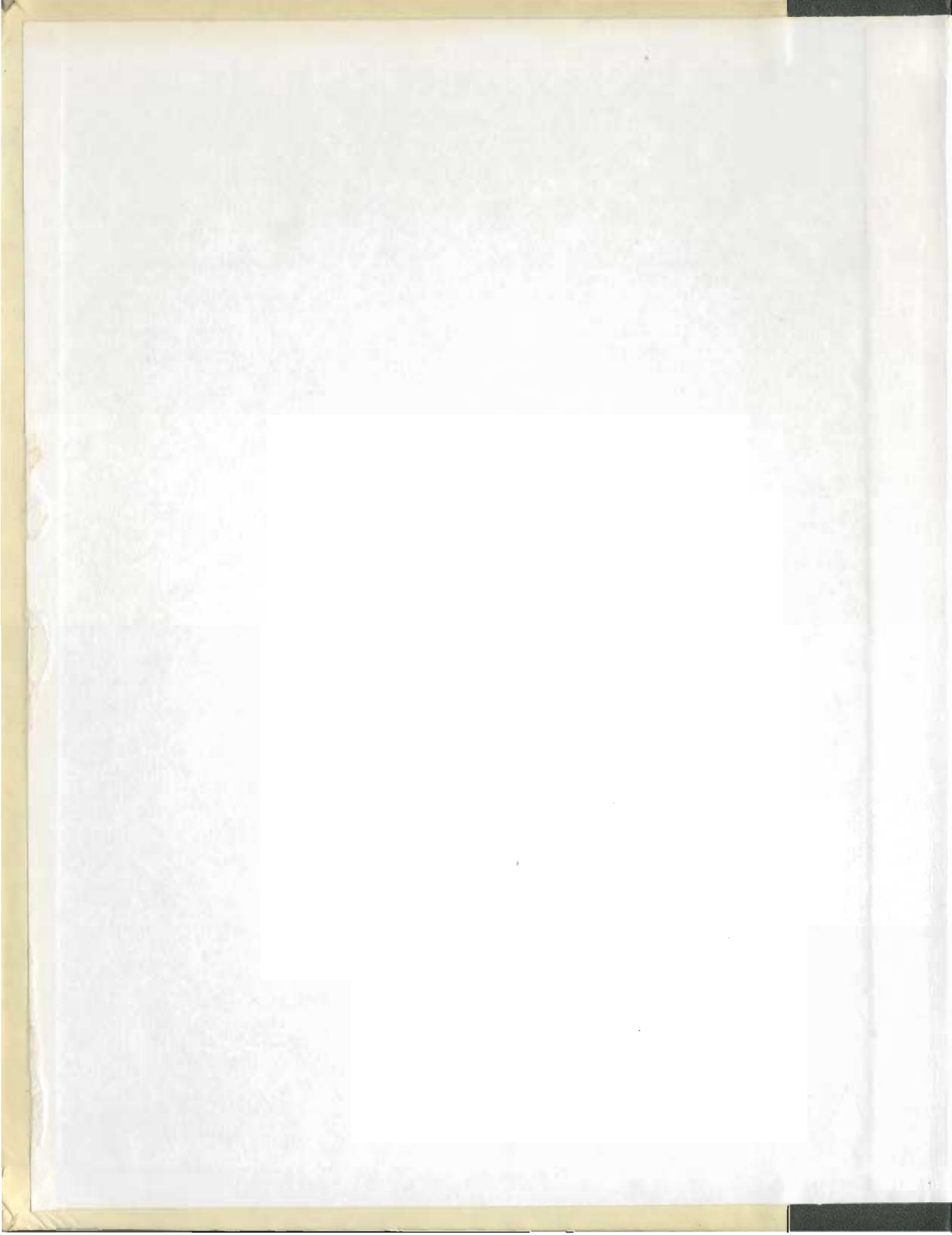
A PARENTAL ATTITUDINAL ASSESSMENT AS A BASIS FOR
A SCHOOL BOARD PUBLIC RELATIONS PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

THOMAS J. GRACE



c.1

341589



A PARENTAL ATTITUDINAL ASSESSMENT
AS A BASIS FOR
A SCHOOL BOARD PUBLIC RELATIONS PROGRAM

by



Thomas J. Grace

A Thesis
Submitted to the Faculty of Education
in Partial Fulfillment of the Requirements for the
Degree of
MASTER OF EDUCATION
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
August 1972

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "A PARENTAL ATTITUDINAL ASSESSMENT AS A BASIS FOR A SCHOOL BOARD PUBLIC RELATIONS PROGRAM" submitted by Thomas J. Grace in partial fulfillment of the requirements for the degree of Master of Education.

Dr. Frederick Buffett (Supervisor)

Internal Reader

External Reader

ABSTRACT

The objective of this research has been to provide the St. John's Roman Catholic School Board with an assessment of parental attitudes concerning the existing state of education within the schools under its jurisdiction so that the Board might begin to initiate a formal public relations program. In order to establish direction and guidelines for the program, this study endeavored to measure parental acceptance or rejection regarding various aspects of finance, discipline, curriculum, teacher image and the school board. To further facilitate the organization of the public relations program, the investigator has attempted, through the use of social variables, to locate those segments of the parent population which displayed strong negative responses on any of the items in the questionnaire.

A Likert-type scale consisting of 50 items related to the five divisions of education outlined above was used to gauge parents' attitudes. Before the instrument was considered acceptable for use in the study, it underwent several informal examinations and was finally subjected to a test-retest reliability study. The questionnaire was then distributed to 200 students who had been selected at random from classlists provided by grade four teachers. Each student was given two questionnaires to bring home and to return to the school. Of the 400 questionnaires administered, 331 were returned of which 307 formed the basis for the final analysis.

(ii)

Before the main analysis of the raw data, χ^2 analyses were completed to determine whether or not any significant interaction was prevalent among the social variables. Following this, each of the 50 items was subjected to a one-way analysis of variance for each of the social variables. When significant F ratios appeared, the means of that analysis were compared by the Newman-Keuls comparison of ordered means in order to ascertain where the significant difference existed. In addition to these analyses, Table X was constructed to show the percentage of responses for each position on the attitude scale for each item. The analyses for each item were then summarized in chapter five.

The summary of all the analyses clearly indicated that there was a definite need for the St. John's Roman Catholic School Board to develop a public relations program which would establish methods by which parents would come to know, understand and respect the work of the Board in its efforts to improve the quality of education in the schools under its authority. This was the main recommendation of the study. Among the other recommendations of the study, it was suggested that the School Board examine its educational program with a view to changing the curriculum so that parents perceived the educational process as being relevant to the student's later life situation; that teachers be made aware of the role which good public relations plays in aiding them to succeed in their task of educating

(iii)

youth; and that the new School Board be cognizant of the high expectations held for them by parents.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the advice and guidance of Dr. Frederick Buffett, Associate Professor of Education, Memorial University of Newfoundland, the supervisor of this thesis. Gratitude is also expressed Dr. Hubert Kitchen, Associate Professor of Education, Memorial University of Newfoundland, for his assistance in the development of the survey instrument and to Dr. Robert Crocker, Associate Professor of Education, Memorial University of Newfoundland, for his advice in the preparation of the statistical analyses.

Appreciation is also expressed to my fellow graduates who assisted me in the construction of the questionnaire; to the teachers and principals who were invaluable in the administration and collection of the data; and to the parents who consented to cooperate in the reliability study.

Finally, the author wishes to express his gratitude to the St. John's Roman Catholic School Board for granting permission for the study to be conducted in its schools and to the many parents who so willingly took the time to complete the questionnaire.

TABLE OF CONTENTS

	PAGE
Abstract	(i)
Acknowledgements	(iv)
CHAPTER I	
THE PROBLEM	1
Introduction	1
Statement of the Problem	4
Purpose of the Study	5
Need for the Study	7
Limitations of the Study	10
CHAPTER II	
INSTRUMENTATION AND SURVEY PROCEDURE	12
Type of Instrument	12
Divisions of the Instrument	13
Refinement and Validation of the Items	14
Reliability Study	16
Survey Procedure	21
CHAPTER III	
REVIEW OF RELATED LITERATURE	24
Necessity of Public Relations	24
Attitudinal Assessment and Public Relations	35
Parental Areas of Educational Interest	37
Social Variables and Parental Attitudes	45
Related Studies in Public Relations	51

CHAPTER IV

	PAGE
ANALYSIS OF DATA	53
Choice of Analyses	53
X ² Analysis	54
Geographic Area and Levels of Education	56
Geographic Area and Age	57
Age and Levels of Education	58
Levels of Education and Sex	59
One-way Analysis of Variance	60
Geographic Area	62
Levels of Education	66
Age	70
Sex	74
Percentages of Responses	79
Finance	79
Discipline	80
Curriculum	81
Teacher Image	83
School Board	85

CHAPTER V

FINDINGS AND RECOMMENDATIONS	86
Findings	89
Finance	89
Discipline	92
Curriculum	96
Teacher Image	99
School Board	101
Recommendations	103
Finance	103
Discipline	105
Curriculum	106
Teacher Image	108
School Board	110
Further Studies	111
Comparative Studies	112

	PAGE
BIBLIOGRAPHY	116
APPENDICES	122

LIST OF TABLES

TABLE		PAGE
I	Reliability Coefficients and Corresponding Z Scores	17
II	χ^2 for Geographic Area and Levels of Education	56
III	χ^2 for Geographic Area and Age	57
IV	χ^2 for Age and Levels of Education	58
V	χ^2 for Levels of Education and Sex	59
VI	One-way Analysis of Variance for Geographic Area	62
VII	One-way Analysis of Variance for Levels of Education	66
VIII	One-way Analysis of Variance for Age	70
IX	One-way Analysis of Variance for Sex	74
X	Percentage of Responses for each Position on the Attitude Scale	79

CHAPTER ONE

THE PROBLEM

Introduction

Confrontation between the general public and the long established institutional sectors of society has become emblematic of the latter half of this twentieth century. Initially concern and then indignation have led the public to organize protest movements which have affected major changes within the economic, political and religious spheres of life. To the surprise of many of the leaders in these fields, it became abundantly clear that they were not attuned to the pulse of the public. Almost overnight, such well entrenched tenets as the acceptability of unlimited industrial growth irrespective of the cost to the social and ecological environment; and the power of governing bodies, in closed session, to best decide the destiny of peoples have come crumbling down. New codes of operation for organizations are gradually being formed through public pressure: generally these directives are the result of dialogue between the public and representatives of the organizational hierarchy; however, standards have been imposed upon organizations without such consultations.

As one of the well established institutions of our society, educational systems have not been able to escape the attention of the protest movements. With the tremendous expansion of opportunities

for higher learning, the general public's level of educational awareness and understanding has become much more sophisticated, thereby exposing education and the school systems to a most exacting form of scrutiny. Such heightened educational consciousness, linked to the growing sense of militancy in society concerning deep-rooted issues, has brought great pressure to bear upon those responsible for the organization and operation of the school systems to justify their methods and work in the light of contemporary life styles. Thus the task of defining the relationship of and the degree of interaction between the school and the community it serves has risen to be one of the most crucial for present-day educationalists.¹

While educators have always been morally and legally accountable to society, insights into the operation of the schools have been given more as a courtesy than as an obligation. If not by intent, then by tradition, educators assumed the full responsibility for the academic development of the student. This mystic of learning with which educators cloaked themselves served to keep the public outside the walls of the classroom. It also engendered within the public a feeling of inadequacy concerning educational matters and handicapped them from making many valuable contributions to the field of education.²

¹Roald Campbell and John Ramseyer, The Dynamics of School Community Relationships (New York: Allyn and Bacon Inc., 1955), p. 185.

²A. John Bartky, Social Issues in Public Education (Boston: Houghton Mifflin Co., 1963), p. 154.

People viewed the school as a place from which they received an education but to which they seldom gave anything except in a financial manner.

But with the development of the school systems came research which dealt with the child's socio-economic status as it related to school readiness and academic achievement. As the findings and recommendations of these studies became available to the public, people began to recognize the commonalty of purpose and interaction between themselves and the schools in the total maturation of the child.³ In order that the most efficient and effective use of resources for the development of the child be made, emphasis began to be placed upon the establishment and maintenance of liaison between the school and the community.

While endeavouring to combine all available resources to strengthen the power of education, educators must face the problem of preserving educational autonomy. With the schools so totally dependent upon the financial and moral support of the public, the question arises as to whether financial and legal ownership of the schools by the public permits the public to dictate the totality of the education process. Campbell and Ramseyer state that whereas the public has the prerogative to determine what is to be taught in the

³Ibid., p. 149

schools, it must be left to the expertise of the professional educator to decide how it is to be taught.⁴ To stress the importance of retaining professional autonomy, McCloskey contends that even in respect to deciding what is to constitute the curriculum of the schools, the public has to be guided by educators so that subject matter which might contravene the purposes for valuing education might not be selected.⁵ The decision-making process, while no longer within the absolute control of the educator, cannot be permitted to pass completely out of his control.

To achieve a mutual understanding and respect of each others rights and responsibilities in the education of youth, communications between the public and the school systems are essential. Without such communications, fruitless conflicts can arise; resources, both human and financial, can be wasted; the school can become irrelevant within the social context; and students do not obtain the benefits which a modern education purports to give them.

Statement of the Problem

In the establishment and maintenance of effective dialogue between the school and its public, the assessment of parental attitudes

⁴Campbell and Ramseyer, op. cit., p. 52.

⁵Gordon McCloskey, Education and Public Understanding (New York: Harper and Row, 1967), p. 28.

toward the existing educational structure is a very essential element. This study proposes, as part of the development of a school board public relations program, to determine what the parents of children attending schools under the jurisdiction of the Roman Catholic School Board for St. John's think concerning five aspects of education: Finance, Curriculum, Discipline, Teacher Image, and the School Board. The study also attempts to ascertain if there is any significant difference of opinion between these parents based on the social variables of sex, age, geographic area and level of education.

Purpose of the Study

The organization of a good educational system is a very complex task, requiring the moral and financial support of the public which the system will serve. The strength of that public support will be, to a large extent dependent upon the type and frequency of communications between the schools and the public. However, before a concerted effort can be made to interpret the school to the public and the public to the school, there has to be some appreciation of the public's feelings toward the educational system as it exists in its present state. Part of such an analysis would entail an attitudinal survey of the public on a variety of educational issues related to the particular school system concerned.

This study is designed to determine what parents, having

children in schools under the authority of the Roman Catholic School Board for St. John's, think with regard to the aspects of education outlined above as they apply to the schools of the Board: and to, thereby, provide the Board with a basis for the initiation of a system-wide school-community public relations program.

In addition to helping define the issues upon which the Board should base its communications, the survey will include the social variables listed above. The inclusion of these is intended to isolate, wherever possible, the sources of the attitudes so that the Board's program can be structured to cope with problems that are associated with only a definite segment of the parents served by the School Board. In the analysis of the responses it may be found that particular issues elicit different attitudes according to the nature and the background of the parents. In such circumstances the School Board's program would require a degree of selectivity. The use of these variables permits this to be done.

While the study is primarily structured to solicit parental attitudes in relation to specific aspects of education within the Roman Catholic School Board for St. John's, some of the items in the questionnaire are of a general nature. Since this is the first attitudinal study of its kind to be conducted within this school board, it was not possible to encompass all the dimensions of the five major areas of

the investigation. So as to obtain some indication of parental attitude on as many aspects of education as possible and to open up avenues for subsequent study, general items were made part of the present study.

Although the study is designed to provide a basis for a school board public relations program, the writer does not infer that such an attitudinal analysis should constitute the sole basis of a program. To develop an effective and efficient public relations program, other studies would have to be carried out to determine community power structure, the degree of actual knowledge regarding education within the school system and the most commonly used channels of communication.

Need for the Study

Within recent years the St. John's Roman Catholic School Board has been the object of a great deal of criticism by parents whose children attend its schools. Having failed to initiate any formal means of dialogue with the parents, the School Board has allowed itself to become a target for rumor, misinformation and personal invective.

In a CBC radio and TV panel discussion, the lack of communications between the parents and the Board was pointed out as parents complained that the Board often calls on them for financial assistance

but that it does not provide them with the opportunity of voicing their concern with respect to the operation and management of the schools.⁶

Many parents are of the opinion that the School Board does not want them to know the business of the Board. This alienation of parents has made them less than sympathetic to the difficulties encountered in the administration of the schools. It has also become the spawning ground for much of the rumor and misinformation regarding the affairs of the School Board.

During the period of September 1968 to June 1970, the School Board experienced a number of serious setbacks in the operation of several of its schools. As a result the public relation problems of the Board became much more acute.

In September 1968, the School Board was faced with a severe overcrowding condition in its three regional high schools. To resolve the shortage of teaching space, the Board decided, against the advice of several influential educators and of members of the laity, to institute a three shift system. The three shifts meant that students began school at 8:30 A.M. and finished at 6:00 P.M. However, this arrangement did not function to the satisfaction of either the students or their parents, and on September 12, the students of the three regional high schools walked out in protest to the new school day.⁷

Confronted with the walkout of its high school students and

⁶Here and Now CBNT - TV Public Affairs Program, St. John's, Newfoundland. October 15, 1968.

⁷"R.C. Students Protest 3 Shift System" The Daily News, September 12, 1968, p. 16.

mounting pressure from parents, the Board was forced to return to the regular school hours and to purchase a large number of portable classrooms. But this expenditure necessitated the levying of a ten dollar monthly assessment upon each family having a child in one of the Board's schools. Because previous school assessments had been considerably lower than this, the Board experienced more negative reaction from the parents.

The destruction by fire of two elementary schools belonging to the St. John's Roman Catholic School Board further extended the financial demands of the Board. In order to provide for the students of these schools, the Board had to adopt very stringent measures with regard to its capacity to meet previous commitments.

In March of 1970, the presiding School Board decided that a new Board should assume the administration of the schools as of that September. The new Board, unlike previous ones which had had its members appointed by the religious authorities, would have a majority of its members elected by the parents served by the Board. The change of membership on the Board meant that almost all the new members would have had little knowledge of previous School Board transactions but yet, they would be required to meet the demands of the students and parents almost immediately.

At the time of this study, the Roman Catholic School Board

did not have any organized public relations program through which it could communicate with parents; nor did it have any agency which could assess parental feeling about the school system or its administration. The only indications of parental attitude come from occasional letters to the Board or from editorials in the local newspapers. These are not reliable measures of parental attitude nor do they often touch upon the less crucial matters of education which contribute so much to the general attitude of parents toward the existing state of the school system.

Since this study intends to cover a variety of educational topics, it should provide a rather reliable estimate of the degree of approval or disapproval which prevails among parents regarding education within the St. John's Roman Catholic School System. It should also aid the members of the new School Board to establish priorities should they decide to establish a formal public relations program.

Limitations of the Study

The population for the study has been selected from parents of fourth grade students who were attending schools under the jurisdiction of the St. John's Roman Catholic School Board during the 1969-70 school year. Consequently, findings of the study do not represent the feelings of parents whose children may have graduated from the system nor of parents whose children have not begun to

attend school. This omission is not meant to imply that these people do not constitute a force in the public support of the educational system; but since most of the items in the questionnaire could only be validly answered by parents with direct contact with the schools, the former groups have not been included as part of the sampling population.

CHAPTER TWO

INSTRUMENTATION AND SURVEY PROCEDURE

Type of Instrument

In order to determine the differentiation of attitudinal response, a Likert five-point scale was used. This would provide an indication of the saliency and direction of an attitude in relation to any one questionnaire item. Items were scored 5, 4, 3, 2, 1 to correspond to the categories of "strongly agree - SA," "inclined to agree - IA," "undecided - UD," "inclined to disagree - IDA," and "strongly disagree - SDA."

The "agree" and "disagree" categories were changed to read "inclined to agree" and "inclined to disagree." It was felt that some people might not totally agree or disagree with a particular item but would be tending in one direction or the other. Also, the primary purpose of the research was to establish the degree of approval or disapproval with the various aspects of education under consideration; and the former set of responses might yield a greater frequency of "undecided" responses than should be the case.

To minimize the effect of response set, the items have been positively and negatively worded. However, no conversion of scores was necessary since there was a separate analysis of variance for each item.

Division of the Instrument

Since the purpose of the study is to provide the St. John's Roman Catholic School Board with a basis for initiating a system-wide public relations program, the questionnaire has been sectioned so as to incorporate those aspects of education which have proven to be of most interest to parents. From the literature on parental interests in education and from the comments of parents, teachers and administrators with the St. John's Roman Catholic School System, the points of major concern appear to be finance, curriculum, discipline, teacher quality and the operation of the school board.

Information regarding the respondents' geographic locale, sex, age and level of education was obtained by the use of a personal data sheet which was attached to the questionnaire.

Selection of Questionnaire Items

Items for the questionnaire have been drawn from a number of sources. Most of the items have been taken from the literature related to each of the five aspects of education under consideration. A number of scales in the area of educational attitudinal measurement were also reviewed for appropriate statements. Two classes of third and fourth year education students at Memorial University contributed to the development of the questionnaire by stating their opinions with regard to the five divisions of the questionnaire. Preliminary work

with parents and educators also turned up a number of items not mentioned by previous sources.

In all instances the selection of items was based upon the applicability of the statement to the educational situation within the St. John's Roman Catholic School System.

Refinement and Validation of the Items

In order to select items for each of the five major categories of the questionnaire, each category was divided into a number of subheadings. Using these subheadings as guidelines, items were chosen to form the first draft. This form contained seventy-five statements.

The questionnaire, along with a brief explanation of the study, was then submitted to twenty fellow graduate students who reviewed it for ambiguities and confusing statements. A copy of this form may be found in appendix A.

Following this examination, another form of the questionnaire was constructed and distributed to a sample of eight principals of schools with the St. John's Roman Catholic School Board. These principals were chosen because their schools were representative of the geographic areas in the study. In addition, the parents who had children attending these eight schools were thought to be very representative of the population of parents across the social variables.

Principals were requested to examine the questionnaire using

the following criteria:

1. Please place a check mark opposite the number of any item which you feel is not of interest to parents within St. John's Roman Catholic School System.
2. In the space provided at the end of the questionnaire, note any aspect of education which you feel is of interest to parents within the St. John's Roman Catholic School System but which is not included in this present list of items.

Appendix B contains a copy of the questionnaire sent to the principals.

A revised form of the questionnaire incorporating the comments and suggestions of the principals was made; and this, along with a covering letter, personal data sheet and directions for the completion of the questionnaire, was administered to a sample of sixteen parents.

This group of parents was selected by the investigator in such a manner that the total range of social variables to be used in the final form of the instrument would be covered. In the presence of the investigator, these parents were asked to read the complete questionnaire and to note any parts that they found difficult to interpret. In this way, it was hoped that the readability and clarity of the survey instrument would be established. As a result of this review by parents, two items were omitted from the questionnaire due to the difficulty of interpretation. Other minor changes were affected to some items and to the form and wording of the covering letter. See

appendix C.

A fourth edition of the questionnaire was then constructed and submitted to a panel of university professors. These examiners suggested several additional items for the questionnaire. They also recommended a few minor changes in the form of the covering letter. With these changes incorporated into the questionnaire, a final form was made ready for the reliability study. See appendices D and E.

Reliability Study

The reliability of the instrument was established by the test-retest method. This involved the testing of twenty-five parents from one of the schools under the jurisdiction of the St. John's Roman Catholic School Board. Their cooperation was obtained through a letter sent to a number of parents asking them if they would be willing to take part in the development of a questionnaire to measure parental attitudes toward education within the schools of the St. John's Roman Catholic School Board (see appendix F). The parents who replied that they would participate in this part of the research were carefully screened to insure that they were not among the parents who had been chosen for the final study.

In late May of 1970, a copy of the questionnaire and a covering letter (see appendix G) were sent to these parents by way of their children. Three weeks later another copy of the questionnaire, along

with another covering letter (see appendix H), was administered in the same manner. All the questionnaires sent out in the reliability study were completed and returned to the investigator. The teachers connected with the reliability study assisted by keeping a record of the questionnaires as they were returned.

To calculate the total reliability coefficient for the questionnaire, a reliability coefficient was found for each of the parents. These coefficients were then transformed to Z scores which were added, averaged and then converted back to an overall reliability coefficient. According to this procedure, the reliability for the questionnaire proved to be +.64.

The formula used for the conversion of reliability coefficients to Z scores is

$$Zr = \frac{1}{2} \log_e(1+r) - \frac{1}{2} \log_e(1-r)$$

and for the conversion of the average Z score to an "r" is

$$r = \frac{e^{2Zr} - 1}{e^{2Zr} + 1}$$

The following table represents the reliability coefficients and their corresponding Z scores for each respondent in the reliability study.

Table 1
Reliability Coefficients and Corresponding
Z Scores

Persons	r	Z
1	.93	1.658
2	.89	1.423
3	.81	1.129
4	.75	.973
5	.75	.973
6	.72	.908
7	.69	.849
8	.69	.849
9	.68	.830
10	.66	.794
11	.65	.776
12	.63	.744
13	.61	.709
14	.56	.638
15	.55	.619
16	.54	.605
17	.54	.605
18	.52	.576
19	.51	.563
20	.51	.563
21	.51	.563
22	.46	.497

Table 1 (continued)

Persons	r	Z
23	.44	.473
24	.39	.412
25	.24	.245
Total Zr		18.938
Average Zr		.756

$$r = \frac{e^{2Zr} - 1}{e^{2Zr} + 1} = .64$$

The reliability form of the questionnaire contained ten items relating to five topics. Each topic had a negative and positive item. The purpose of these items was to give an indication of the degree of consistency shown by each of the respondents. The topics and the items are given below.

Planning

A great deal of planning is done by the school board before money is spent.

Much money is wasted by the school board because there is not enough planning being done.

Teacher Equity

Our teachers treat students fairly.

In our schools students are often punished unjustly.

Teachers' Salary

Teachers are being paid more than they should be.

Teachers' Salary (continued)

Higher salaries should be paid to teachers.

Athletics

In our schools too much time is spent in sports activities.

Not enough time is given to athletics in our schools.

Discipline

The discipline in our schools is good.

Our teachers have very little control over their students.

A degree of consistency was obtained by comparing the respondent's score on the positive items with that of the negative items. An inconsistency was considered to exist when a respondent's score on the positive item was on the same end of the scale as the score on the negative item for the same topic. If an individual scored a 4 or 5 on the positive item, the score on the negative item of that same topic should be 1 or 2. However, if the score on the negative item was also 4 or 5, then an inconsistency was recorded since both scores were on the same end of the scale for the same topic.

The pre-test and post-test scores were compared and of the 250 combinations, 46 inconsistent scores were recorded: 25 in the pre-test and 21 in the post-test. Throughout the reliability study, the respondents proved to be 82% consistent in answering the positive and

negative items. Over the five sets of items the inconsistencies were distributed pre - post as: planning 6 and 7; teacher equity 5 and 5; teachers' salary 0 and 2; athletics 11 and 7; discipline 2 and 1.

Survey Procedure

In order to obtain a cross-section of the parents who have children attending schools under the jurisdiction of the St. John's Roman Catholic School Board, a letter was sent to all the principals of the elementary schools asking them for the permission to work with the grade four classes. (See appendix I). This grade level was chosen since it was felt that it would contain the first children of young parents and the last children of older parents; thus, providing a more representative sample of the parent population than might be obtained if another grade level were used.

A covering letter was also sent to the grade four teachers outlining the purpose of the study and asking them for their co-operation in compiling a classlist and in the distribution and collection of questionnaires. Specific directions for the compilation of classlists were given to the teachers. (See appendix J).

From the classlists provided by the teachers, a table of random numbers was used to select 200 students whose parents would constitute the sample for the study. The student sample was checked

for duplication of families. Where it was found that two students from the same family had been drawn, another student was picked from the classlists using the same procedure.

When the final sample of students had been chosen, a packet of two questionnaires was prepared for the parents of each student. These were then brought to the 29 schools involved in the study by the investigator and given to the teachers for distribution to the students. The teachers were given a list which contained the name of the student and a code number for the questionnaire. As each questionnaire was returned, the teacher was to place a check mark next to the student's name and to put the code number on the outside of the questionnaire envelope. In this way it was hoped that it would be possible to identify those parents who did not return the questionnaire and later follow-up work would be much easier to do. The students were instructed to return the questionnaires within a week of the distribution.

The investigator visited the schools three times to collect the returns, with an interval of approximately a week between each visit. Having done this, the names of the non-respondents were obtained from the class registers and these were contacted by phone and later visited by the investigator. The combined visits to the schools and the personal follow-ups produced 331 returns of the 400 questionnaires

used in the study.

When the final return date had passed, it was found that some of the respondents had omitted some portion of the personal data. As many of these parents as possible were contacted and asked to supply the missing information. Some parents returned the questionnaires but did not complete them. Talks with the teachers in whose classes the children of these parents were revealed that most of these parents were of a low socio-economic level. However, three parents would not complete the questionnaire because they feared that it would be used by the School Board to impose some form of stronger school assessment upon them.

When all the returns were checked for completion, the final number of usable questionnaires was 307.

While there were 97 non-respondents, the distribution of respondents across the social variables seems to indicate that no systematic bias was introduced into the study.

A final version of the questionnaire is presented in appendix K.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

Necessity of Public Relations

In chapter one, reference was made to the definition and clarification of the essential, but delicate, development of school - community interaction. In what ways does the school serve the community and the community serve the school? To what degree does the obligation of service permit the served to maintain control over the functions of the server? From which sector, school or community, do change and innovation initiate? Such are the difficulties that confront the school administrator and the general public. Although the reality of interaction is often painfully obvious, the boundaries of interaction are very much a matter of contention in today's society. If there is to be any workable solution to this problem, it can only result when communications exist to bring about a mutual understanding of each party's role in the education of youth.

In the light of current educational events throughout the world, there appears to be communication voids between educational institutions and the communities in which they function. This lack of planned interaction is leading to a widening of the gap between the educational aims of the institutions and the expectations of society.

It is this divergence of aims and objectives that has given such

impetus to the student protest movement on the campuses of universities around the globe. Many students have become very cognizant of the irrelevance of many of their courses for future life and of their very limited voice in the decision-making processes of the university. Realizing that this condition would not achieve the goals for which they have set out, students have begun to demand the right to play a more prominent role in the affairs of the universities. Many university administrators have also come to the realization that the only effective way of warding off an impasse between the institution and the students is to initiate changes which will permit the students to contribute to the development of university life.

While the student movement may not be said to have triggered public concern in education, it has certainly revitalized it and started more people thinking about the interaction of the schools and society. The interest has always been there and it is well documented in studies by Stout and Langdon⁸, and Hynes and Grobman⁹: it has been essentially a passive form of interest which left the decision-making process almost entirely in the hands of the school

⁸Irving W. Stout and Grace Langdon, "What Parents Want to Know About Their Child's School," Nations Schools, LX (August, 1957), pp. 45-47.

⁹Vince Hynes and Hilda Grobman, "What Parents Think of Their Schools and What They Know About Them," National Association of Secondary School Principals, IXL (February, 1957), pp. 15-25.

administrator.

However, the same is not true of today's society. It is demanding a greater degree of accountability from its schools and it wants to know what the schools are doing and why before it grants its moral and financial support. This new sense of militancy emphasises the need for educators to open up avenues of communications. McCloskey points out that since the public is determined to become involved in educational matters, it becomes the responsibility of educators to ensure that they receive the proper guidance to perceive the educational opportunities available to their children.¹⁰ Without the opportunity for the public and school to discuss their ideas, decisions may be forced upon the schools which would hinder their progress. Whether school administrators wish it or not, they will have public relations; and as a matter of professional survival, these must be given structure and direction.¹¹

Given the involvement of the public in the decision-making process of education, a study conducted by William Todd demonstrates the importance of having a well defined program of public relations. His work surveyed 7000 parents across the United States to determine

¹⁰McCloskey, loc. cit.

¹¹Gloria Dapper, Public Relations for Educators (New York: Simmons-Boardman Publishing Company, 1964), p. 1.

the extent of their knowledge about their children's schools and school systems. The results showed that parents possessed only 50% of the information which they ought to know about their schools and school systems.¹²

In 1966, James J. Jones reported that at that time there was no evidence to indicate that the findings of Todd had improved in the intervening years.¹³ Both studies show the necessity for educators to begin a formalized system of communication with the public if the public is to have sufficient knowledge to support changes and innovations in the field of education.

Curriculum development and innovation has always posed problems for the school administrator. However, the problem has become more acute in recent times as the public pressures administrators to adopt changes which will bring the curriculum into closer alignment with life situations and job expectations.

To achieve this goal, the educational reformer must possess a clear comprehension of his society and what it believes regarding the present educational process.¹⁴ Foundations may have to be altered

¹²William Todd, What Citizens Know About Their Schools (New York: Columbia University Press, 1927), p. 86.

¹³James J. Jones, School Public Relations (New York: The Centre For Applied Research In Education Inc., 1966), p. 4.

¹⁴Grace Graham, The Public School In The New Society (New York: Harper and Row, 1969), p. 2.

and new objectives established that are both acceptable to the public and within the school's power to attain. Sumption and Engstrom elaborate on this when they state that the impact of the growth of science and technology upon the socio-economic status of society poses problems of curriculum change which require that the public be kept informed of societal changes and their implications for innovation in the school curriculum; otherwise, the public might oppose much needed revisions of the existing programs in the schools.¹⁵

In trying to develop the most suitable curriculum, W. W. Theisen writes that there must be communications between the school and the public so that, being informed, the public will come to want what is best for their children and give their full support to it.¹⁶ People tend to be cautious concerning changes to the traditional educational practices and unless they understand the rationale for purposed innovations, they could become the greatest obstacle to the good which they actually desire for their children. Innovations may be more easily accepted by the public if their way has been paved by

¹⁵Merle Sumption and Yvonne Engstrom, School-Community Relation: A New Approach (New York: McGraw-Hill Book Company, 1966), p. 183.

¹⁶W. W. Theisen, "How Can The School Be Organized For Curriculum Improvement?" National Association of Secondary School Principals, XXXVIII (April, 1954), pp. 279 - 281.

good communications concerning their importance to improved education.¹⁷

Research shows that while the public generally does not want to assume complete control of the schools;¹⁸ there do exist various independent interest groups who often work at cross-purposes to the objectives of the school due to a lack of adequate understanding of the aims of the school's program.¹⁹ One has only to review some of the controversies which have erupted in the United States and Canada concerning the content and structure of courses to be offered in the schools and universities to realize the importance of having a communications program which might prevent these confrontations from arising. Multi-interpretative, informal communications only play into the hands of the interest groups and retard the progress of education.

The necessity of good school-community relations is further augmented by the rapid state of change which is occurring within the social structure of society. The traditional patricentric form of the

¹⁷Robert H. Snow, "The Persuasive Role Of A School Board," American School Board Journal, CXXXII (March, 1956), pp. 90 - 91.

¹⁸Paula Menkin, "It's The Attitude That Counts," Educational Leadership, XXVII (December, 1969), pp. 258 - 260.

¹⁹Sumption and Engstrom, op. cit., p. 46.

family is giving way to a pragmatic, individualistic family structure.²⁰

The authoritative position of the father is becoming less prominent as the concept of the communal family is replaced by the nuclear family and self-reliance and independence are promoted and accepted as symbols for the young. Accompanying this growing insular mode of life is the shift of the processes of care, protection, socialization and education of the child from the realm of the family to agencies outside the home such as the school.²¹

The increased expectations of society in these areas place a heavy strain upon the resources and abilities of the schools. So as not to be taxed beyond its limits, the school must keep in constant contact with the public to remind it of the functions and capabilities of the school and of the need for mutual reliance and support in the task of educating youth. Failure to establish meaningful dialogue with the public on the matter of responsibility for the care and socialization of the young could result in those functions being made the complete duty of the school. To some extent the transfer of responsibility for the complete socialization of the child has already begun in many of today's schools.

Many of the articles which treat school-community relations

²⁰Bartky, op. cit., p. 152.

²¹"The American Family: Future Uncertain," Time, December 28, 1970, pp. 40 - 45.

emphasize the importance of a well planned program which will prevent the spread of rumors destructive to public support of the school and its program. Without formal lines of communication between the school and the community, reports concerning the operations and activities of the school may very easily be distorted by an individual or group that has a personal disagreement with the school. Rumors which develop as a result of poor communications, and possibly none at all, are very difficult to counteract; for, as Hynes and Grobman discovered in their research, what people accept as the truth is as important to the educator as the truth.²² In his book, School Public Relations, Leslie Kindred states that the provision of information about the school and its operation is essential to counteract rumor and criticism of the school.²³ When good channels of communication are established, a close identification can result between the communicator and the listener and the message may be more readily accepted and internalized.²⁴

Many of the writers concerned with school-community relations have stressed the significance of providing means whereby the public

²²Hynes and Grobman, loc. cit.

²³Leslie Kindred, School Public Relations (2nd ed., Englewood Cliffs, N.J.: Prentice-Hall Inc., 1962). p. 239.

²⁴C. I. Hovland and I. Janis, Personality and Persuasibility (New Haven: Yale University Press, 1959), p. 11.

may have the opportunity to air its ideas to educators. In a 1964 study by Smith, it was found that a high level of participation by the public in the affairs of the school was predictive of positive feelings toward the school and affirmative voting by the community on school issues.²⁵ In Administration for Adaptability, Donald Ross states that where the community has been given access to the system and has become convinced of the power of education, its level of educational expectation had been raised and it was more willing to lend its support to achieving this higher quality of educational experience.²⁶ Another study by Hynes and Grobman has also demonstrated that where the school is viewed as an integral part of the community, teaching is much easier and both the parents and the pupils express positive feelings toward education and the school.²⁷

Of all the goals for which schools and school boards ought to embark upon a reasoned public relations program, the most vital is that of establishing and maintaining public moral and financial support for the educational program. Grambs writes that in the last analysis

²⁵Ralph Smith, Community Organization and Support Of The Schools: Cooperative Research Project #1828, United States Office of Education, 1964, p. 131.

²⁶Donald Ross (ed.), Administration For Adaptability (rev. ed., New York: Teachers College, 1958), p. 292.

²⁷Hynes and Grobman, loc. cit.

it is impossible to argue against the proposition that the society owns the schools.²⁸ Even in those parts of Canada where monies are appropriated from the public treasury for education, the educational program still relies heavily upon the public for additional financial assistance. The world of commerce is replete with examples of corporations whose existence and success has been largely due to a good public relations program. The alert school board will realize that successful operation of the school system depends upon communication. The degree of support and cooperation needed by the schools will materialize only if the various sectors of the public are well informed about the school system and are sympathetic toward the system's objectives and practices; and understand the problems inherent in the operation of such an enterprise.²⁹

In an address to the Canadian Education Association at its annual convention, President J. R. McCarthy urged educators to abandon their "head-in-the-sand" attitude toward public participation in education and to strive to involve the public in the decision-making process so that the public will come to understand the school and to support the decisions which they themselves have helped to formulate.

²⁸Jean D. Grambs, Schools, Scholars and Society (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965), p. 4.

²⁹Snow, op. cit., pp. 80 - 81.

He referred to this as an action that is not a matter of choice but one of self-preservation.³⁰

Unless school boards are prepared to keep the public well informed as to their objectives and operations, they will not only lose the moral support of the public but also suffer severe restrictions in the area of public finance while the expectations for the schools will continue to escalate. In a study by Barr the major cause of controversy between a school board and its public regarding expenditures resulted from a lack of adequate communications.³¹

Bell and Green state that the development of two-way channels of communication with the public is an integral function of the school board.³² Since the school systems provide a public service based on public support, they cannot afford to disregard the attitudes of the public if they hope to accomplish the objective for which they have been instituted; namely, the training and education of youth. R. Snow

³⁰J. R. McCarthy, An address to the members of the Canadian Education Association at the annual convention in Hotel Nova Scotian, Halifax, 1969. p. 11.

³¹Monfort Barr et al., Kenosha, Wisconsin: When Communications Between A Fiscally Dependent School Board And Community Breaks Down, Report of an investigation, (Madison, Wisconsin: October, 1966).

³²John Bell and Arthur Green, "What Are The Vital Services Of The School Board?" American School Board Journal CXL (March, 1960), pp. 23 - 25.

summarizes the importance of public relations for the school board when he writes that to ask whether or not the school board is to have public relations is tantamount to asking if a man should breathe.³³

Attitudinal Assessment and Public Relations

In dealing with the role of the school board in public relations, Snow states that gains in this area can only be expected following an accurate appraisal of the existing community attitudes and values.³⁴ In his outline for the organization of an effective school-community relations program, Fish includes the ability of the school administrator to evaluate the feelings of the public concerning the activities of the school as a prerequisite.³⁵ Both Kindred³⁶ and McCloskey³⁷ maintain that the survey of the community is not complete and that the public relations program will not succeed without there first being a study of community sentiment toward the existing educational environment. Since, as F. J. Roethlisberger points out, people are more motivated by feeling and sentiment than by fact and logic;³⁸

³³Snow, op. cit., p. 37.

³⁴Ibid., p. 38.

³⁵R. S. Fish, Public Understanding Of What Good Schools Can Do (New York: Teachers College, 1945), p. 86.

³⁶Kindred, op. cit., p. 54.

³⁷McCloskey, op. cit., p. 236.

³⁸F. J. Roethlisberger, "Efficiency And Co-operative Behaviour," CEA Short Course on Educational Leadership, May, 1958.

it is imperative that prevailing opinion be known if a public relations program is to benefit the school or school board in attaining any appreciable gains toward a more efficacious form of education.

The inclusion of the attitudinal survey in the first stages of the public relations program enables the school or school board to define priorities and to set guidelines. In a study of the schools in the Palo Alto and Shadyside areas of California, Campbell and Ramseyer explain how the attitudinal survey was used as the foundation for a very effective school-community public relations program.³⁹

Aside from its contribution to the formal public relations program, the survey of community attitudes is significant as an evaluative criteria for the school administrator. Bullock points out that the interpersonal aspects of the administrator's role are influenced by the attitudes of the individuals in the community.⁴⁰ This point is also brought out by Barnard who writes, "The actions of administrators each day must be based upon the appraisal of existing conditions viewed in the light of assumed facts relating to the past and an uncertain estimate of the future."⁴¹ Through the use of the

³⁹Campbell and Ramseyer, op. cit., p. 62.

⁴⁰Robert Bullock, School-Community Attitude Analysis For Educational Administrators (Columbus, Ohio: Ohio State University Press, 1959), p. 1.

⁴¹Chester I. Barnard, "Education For Executives," Journal of Business, XVIII (October, 1945), pp. 175 - 182.

attitudinal survey, the administrator will be better able to gauge the temper of the public and to weigh the consequences of his decisions before they reach the public. Decisions which are unpopular but essential to the continued operation of the school may be more efficiently executed as a result of knowing how to prepare and present them to the public.

In almost every area of organized endeavour, antagonists are a fact of life. In the field of education, because of its intimate relationship to the family unit and to the total society, antagonists are numerous, constant and represent such a wide range of bias that the school administrator must take account of them. Such people are generally discovered after the fact. However, the attitudinal study can permit the administrator to neutralize these persons by ensuring that areas of misinformation and ignorance existing in the minds of the public are quickly eradicated by adequate and proper explanation of the school operation.⁴² Without the survey, misinformation and ignorance can easily be used to thwart the efforts of the school and to block changes and innovation which may be beneficial to the whole society.

Parental Areas of Educational Interest

⁴²Paul A. Hedlund, "Measuring Public Opinion On School Issues," American School Board Journal, XVI (April, 1948), p. 29.

In the literature related to school-community public relations programs and parental attitude measurement, considerable time and effort has been expended in the delineation of the areas of parental interest in education. The need for such delineation is clear when one examines the aims of the public relations program. Any analysis of the community or public which fails to incorporate the issues which are most likely to create misunderstanding and conflict will not only produce very few tangible results but may even add to any suspicions which may already be in the mind of some individuals.

In his doctoral thesis, Doyle Bortner reviewed fifteen popularly subscribed to magazines for the years 1923 to 1947. Of the 274 articles related to the sphere of education, his findings showed that the area of most concern to parents was curriculum, being the topic in 71 of the articles. 32 articles dealt with various aspects of teacher image and quality; 27 dealt with methods of instruction; while another 27 were concerned with finance and revenue. The articles on curriculum advocated an expansion of the present educational program to include courses which dealt more relevantly with modern living, personality development, vocational interest and moral and religious education.

In addition to determining the major areas of interest, Bortner also discovered that the socio-economic milieu of the times was

reflected in the articles. In 1923 - 1924 and again in 1946 - 1947, the articles reflected the emphasis upon vocational training. During these years the American society was experiencing a rapid industrial expansion and this seemed to have laid stress upon the vocational aspect of education. As a result of the Depression, finance came to the fore during the years 1932 - 1933.⁴³

In a cross-sectional survey of the United States involving 900 households, Irving Stout and Grace Langdon found that the areas of education in which parents were most concerned were curriculum, methods of teaching, school services, administrative details, discipline, the teacher and his relationships with the school, finance and the personality development of the student. Parents displayed a strong desire to know what activities were being conducted by the school to prepare the student for his future life situation.

This led parents to inquire as to the quality of the teachers; their degree of educational competence and enthusiasm for the profession; their commitment to the student and his work; and the efforts being made by the administration of the school to attract good teachers. For many of the parents involved in this study, the teacher was considered "the key to it all".

⁴³Doyle Bortner, "A Study of Published Lay Opinion On Educational Programs and Problems," Education, LXXI (June, 1951), pp. 641 - 651.

Harsh discipline was deplored and, in general, parents felt that discipline was largely a matter of presenting the student with sufficient challenges suited to his capabilities. The school budget was examined with a view to the manner in which it was spent and to the degree of planning which preceded expenditures. In regard to school-community relations, parents ranked it as being of major importance to the total educational process. However, they felt that it was the place of the school to initiate dialogue. They also thought that the schools were not doing this adequately and that they did not receive the feelings of parents with sufficient gravity. But, the aspect of education which remained of paramount importance to parents was the preparation for life which the student was receiving.⁴⁴

In his book, What People Think About Their Schools, Harold Hand suggests such areas of inquiry as school discipline, financial demands of the schools, teacher attitudes, guidance services and extra-curricula activities be included in any survey of the school's public.⁴⁵

Sumption and Engstrom list teacher quality, guidance and counseling programs, co-curricular activities, finance and revenue, homework, lunch facilities, fairness to students and transportation

⁴⁴Stout and Langdon, op. cit., p. 46.

⁴⁵Harold Hand, What People Think About Their Schools (New York: Harcourt, Brace and World Inc., 1948), pp. 33 - 47.

as the aspects of the school's total program that are of particular importance to parents.⁴⁶

In a survey of parental grievances by Kent Jennings, 13% of 1992 parents expressed some criticisms of the school curriculum.⁴⁷

In his battery of school approval-disapproval scales, Bullock has developed sections related to work habits of students, curriculum, guidance, development of social skills, school board building adequacy, teacher occupational prestige and maintenance of the schools.⁴⁸

A doctoral thesis by Charles Parker concluded that among the areas in which parents displayed the most interest, the broad academic program and the quality of the professional educator were paramount.⁴⁹

Meredith Carter conducted a study of parental attitudes toward discipline in which he asked parents to study ten disciplinary

⁴⁶Sumption and Engstrom, op. cit., p. 143.

⁴⁷Kent Jennings, "Parental Grievances And School Politics," Paper presented at the Conference on Politics and Education, University of Oregon, June 14 - 17, 1966.

⁴⁸Bullock, op. cit., pp. 4 - 6.

⁴⁹Charles Parker, "An Analysis Of Public Attitudes Toward Education In Selected Districts Of Associated Public School Systems," unpublished Doctoral thesis, Columbia University, 1964.

situations and then to choose one of ten solutions which they thought to be the most suited to the problem. His results indicated that male parents appeared to be more punitive than female parents. Of the ten alternatives, the warning was chosen as the most acceptable form of disciplinary action, with the parent-teacher conference ranking second. Corporal punishment was rated seventh by the fathers and eighth by the mothers. The majority of parents felt that corporal punishment should never be used; while some felt that it may have to be used when all other alternatives became ineffectual.⁵⁰

In research by Haskin Pounds and Michael Hawkins regarding adult attitudes toward teaching as a career, the analysis tend to show a relationship between the adult's level of education and the esteem in which they hold the teaching vocation. Parents with a high level of educational background were inclined to encourage a daughter to embark upon a teaching career much more so than a son, while parents with a low level of educational experience felt that teaching was prestigious for both sexes. The findings also revealed that rural parents considered teaching a good occupation for the son more often than did urban parents. It was recommended by the authors of the study that the teaching profession initiate a public relations

⁵⁰ Meredith Carter, "Parents Attitudes And School Discipline," Education, LXXXV (October, 1964), pp. 112 - 116.

program specifically designed to convince adults of the desirability of teaching for both the son and daughter.⁵¹

Another study by W. F. Anderson compared the ratings of the teaching profession with the socio-economic status of the parent. Anderson surveyed 666 parents of grade ten students from four public schools in Cedar Rapids, Iowa. The over-all data showed that all classes of parents rated the teaching profession as having a good prestige value. However, when asked to rate the suitability of teaching for sons and daughters, the higher social class considered teaching more suited for their children than did parents in the low socio-economic strata. In judging the desirability of teaching for their off-spring, most parents were of the opinion that college and high school careers were most suitable for sons while grade school was seen as the most suited for the daughters. In rating careers for daughters, parents in the lowest socio-economic level ranked certain other occupations for daughters such as stenographer, typist and bookkeeper as slightly more desirable for daughters than teaching. Although studies have concluded that teachers tend to come from middle and lower socio-economic classes, Anderson's findings show that these parents rate teaching below other less prestigious

⁵¹Haskin Pounds and Michael Hawkins, "Adult Attitudes On Teaching As A Career," Journal of Teacher Education, XX (Fall, 1969), pp. 339 - 342.

occupations in suitability and desirability for sons and daughters.⁵²

Lawrence Lowery's study of 216 middle socio-economic parents of Oakland, California measured parental attitude toward teachers by the use of a word-association, an apperception and a sentence completion test. In the word-association segment of his research, Lowery found that teachers were thought of as being female, disciplinarians, strict and sometimes unfair. The apperception technique consisted of four pictures: two contained a male teacher with a male or female student, while the other two pictures displayed a female teacher with a male or female student. Positive reactions were obtained in the case of a male or female teacher and a male student while the other combinations were viewed negatively by the majority of parents. In the sentence completion, most responses to the phrase "Teachers are people who ..." centered around the instructional role of the teacher: however, 37% of the responses involved references to the enforcement of discipline. The statement "One thing that puts people against teachers is ..." drew 34% responses relating to discipline and 27% relating to unfairness, favoritism and insincerity. The last sentence worded "Most people like teachers whenever they ..." produced 46% replies which stressed

⁵²W. F. Anderson, Jr., "Attitudes of Parents Of Differing Socio-economic Status Toward The Teaching Profession," Journal of Educational Psychology, VL (October, 1954), pp. 345 - 352.

teacher fairness, admiration for teachers and the teacher as a positive model to imitate. Negative attitudes toward the teacher were most often expressed when the situation involved discipline and a female teacher. The over-all impression of the teacher by parents seemed to be positive.⁵³

Social Variables And Parental Attitudes

Through experience, educators have discovered that the school is not answerable to, nor does it service just one public; rather it is in constant association with a variety of independent groups within the total social setting. Consequently, any effort to assess parental attitude toward the educational program must be so constructed as to be capable of differentiating the attitudes of these various groups. Accurate information about the opinions and attitudes of the different pressure groups will indicate what information ought to be communicated, to whom and by which channels.⁵⁴

The Encyclopedia of Educational Research, 4th Edition, lists age, occupation, level of education, the number of children attending school, religious affiliation and the length of residency in the community as the most frequently used variables in the measurement

⁵³Lawrence Lowery, "A Study Of The Attitudes Of Parents Toward Teachers," Journal of Educational Research, LXII (January, 1969), pp. 227 - 230.

⁵⁴McCloskey, op. cit., p. 236.

of attitudes toward the educational program of a school or school system.⁵⁵ Moehlman and VanZwoll suggest the inclusion of such variables as economic status, geographic and social setting as means for the differentiation of the source of the various attitudes.⁵⁶

Although the economic status of the parents is a very influential factor in the establishing of attitudes, writers have suggested that this not be used since it can very easily produce a bias in the study with regard to the parents who represent the lower stratum of the economic scale. These people have the tendency to not give their correct position on the scale or not respond to the questionnaire. It is recommended that, in place of the economic level, the researcher use the level of educational attainment.

In her book, Education And Income, Patricia Sexton states that level of education correlates very positively with socio-economic status.⁵⁷ This is also supported by the United States Chamber of Commerce reports which found a direct positive correlation between a person's level of education and his earning power.⁵⁸

⁵⁵Robert Ebel (ed.), Encyclopedia of Educational Research (4th ed.; Toronto: Macmillan Company, 1969), p. 1034.

⁵⁶Arthur Moehlman and James Van Zwoll, School Public Relations (New York: Appleton-Century-Crofts Inc., 1957), p. 29.

⁵⁷Patricia Sexton, Education And Income (New York: The Viking Press, 1961), p. 11.

⁵⁸United States Chamber of Commerce, Education: An Investment In People (Washington, D.C.: 1964), pp. 589 - 602.

In a study of 1,794 adults selected randomly from 12 school districts in Wisconsin, Frederick Carver concluded that people of different levels of education, occupation and income held different expectations for the school board on scales measuring academic freedom, freedom for pupils, freedom for teachers in their private lives and expenditures for education. Significant F ratios were obtained at the .01 level for the five levels of education and significant F ratios appeared for the levels of income at the .05 level. The similarity of differences among the levels of education and the levels of income indicated a positive correlation between the two variables. Carver's data also showed that citizens of the higher socio-economic levels are likely to be most supportive of progressive educational practices and most vocal in questioning the school's budget and programs.⁵⁹

Marvin Zuckerman et al. conducted a study involving 305 parents of children attending child guidance clinics and 217 parents of a normative sample in order to determine, among other hypotheses, the relationship of socio-economic level, age and family constellation factors to attitudes. The study showed that the levels of mother's education produced differences with regard to the F

⁵⁹Frederick Carver, "Educational Level And Family Income Of Citizens And Expectations For The Role Of The School Board," Journal of Educational Research, LXI (August, 1968), pp. 442 - 446.

scale of the Parental Attitude Research Instrument and that a very negative correlation existed between the F scale and the level of education. When mothers were grouped according to age, a significant difference resulted between the parents in the 35 to 39 group and other groups on the F scale. A correlation of F scores and age showed that a curvilinear correlation existed.⁶⁰

By an analysis of 49 questions from 8 Gallup polls and one National Opinion Research Center survey for the years 1951 to 1961, Norval Glenn sought to test the assumption that the massification of society out-weighed the influence of education and produced a homogenization of attitudes. His results tend to disprove the massification hypothesis and to indicate that there is a divergence of attitude and behaviour based on levels of educational attainment and occupation.⁶¹

Celia B. Stendler studied the attitudes of parents of grade one students toward school on the basis of social class. Although there were some differences between the upper and lower social classes with regard to school attitude, they were not significant.

⁶⁰Marvin Zuckerman, Beatrice Barrett and Raymond Bragiel, "The Parental Attitudes Of Parents Of Child Guidance Cases," Child Development, XXXI (Summer, 1960), pp. 401 - 417.

⁶¹Norval Glenn, "The Trend On Differences In Attitudes And Behaviour Of Educational Level," Sociology of Education, XXXIX (Summer, 1966), pp. 255 - 275.

Stendler found that parents of the lower class had less preparation for school and they, therefore, held lower expectations for their children than did the parents of the upper socio-economic level.⁶²

Hynes and Grobman in a study of parental attitudes toward the school found that parental sentiment deteriorates the further the parents are removed socially from the school and its status figures.⁶³

C. C. Moskos and W. Bell interviewed 111 top West Indian leaders on a variety of current societal issues to determine the relationship of age to attitude. The researchers discovered that as the West Indians aged they tended to become more conservative in their outlook. Democrats and authoritarian idealists were found to be among the 39 and under age bracket. The results of the study suggest that the Indians became more cynical as they became more educated; it also showed that the social distance from minority groups correlated positively with attitude toward the groups and with the position on the democratic-authoritarian scale.⁶⁴

In another study of 528 Vassar alumnae from the graduating

⁶²Celia B. Stendler, "Social Class Differences In Parental Attitudes Toward School At Grade One Level," Child Development, XXII (February, 1951), pp. 37 - 46.

⁶³Hynes and Grobman, op. cit., p. 5.

⁶⁴C. C. Moskos and W. Bell, "Attitudes Toward Democracy," British Journal of Sociology, XV (April, 1964), pp. 317 - 337.

classes between the years of 1904 to 1956, Freedman examined the relationship of age to attitude change. He used the California Opinion Survey which gave scores on a scale of authoritarianism (f) and ethnocentrism (E). The graduates were grouped according to the decade in which they graduated. In the selection of graduates, Freedman tried to maintain as great a homogeneity of background as possible. Significant differences on the F and E scales did appear for the various classification of graduates. However, these differences did not follow a linear progression and tended, for the most part, to disregard age as an explanatory factor of the variance. With significant differences occurring between adjacent decades, Freedman was led to hypothesize that the experience of college years, not age, was responsible for changes in attitude.⁶⁵

Differences of attitudes as related to the sex of the parent are evident in research but they do not seem to have been significant factors. In Lowery's study, there were apparent differences between the responses of the male and female parents but they did not register to be significant.⁶⁶ Gene Medinnus' study of 68 parents from upper-lower and lower-middle socio-economic levels

⁶⁵M.B. Freedman, "Changes In Attitudes And Values Over Six Decades," Attitudes: Selected Readings, ed. Marie Johoda and Neil Warren, (Harmondsworth, Middlesex, England: Penquin Books Inc., 1966), pp. 125 - 135.

⁶⁶Lowery, loc. cit.

also failed to produce significant differences based on sex when parents' attitudes toward education were measured. But, since the product-moment correlation was only $-.26$, some variance did exist as a result of sex.⁶⁷

Related Studies In Public Relations

E. I. Ingram conducted a study of parental attitudes toward education in eleven schools in two locals of the Alberta Teacher's Association as a basis for a school-community public relations program. His survey reviewed five aspects of education: finance and costs, curriculum, general value of education, discipline and teacher education. The result of his work was made available to each of the schools involved in the study and a public relations program was initiated according to the needs of each school as revealed by the study.⁶⁸ Ingram's research did not incorporate any social variables.

Kenneth Bride conducted an analysis of attitudes toward the educational system of Lethbridge, Alberta among parents, students and teachers of the area. Scores for the parents were analyzed on

⁶⁷Gene Medinnus, "The Development Of A Parent Attitude Toward Education Scale," Journal of Educational Research, LVI (October, 1962), pp. 83 - 87.

⁶⁸E. I. Ingram, "Public Attitudes Toward Education As A Basis For A Public Relations Program," (unpublished Master's thesis, University of Alberta, 1962).

the basis of sex, age, level of education and length of residency in the community. According to his data, Bride discovered that mothers had a more favorable outlook toward the school system than did fathers. Also parents under the age of 35 were more accepting of the system than were parents between the ages of 36 and 54. Contrary to most studies of this nature, Bride did not find that the level of education produced any significant differentiation of attitude among parents. Of the three classes of people surveyed, the parents were strongest in their criticism of school discipline.⁶⁹

⁶⁹Kenneth Bride, "Public Attitudes Toward Schools In Lethbridge Division," (unpublished Master's thesis, University of Alberta), 1958).

CHAPTER FOUR

ANALYSIS OF DATA

Choice of Analyses

As the purpose of this study was to establish a foundation from which the St. John's Roman Catholic School Board might develop a public relations program, the writer has decided to analyze the responses of each item in the questionnaire across each of the four social variables. Since this type of analysis would require comparative data for each division of a variable, a one-way analysis of variance, supported by a Newman-Keuls comparison of ordered means, was selected.

The significant differences provided by this method of analysis would permit the School Board to view the data as it pertained to specific publics. The Board would then be able to administer a public relations program that would be projected toward a definite segment of the Board's parents. Follow-up studies by the School Board could also put special emphasis upon those parents towards whom the efforts of the program had been especially directed to determine whether or not any shift of attitude had been affected. With no other study of parental attitude having been conducted for this school board, the analysis of each item should also reveal aspects of the total educational program which would necessitate more extensive examination than was provided in this

study.

One of the difficulties encountered in the interpretation of a one-way analysis of an item on any particular social variable is that of being able to attribute the finding to the affect of the variable under study. To minimize this confusion of influencing variables, a χ^2 analysis was computed for the interrelatedness of the variables. χ^2 's were obtained for geographic area and level of education; geographic area and age; and for age and level of education. In this way the results of the one-way analysis of variance on each item can be better interpreted as being influenced by one variable or by a combination of variables depending upon the χ^2 analysis.

Since an over-all χ^2 only indicates that there is or is not a relationship between two variables but does not pinpoint a relationship, individual χ^2 's, medians and percentages were also computed to yield additional means of determining where the interaction might be occurring. This would further aid the School Board in being more exact in its effort to improve its public relations.

χ^2 Analysis

The χ^2 analyses have been arranged in the order outlined above. Each variable is divided into categories and χ^2 's are given for each category of the variable as well as for the total table. The interpretation of each χ^2 table is presented after the table.

As was mentioned earlier, the variables have been divided into categories in order to facilitate the interpretation of the results. The parents involved in the study have been sectioned into four geographic areas corresponding to the area in which their children's school is located. Appendix L contains the list of schools surveyed for each geographic area. The levels of education constitute six divisions: they are grades 1 to 4, 5 to 8, 9 and 10, 11 and 12, vocational training and university education. However, the χ^2 analyses for levels of education have only five parts. Grades 1 to 4, because of very low entries for some geographic areas, have been combined with grades 5 to 8 to permit proper χ^2 analyses. The variable age was divided into four groupings: parents under 31, from 31 to 40, from 41 to 50 and parents over the age of 50.

Table II presents the number of parents in each level of education for each geographic area. The percentage of each educational level for each geographic area is also illustrated along with the total number of parents in each level of education across the four areas. This latter total is shown in the column at the far right of the table.

TABLE II

χ^2 for Geographic Area
and Level of Education

		Geographic Area								
		A		B		C		D		
		%		%		%		%		
Education	1 - 8	28	41	39	41	20	24	9	14	96
	9 - 10	18	27	33	35	24	29	15	24	90
	11 - 12	13	19	13	14	21	26	16	25	63
	Tech. Sch.	7	10	6	6	6	7	12	19	31
	University	2	3	3	3	11	13	11	17	27
	Totals	68		94		82		63		307
Medians		9.5		9.5		9.5		11.5		

χ^2 for area A - 5.06 df. 4 p < .05

χ^2 for area B - 10.91 df. 4 p > .05

χ^2 for area C - 6.08 df. 4 p < .05

χ^2 for area D - 16.90 df. 4 p > .01

Total χ^2 - 38.95 df. 12 p > .001

Table II reveals that there is a very significant relationship between the parent's level of education and the locality in which they may live. The individual χ^2 's show that the deviation from the normal distribution occurs in areas B and D. Area B represents an older residential part of the city where the majority of families work as salesclerks, railway workers, automobile service personnel,

factory employees and similar occupational positions. Area D is a relatively new section of the city bordering the suburbs and heavily populated by people from the managerial and professional element of society.

Public relations strategy established as a result of significant findings on items according to level of education should be more effective if consideration is given to the geographic area in which that particular level of education is highest. With this information, it would also be possible to decide upon the medium to which that class of parent is most receptive.

TABLE III
 χ^2 for Geographic Area and Age

	A		B		C		D		
	%		%		%		%		
Under 31	1	1	10	11	12	15	3	5	26
31 - 40	40	59	43	45	35	43	38	60	156
41 - 50	21	31	31	33	29	35	19	30	100
Over 50	6	9	10	11	6	7	3	5	25
Totals	68		94		82		63		307
Medians	35		35		35		35		

χ^2 for area A - 4.95 df. 4 p < .2

χ^2 for area B - 1.71 df. 4 p < .7

χ^2 for area C - 5.06 df. 4 p < .1

χ^2 for area D - 3.66 df. 4 p < .3

Total χ^2 - 15.38 df. 12 p < .05

According to this data, the variable age does not interact significantly with geographic area at the .05 level and is, therefore, considered to be normally distributed across the population of parents.

TABLE IV
 χ^2 for Age and Level of Education

	Age									
	Under 31		31-40		41-50		Over 50			
	%		%		%		%			
Education	1 - 8	7	27	45	29	33	35	9	36	96
	9 - 10	10	38	34	22	33	33	13	52	90
	11 - 12	5	19	40	26	17	17	1	4	63
	Tech. Sch.	2	8	18	12	11	11	0	0	31
	University	2	8	19	12	4	4	2	8	27
	Totals	26		156		100		25		307
	Medians	9.20		9.94		8.90		8.54		

χ^2 for under 31 - 1.36 df. 4 p < .8

χ^2 for 31 - 40 - 7.53 df. 4 p < .2

χ^2 for 41 - 50 - 3.90 df. 4 p < .5

χ^2 for Over 50 - 12.28 df. 4 p > .02

Total χ^2 - 25.07 df. 12 p > .02

The χ^2 analysis shows that there is a significant interaction between the age of a parent and his or her level of education. The

χ^2 for parents over the age of 50 years indicates that that is the category which accounts for the greatest degree of interaction. This is supported in the comparison of medians for the four age groups. As a result of this interaction of age and level of education, significant differences between the means proceeding from the analysis of the questionnaire items according to age must be considered in the light of the educational level of the age brackets in which they arise.

TABLE V
 χ^2 for Level of Education and Sex

Education	Sex				
	Male		Female		
	%		%		
1 - 8	45	32	51	30	96
9 - 10	38	27	52	31	90
11 - 12	25	18	38	23	63
Tech. Sch.	18	13	13	8	31
University	13	9	14	8	27
Totals	139		168		307
Medians	9.28		9.28		

χ^2 for Male - 1.92 df. 4 . p < .7

χ^2 for Female - 1.50 df. 4 p < .8

Total χ^2 - 3.32 df. 4 p < .1

Since the X^2 for education and sex is not significant at the .05 level, it is assumed that the levels of education are normally distributed across the variable sex and that any significant differences between the means of items according to sex will arise because of that variable and not because of interaction with the education.

One-Way Analysis of Variance

The items in the questionnaire have been grouped under the appropriate headings of finance, discipline, curriculum, teacher image and the school board and subjected to a one-way analysis of variance. Since the items on any one aspect of education are not considered to be equivalent and since the purpose of the study is to assist in the establishment of a public relations program for a school board, each item was analyzed across each of the divisions of the variables and significant differences were located by the use of the Newman-Keuls comparison of ordered means.

Although the questionnaire administered to parents contained 55 items, the analyses were completed on only 50 items. Items 15, 16, 19, 45 and 53 were deleted from the final analyses as they were duplicates for items 48, 5, 32, 54 and 26 respectively. These items, along with the previous five, were used in the reliability study to obtain some indication of the degree of consistency exhibited by the

parents involved in that section of the study. Due to difficulties associated with the printing of the questionnaire, the former set of items was retained in the final form of the questionnaire.

For the purposes of Table VII the variable educational background has been divided into six categories representing the following classifications: 1 = Grades 1 - 4; 2 = Grades 5 - 8; 3 = Grades 9 and 10; 4 = Grades 11 and 12; 5 = Vocational training; 6 = University education.

In like manner numeral notation has been used to represent the various divisions of the variable age in Table VIII. 1 = under 31; 2 = 31 to 40; 3 = 41 to 50; 4 = over 50.

The .05 level of significance is used as a matter of convention.

The following tables give the analysis of variance and the comparisons of means for each of the social variables.

TABLE VI
One-Way Analysis of Variance
for Geographic Area

		A	B	C	D	Total Mean	F	P	Comparison of Means
Finance	N	68	94	82	63	307			
	5	3.25	3.05	3.30	3.42	3.24	1.19	.3	
	6	2.31	2.60	2.44	2.34	2.42	.98	.4	
	12	2.09	2.47	2.60	2.38	2.40	1.50	.2	
	14	3.32	2.99	2.96	2.73	3.00	2.09	.1	
	21	2.79	2.81	2.57	2.57	2.69	.89	.4	
	22	3.81	3.69	3.51	3.37	3.60	1.43	.2	
	42	2.25	2.61	2.87	2.92	2.66	3.44	.01	D > A
Discipline									
	2	3.41	3.30	3.45	3.44	3.39	.26	.8	
	8	3.57	3.47	2.96	3.56	3.37	2.55	.05	
	10	2.43	2.17	2.10	1.79	2.13	2.28	.07	
	11	3.37	3.21	2.65	2.79	3.00	4.73	.003	A > C; B > C

TABLE VI (continued)

	N	A	B	C	D	Total Mean	F	P	Comparison of Means
		68	94	82	63	307			
Discipline	18	3.59	3.36	3.30	3.16	3.36	.86	.5	
	25	3.07	3.38	3.59	3.00	3.29	2.69	.05	C > D
	37	3.43	3.55	3.07	3.13	3.31	2.04	.1	
	48	3.19	3.34	3.09	2.73	3.11	3.05	.02	B > D
	51	3.96	4.09	4.13	3.81	4.01	1.03	.4	
Curriculum	3	3.00	3.27	3.05	2.87	3.07	1.20	.3	
	7	2.88	2.70	2.88	2.83	2.81	.26	.9	
	13	3.84	4.07	4.13	4.13	4.04	1.10	.4	
	23	3.97	4.09	4.07	3.75	3.99	1.43	.2	
	24	2.49	2.38	2.24	2.59	2.41	.89	.4	
	26	2.28	1.84	1.73	1.63	1.87	4.68	.003	A > C & D
	29	2.91	2.64	2.46	2.40	2.60	2.17	.1	
	30	3.91	4.07	3.83	3.59	3.87	2.70	.05	B > D

TABLE VI (continued)

	N	A	B	C	D	Total Mean	F	P	Comparison of Means
		68	94	82	63	307			
Curriculum	33	3.19	3.43	3.62	3.29	3.40	1.63	.2	
	34	3.72	3.52	3.63	3.76	3.65	.60	.6	
	43	4.56	4.46	4.61	4.71	4.57	1.33	.3	
	44	3.47	3.50	3.54	3.25	3.45	.60	.6	
	46	3.68	3.94	4.06	3.83	3.90	1.67	.2	
	47	4.43	4.65	4.46	4.56	4.53	1.43	.2	
	55	4.25	4.40	4.37	4.54	4.39	.90	.4	
Teacher Image	4	1.56	1.54	1.44	1.41	1.50	.49	.7	
	9	3.03	2.94	3.16	3.03	3.03	.38	.8	
	17	1.78	1.89	1.73	1.70	1.79	.58	.6	
	28	2.70	3.01	2.80	2.87	2.86	.76	.5	
	31	3.74	3.59	3.28	3.49	3.52	1.41	.3	
	32	3.84	3.57	3.84	3.32	3.65	3.04	.02	A & C > D

TABLE VI (continued)

	N	A	B	C	D	Total Mean	F	P	Comparison of Means
		68	94	82	63	307			
Teacher Image	35	4.30	4.22	4.50	4.17	4.30	1.76	.2	
	38	2.79	2.84	2.27	2.59	2.63	3.24	.02	A & B > D
	41	3.70	3.66	3.87	3.37	3.66	2.13	.1	
	50	3.30	3.45	3.48	3.25	2.28	.61	.6	
	52	2.99	3.24	3.61	3.41	3.23	3.33	.02	C > A
	54	2.82	2.39	2.31	2.33	2.46	2.88	.03	
School Board	1	4.47	4.22	4.30	3.89	4.23	2.72	.04	A > D
	20	3.97	3.97	3.93	3.63	3.89	.88	.5	
	27	4.41	4.40	4.35	4.20	4.35	.79	.5	
	36	2.91	2.97	2.90	2.71	2.89	.69	.6	
	39	4.62	4.63	4.77	4.68	4.68	.77	.5	
	40	3.62	3.88	3.48	3.22	3.58	3.19	.02	B > D
	49	3.90	3.76	3.41	3.57	3.66	2.29	.07	

TABLE VII
One-Way Analysis of Variance
for Levels of Education

		1	2	3	4	5	6	Average Mean	F	P	Comparison of Means
	N	10	80	90	63	31	27	307			
Finance	5	3.60	3.13	3.13	3.29	3.55	3.37	3.24	.84	.5	
	6	2.10	2.38	2.47	2.22	2.61	2.70	2.42	.71	.6	
	12	1.90	2.33	2.43	2.60	2.68	1.93	2.40	1.24	.2	
	14	2.90	3.02	2.92	3.16	3.10	2.78	3.00	.41	.8	
	21	2.80	2.71	2.79	2.60	2.74	2.44	2.69	.43	.8	
	22	4.20	3.40	3.81	3.67	3.61	3.15	3.60	1.83	.1	
	42	2.60	2.58	2.71	2.48	2.94	3.00	2.67	.87	.4	
Discipline	2	3.20	3.57	3.36	3.24	3.16	3.67	3.39	1.01	.4	
	8	3.50	3.12	3.60	3.22	3.45	3.67	3.37	1.12	.3	
	10	2.20	2.08	2.28	2.03	2.13	2.04	2.13	.30	.9	
	11	3.80	2.91	3.16	2.84	3.00	2.93	3.01	1.13	.3	
	18	2.80	3.41	3.37	3.51	3.00	3.41	3.36	.72	.6	

TABLE VII (continued)

	N	1	2	3	4	5	6	Average Mean	F	P	Comparison of Means
		10	80	90	63	31	27	307			
Discipline	25	2.60	3.38	3.28	3.27	2.81	3.89	3.29	2.22	.05	6 1 & 5
	37	2.90	3.16	3.41	3.22	3.06	3.78	3.29	1.15	.3	
	48	3.90	3.04	3.22	3.19	2.77	3.11	3.13	1.46	.2	
	51	3.60	3.92	4.11	4.10	3.68	4.19	4.00	1.06	.4	
Curriculum	3	3.00	3.00	3.21	2.89	3.06	3.26	3.07	.59	.7	
	7	3.20	2.64	2.84	2.67	3.23	3.00	2.81	1.01	.4	
	13	4.10	4.08	3.98	4.03	4.23	4.00	4.05	.26	.9	
	23	2.20	4.03	3.98	4.11	4.03	4.22	3.99	6.17	.001	2,3,4,5,6, > 1
	24	2.30	2.53	2.24	2.73	2.29	2.00	2.41	1.17	.1	
	26	1.90	1.91	1.89	1.87	1.81	2.00	1.87	.14	.9	
	29	3.00	2.67	2.59	2.44	2.94	2.26	2.60	1.21	.3	
	30	4.10	3.85	3.86	4.02	3.94	3.52	3.87	.93	.5	
	33	3.40	3.23	3.66	3.21	3.42	3.30	3.38	1.35	.2	

TABLE VII (continued)

		1	2	3	4	5	6	Average Mean	F	P	Comparison of Means
Curriculum	N	10	80	90	63	31	27	307			
	34	3.40	3.63	3.76	3.75	3.65	3.37	3.66	.59	.7	
	43	4.80	4.45	4.63	4.51	4.61	4.56	4.67	.77	.6	
	44	3.30	3.46	3.63	3.35	3.26	3.52	3.47	.57	.7	
	46	3.20	3.89	3.94	3.86	3.71	4.07	3.87	1.16	.3	
	47	4.40	4.48	4.56	4.54	4.55	4.52	4.52	.16	.9	
	55	4.90	4.39	4.14	4.67	4.23	4.44	4.38	2.69	.02	
Teacher Image	4	2.60	1.42	1.50	1.24	1.65	1.74	1.50	4.60	.001	1> 2,3,4,5,6
	9	3.00	2.79	3.38	2.87	2.94	3.19	3.04	1.96	.08	
	17	2.40	1.88	1.74	1.62	1.83	1.70	1.79	1.31	.3	
	28	3.50	2.94	2.76	2.79	2.77	2.96	2.86	.73	.6	
	31	4.20	3.65	3.60	3.25	3.45	3.41	3.53	1.18	.3	
	32	3.20	3.46	3.70	3.68	4.13	3.48	3.64	1.81	.1	
	35	3.90	4.33	4.32	4.22	4.45	4.26	4.30	.60	.6	

TABLE VII (continued)

		1	2	3	4	5	6	Average Mean	F	P	Comparison of Means
	N	10	80	90	68	31	27	307			
Teacher Image	38	3.20	2.76	2.68	2.33	2.39	2.85	2.63	1.56	.2	
	41	3.20	3.55	3.62	3.87	3.65	3.67	3.65	.83	.5	
	50	2.80	3.44	3.38	3.24	3.68	3.33	3.37	1.14	.3	
	52	3.00	3.40	3.29	3.27	3.03	3.52	3.30	.66	.7	
	54	3.40	2.39	2.46	2.59	2.32	2.26	2.47	1.73	.1	
School Board	1	3.20	4.33	4.31	4.25	4.13	4.11	4.23	1.76	.1	
	20	3.50	3.80	3.99	4.02	3.94	3.63	3.89	.60	.7	
	27	4.60	4.47	4.34	4.27	4.39	4.07	4.35	1.11	.4	
	36	3.20	2.86	2.70	2.87	3.03	3.11	2.87	1.01	.4	
	39	4.80	4.59	4.74	4.71	4.74	4.53	4.68	.97	.4	
	40	3.70	3.48	3.69	3.51	3.55	3.44	3.56	.29	.9	
	49	3.20	3.60	3.57	3.73	3.74	3.93	3.65	.77	.6	

TABLE VIII

One-Way Analysis of Variance for Age

		1	2	3	4	Average Mean	F	P	Comparison of Means
	N	26	156	100	25	307			
Finance	5	3.12	3.14	3.39	3.24	3.24	.97	.4	
	6	2.16	2.46	2.31	2.84	2.42	1.29	.3	
	12	1.96	2.46	2.53	2.00	2.40	1.79	.1	
	14	3.27	2.94	3.11	2.72	3.00	1.00	.4	
	21	2.85	2.76	2.61	2.48	2.69	.67	.6	
	22	3.27	3.71	3.66	3.04	3.60	2.38	.07	
	42	2.46	2.53	2.81	2.76	2.66	.76	.5	
Discipline	2	3.27	3.48	3.23	3.64	3.39	1.16	.3	
	8	3.08	3.44	3.27	3.72	3.37	.90	.4	
	10	2.15	2.19	2.03	2.16	2.13	.28	.8	
	11	3.35	3.04	2.88	2.96	3.01	.84	.4	
	18	3.50	3.30	3.34	3.60	3.36	.34	.8	

TABLE VIII (continued)

	N	1	2	3	4	Average Mean	F	P	Comparison of Means
		26	156	100	25	307			
Discipline	25	2.92	3.33	3.18	3.84	3.29	2.04	.1	
	37	3.35	3.08	3.47	4.08	3.31	4.09	.007	4 > 2
	48	3.77	3.05	3.15	2.68	3.11	3.49	.02	1 > 4 & 2
	51	3.73	3.97	4.08	4.32	4.01	1.18	.3	
Curriculum	3	2.96	3.09	3.01	3.28	3.07	.43	.8	
	7	2.61	2.81	2.83	3.00	2.81	.27	.8	
	13	3.81	4.04	4.12	4.04	4.05	.54	.7	
	23	3.27	3.99	4.11	4.20	3.99	4.55	.003	2,3,4 > 1
	24	2.23	2.42	2.54	2.04	2.41	1.13	.3	
	26	1.85	1.87	1.83	2.04	1.87	.24	.9	
	29	2.85	2.63	2.59	2.24	2.60	.97	.4	
	30	4.04	3.87	3.90	3.64	3.87	.62	.6	
	33	3.77	3.21	3.45	3.96	3.40	3.61	.01	4 > 2

TABLE VIII (continued)

		1	2	3	4	Average Mean	F	P	Comparison of Means
Curriculum	N	26	156	100	25	307			
	34	3.29	3.72	3.53	3.32	3.65	1.57	.2	
	43	4.54	4.52	4.63	4.72	4.57	.67	.6	
	44	3.23	3.40	3.66	3.16	3.45	1.49	.2	
	46	3.63	3.86	3.89	4.36	3.89	2.15	.1	
	47	4.46	4.54	4.50	4.68	4.53	.45	.7	
	55	4.35	4.45	4.28	4.48	4.39	.64	.6	
Teacher Image	4	1.85	1.48	1.36	1.76	1.50	2.61	.05	
	9	2.73	3.12	2.97	3.12	3.04	.71	.5	
	17	1.96	1.84	1.67	1.72	1.79	.87	.5	
	28	3.35	2.83	2.74	3.04	2.86	1.64	.2	
	31	3.39	3.47	3.56	3.48	3.52	.23	.9	
	32	3.73	3.59	3.67	3.88	3.65	.48	.7	
	35	4.15	4.29	4.32	4.48	4.31	.50	.7	

TABLE VIII (continued)

		1	2	3	4	Average Mean	F	P	Comparison of Means
Teacher Image	N	26	156	100	25	307			
	38	2.81	2.56	2.68	2.60	2.63	.33	.8	
	41	3.50	3.65	3.61	4.12	3.66	1.44	.2	
	50	2.92	3.27	3.55	3.92	3.38	4.43	.005	4 > 1, 2 & 3 > 1
	52	3.27	3.32	3.29	3.48	3.31	.16	.9	
	54	2.42	2.51	2.42	2.28	2.46	.33	.3	
School Board	1	3.92	4.34	4.17	4.12	4.23	1.14	.3	
	20	3.73	3.91	3.97	3.60	3.89	.58	.6	
	27	4.42	4.41	4.32	4.04	4.35	1.39	.2	
	36	2.81	2.79	3.03	3.00	2.89	1.09	.4	
	39	4.81	4.63	4.66	4.92	4.68	1.75	.2	
	40	3.73	3.46	3.66	3.88	3.58	1.00	.4	
	49	3.19	3.57	3.82	4.04	3.66	2.99	.03	4 > 1

TABLE IX
One-Way Analysis of Variance for Sex

		M	F	Average Mean	F	P	Comparison of Means
		N					
Finance		140	167	307			
	5	3.09	3.37	3.24	3.44	.06	
	6	2.30	2.52	2.42	1.77	.2	
	12	2.33	2.46	2.40	.58	.4	
	14	3.03	2.98	3.00	.09	.8	
	21	2.69	2.70	2.69	.01	.9	
	22	3.56	3.64	3.60	.29	.6	
	42	2.71	2.62	2.66	.37	.5	
Discipline	2	3.48	3.32	3.39	1.10	.3	
	8	3.31	3.43	3.37	.45	.5	
	10	2.07	2.19	2.13	.50	.5	
	11	2.99	3.03	3.01	.08	.8	
	18	3.32	3.38	3.36	.12	.7	

TABLE IX (continued)

	N	M	F	Average Mean	F	P	Comparison of Means
		140	167	307			
Discipline	25	3.26	3.31	3.29	.08	.8	
	37	3.19	3.41	3.31	1.61	.2	
	48	3.09	3.13	3.11	.07	.8	
	51	4.00	4.02	4.01	.03	.9	
Curriculum	3	2.99	3.14	3.07	.99	.3	
	7	2.75	2.86	2.81	.46	.5	
	13	4.04	4.06	4.05	.03	.9	
	23	3.84	4.11	3.99	4.90	.03	F > M
	24	2.44	2.38	2.41	.15	.7	
	26	1.80	1.92	1.87	.93	.3	
	29	2.67	2.54	2.60	.72	.4	
	30	3.83	3.91	3.87	.44	.5	
	33	3.37	3.42	3.40	.11	.7	

TABLE IX (continued)

		Average				Comparison of Means
		M	F	Mean	F	P
Curriculum	N	140	167	307		
	34	3.60	3.68	3.65	.34	.6
	43	4.54	4.60	4.57	.55	.5
	44	3.54	3.38	3.45	.97	.3
	46	3.89	3.89	3.89	.00	.95
	47	4.49	4.57	4.53	.91	.3
	55	4.36	4.41	4.39	.14	.7
Teacher Image	4	1.54	1.46	1.50	.48	.5
	9	2.97	3.09	3.04	.56	.5
	17	1.91	1.68	1.77	4.18	.04
	28	2.94	2.80	2.86	.84	.4
	31	3.66	3.40	3.52	2.55	.1
	32	3.53	3.75	3.65	2.71	.1
	35	4.29	4.32	4.31	.05	.8

TABLE IX (continued)

	N	M	F	Average Mean	F	P	Comparison of Means
		140	167	307			
Teacher Image	38	2.72	2.54	2.63	1.34	.2	
	41	3.55	3.76	3.66	2.36	.1	
	50	3.47	3.31	3.38	1.43	.2	
	52	3.31	3.32	3.32	.00	.95	
	54	2.47	2.44	2.46	.04	.8	
School Board	1	4.23	4.23	4.23	.00	.95	
	20	3.77	3.99	3.89	1.81	.2	
	27	4.39	4.32	4.35	.56	.5	
	36	2.84	2.92	2.89	.39	.5	
	39	4.70	4.66	4.68	.22	.6	
	40	3.49	3.66	3.58	1.29	.3	
	49	3.61	3.70	3.66	.45	.5	

Table X represents the percentage of the sample population responding on each of the five positions of the attitude scale. The items have been grouped according to the classification to which they apply.

TABLE X

Percentage of Responses for Each Position
on the Attitude Scale

<u>Finance</u>	SA	IA	UD	IDA	SDA
5. A great deal of planning is done by the school board before money is spent.	19.5	26.7	20.8	23.8	8.8
6. School buildings are too elaborate.	14.3	10.7	9.8	33.5	30.4
12. There should be a property tax for education.	15.6	11.4	13.3	17.6	41.0
14. The type of education which our children are receiving is not good when we consider the amount of money being spent on education.	18.0	25.0	12.1	29.9	14.3
21. Schools are spending money on the wrong things.	11.4	12.4	27.7	32.6	14.6
22. School officials should speak with the parents before large sums of money are spent.	31.3	33.7	10.7	12.4	11.4
42. To get better quality education parents will have to give more money to education than they do at the present.	11.4	21.8	16.3	23.5	26.0

TABLE X (continued)

<u>Discipline</u>	SA	IA	UD	IDA	SDA
2. In our schools students are given the chance to explain their side of a disciplinary problem.	28.8	30.6	14.9	22.8	7.5
8. Corporal punishment should never be used in our schools.	41.0	10.4	8.8	24.1	14.9
10. The school should be responsible for the conduct of its students going to and coming from school.	12.7	8.2	3.9	31.3	42.0
11. There are many unnecessary rules in our schools.	18.9	22.8	15.0	26.7	15.9
18. Teachers should have the right to control the behaviour of students outside school time whenever it becomes necessary.	31.0	28.8	8.0	11.8	19.0
25. The teacher should be allowed to deal with a disciplinary problem as he or she sees fit.	27.4	25.7	9.4	23.6	14.0
37. The only way in which students ought to be disciplined is by telling them what they did wrong and why it was wrong.	29.9	23.1	8.5	27.0	9.7

TABLE X (continued)

<u>Discipline</u>	SA	IA	UD	IDA	SDA
48. In our schools students are often punished unjustly.	20.5	25.6	18.0	29.3	9.7
51. For serious violations of the school rules, the principal should be allowed to expel a student for a period of time.	43.6	35.8	6.4	6.8	6.4
<u>Curriculum</u>					
3. Our students are given enough training in school to be able to successfully handle the problems which they will meet in later life.	17.0	28.0	13.7	27.7	13.7
7. Much of what is taught in our schools will be of no use to a person in his or her job.	19.2	22.5	5.2	28.3	23.1
13. Our schools do a good job of teaching students what is right and what is wrong.	42.0	37.6	7.2	9.1	3.7
23. Our schools do a good job of teaching the 3 R's.	31.3	33.7	10.7	12.4	11.4

TABLE X (continued)

<u>Curriculum</u>	SA	IA	UD	IDA	SDA
24. The educational program in our schools only provides for those students who intend to go to university.	10.7	14.0	9.4	38.0	27.7
26. In our schools too much time is being spent in sports activities.	5.8	5.0	5.0	39.0	45.0
29. In our schools students are not allowed to do their own thinking.	10.1	19.8	12.3	35.5	22.1
30. More emphasis should be given to developing the student's personality than is given at present.	30.2	43.6	14.0	7.2	5.0
33. Our schools do a good job of teaching students how to act in public.	21.5	38.4	10.7	22.1	8.2
34. Students in our schools are not given enough guidance in choosing a career.	23.5	47.2	8.4	12.7	7.6
43. Our schools need specially trained teachers to teach students who are having special difficulty in their school subjects.	70.4	23.1	1.3	3.9	1.3
44. There are some unnecessary subjects taught in our schools.	27.6	30.0	11.7	20.2	10.0

TABLE X (continued)

<u>Curriculum</u>	SA	IA	UD	IDA	SDA	
46. Our schools help develop good moral qualities in our students.	30.2	45.9	12.0	6.8	3.9	
47. A specially trained person should be available in all our schools to help students with their personal needs.	63.8	29.9	2.6	2.6	.9	
55. Because of the large number of pupils in each class, our teachers do not have enough time to help students who are having special difficulty in their work.	60.3	27.3	5.0	5.0	2.3	88
<u>Teacher Image</u>						
4. Most people become teachers because it does not require much intelligence.	3.2	9.1	7.2	17.3	62.2	
9. Our teachers know as much about education as doctors know about medicine.	18.6	24.0	15.0	27.0	14.3	
17. Most people become teachers because it is an easy job.	3.9	5.0	5.2	38.0	48.2	
28. Our teachers do not appear to be trained well enough to handle the problems						

TABLE X (continued)

<u>Teacher Image</u>	SA	IA	UD	IDA	SDA
which their students are having in their studies.	15.3	21.5	15.0	34.9	12.9
31. Some teachers consider themselves as "little gods" with all the right answers.	31.2	30.6	9.7	15.0	13.0
32. Higher salaries should be paid to teachers.	31.0	27.0	25.0	11.0	6.0
35. Our teachers treat parents very courteously.	52.1	36.4	4.8	3.9	2.6
38. Most of our teachers are more interested in their salaries than they are in the education of their students.	12.3	16.6	14.7	33.2	22.8
41. Most of our teachers are interested in what parents say about education.	25.0	44.3	9.4	14.7	5.6
50. Our teachers are good models for our students to imitate.	16.6	35.8	24.8	16.1	5.8
52. Our teachers know the problems which their students are having in their studies.	18.9	35.8	11.3	26.3	7.2

TABLE X (continued)

<u>Teacher Image</u>	SA	IA	UD	IDA	SDA
54. Our teachers have very little control over their students.	9.1	11.7	13.6	47.2	17.6
<u>School Board</u>					
1. All the members of the school board should be elected.	62.2	17.3	7.2	9.1	3.2
20. All the meetings of the school board should be open to the public.	49.2	22.0	7.2	14.0	5.0
27. The members of the school board should visit the schools often.	51.8	39.4	3.2	3.6	1.5
36. The members of the new school board will do what the people want them to do.	9.1	18.0	36.1	26.7	10.0
39. Members of the school board should be aware of the new ideas in education.	74.6	21.6	2.3	.9	.3
40. It is necessary to have priests on the school board.	34.5	27.0	10.7	17.7	10.0
49. I was satisfied with the way the school board elections were conducted.	31.6	28.9	23.2	10.7	5.8

CHAPTER FIVE
SUMMARY, FINDINGS AND RECOMMENDATIONS
SUMMARY

Purpose of the Study

This study has been undertaken for the purpose of providing the St. John's Roman Catholic School Board with a basis for initiating a public relations program. In order to achieve this aim, the researcher proposed to measure parental opinion regarding various aspects of education as they pertain to the school situation under the jurisdiction of the St. John's Roman Catholic School Board. It was intended that this assessment should reveal some avenues which the Board could pursue should it decide to structure a formal public relations program. It was also intended that the study would form the basis for future research in areas where the present study fails to provide sufficient information for the Board to decide on the best means of strengthening its rapport with its parents.

Research Design

To ensure that the study was representative of parental attitude throughout the St. John's Roman Catholic School Board, the investigator selected 29 elementary schools from all the geographic

localities serviced by the Board. The parents who would constitute the sample population were randomly chosen from all parents of Grade 4 students. This procedure was followed because it would probably yield a more suitable chronological age range than would be obtained by the use of any other grade level.

Having chosen the sample population, the investigator administered a pair of questionnaires to each family involved in the study. With the assistance of the Grade 4 teachers, the questionnaires were sent home and returned to the school by the students. Of the 400 questionnaires administered, 331 were returned and 307 were used in the final analyses. In some instances, the investigator made personal contact with the parents to obtain the questionnaires.

Instrumentation

The research instrument used to assess parental attitudes toward education was a 50 item Likert-scale questionnaire. Statements for the questionnaire have been culled from a variety of sources including the literature on education, university students and comments of parents. The questionnaire was then submitted to several informal examinations in preparation for the reliability study.

The reliability study was conducted with 25 parents by the test-retest technique. Individual reliability coefficients were calculated, converted to Z scores which were then added and averaged.

To obtain an overall reliability coefficient for the survey instrument, the average Z scores were converted back to a reliability coefficient of +.64.

A personal data sheet also accompanied the questionnaire. The information gathered from this sheet was very useful in the establishment of guidelines for the School Board's public relations program.

Statistical Treatment

Before any treatment of the main data was completed, interaction between the social variables was determined through the use of X^2 analyses. Following this, each of the 50 items was subjected to a one-way analysis of variance for each of the four social variables. Where significant F ratios appeared, a Newman-Keuls comparison of ordered means was conducted to establish where the significance arose. Table X presents the percentage of parents who responded for each position on the five point scale on each of the 50 items. The results of all the analyses are summarized in the following pages.

FINDINGS

Since the study is designed to form part of the foundation for a school board's public relations program, items have been analyzed as individual entities of a particular segment of the educational program. By this technique, parental attitude could be more accurately measured and the data provided would be more useful in the organization of the public relations program than if all the items were analyzed as a single classification of the educational program. It should be remembered that neither items in the questionnaire nor the analyses attending can be viewed as being sufficient research for the complete organization of an effective and efficient system-wide public relations program. It should also be noted that a pro-education bias may exist in the findings as a result of the writer's involvement as an administrator within the Roman Catholic School Board.

In order to facilitate the structuring of the St. John's Roman Catholic School Board's communications program, the items of the questionnaire have been arranged according to the categories of education examined: finance, discipline, curriculum, teacher image and the school board. The statistical data for each item across the social variables has been summarized and presented under the division of education to which it belongs.

Finance

Item 5. Most parents felt that the school board did take time to plan the expenditure of money. However, there were a considerable

number of parents who appeared not to have enough information about the school board to be able to make a judgment. Criticism of the school board in this respect came from the more educated parents, with the strongest criticism being made by men.

Item 6. Under all analyses, parents indicated that they did not view the schools as being too elaborate. From the strength of their response, there is reason to believe that parents expect more in the way of school design and facilities.

Item 12. While some parents agreed with the need for a property tax for education, the majority strongly opposed the idea. Opposition was strongest from parents who reside outside the metropolitan area where families, though not necessarily engaged in farming, still retain considerably more land than parents within the city. A negative reaction also came from young parents under 31, while parents in the 41 to 50 age bracket were the most favorable toward a property tax. This might be explained by the fact that the latter group would be more securely established whereas the young parents would still be trying to cope with the financial problems of early married life.

Item 14. Response to this item showed that parents were evenly divided as to the economic value of the present educational program. Parents from area A which comprised the more rural

part of the population and parents under 31 were more inclined to agree with the statement than other categories of parents. Parents most favorable toward the educational system came from geographic area D where the χ^2 analysis showed that there was a significant interaction of education and locale and inspection seemed to indicate that this area was biased toward a higher level of education.

Item 21. While most of the parents disagreed with the statement, 23.8% of the parents did believe that the schools were wasting monies. Of more concern to the public relations program of the Board is the 27.7% who were not sure of how funds were being spent or for what material. Item 21, at first glance, appears to contradict the findings of item 14. In actual fact, no contradiction may exist since parents may feel that the schools are purchasing the proper types of equipment but that the utilization of such is not as productive as might be expected. The analysis of variance for age seems to indicate that the older the parent the greater is the degree of approval of what the school has in the way of materials. A similar trend is found in the same analysis for item 6.

Item 22. Parents expressed a very definite desire to be part of the decision-making process with respect to the allocation of finances. The analysis of variance for levels of education shows that the higher the level of educational background the less amount

of consultation was expected.

Item 42. As in item 12 regarding property tax for education, most parents felt that they should not be expected to contribute more money in order to have better education. Though still slightly negative, geographic area D was significantly more inclined to agree with the statement than was area A. Level 6 of education also favored this item more than other levels of education. The X^2 for area and education showed that there was a significant interaction between area D and education and the median level of educational background for that portion of the parents was higher than all the other geographic areas. It should be remembered that geographic area D is a more affluent section of the city and therefore, better able to provide additional monies for education.

Discipline

Item 2. The item reveals that parents do believe that the students are not reprimanded summarily but are given the opportunity to set out their side of a disciplinary situation. Nevertheless, there is considerable criticism of the school concerning fairness to students and since the analysis of variance did not disclose any significant differences, it can be assumed that the criticism is spread throughout the system.

Item 8. Most parents felt that corporal punishment should

never be used in school. However, 39% of the parents were inclined to feel that there might be occasions when corporal punishment may have to be used. Of this latter group, the most permissive in the use of corporal punishment were parents from geographic area C and parents under the age of 31.

Item 10. Analysis of this item across all divisions of the social variables indicates that parents do not consider the school to be responsible for the conduct of its students while going to and coming from school. But it is well to note that when problems do evolve in this area, parents usually call the school to ask if there is anything which the school can do to remedy them.

Item 11. The average mean for the study distributes parents evenly on both sides of the statement as does the Table X. Parents from geographic areas A and B were significantly more inclined to believe the statement than were parents from area C and just less than significantly in agreement than parents of area D. While the data from sections A and B may be indicative of unnecessary school rules, a lack of accurate information concerning school rules and their rationale could cause these parents to feel that the statement is true. It is noted that schools in the geographic areas C and D were more apt to have parent-teacher associations than were the schools of the other two areas.

Item 18. While the parents do not hold the school responsible for the conduct of its students outside of actual school time, they do concede that teachers should have the authority to exercise the power of control over the actions of the students beyond the limits of the school day should the situation require their intervention.

Item 25. Most parents felt that teachers should be given latitude in dealing with a disciplinary situation in the manner he or she deems most appropriate. However, item 8 expressed the parents' reluctance to see the teacher invoke corporal punishment as a solution to the problem. As in item 8, area C parents are more in favor of giving the teacher wider power when coping with discipline problems than are parents from the other three areas. The analysis of variance for age seems to indicate that the younger the parent the less he or she is inclined to give the teacher freedom in solving discipline problems.

Item 37. This form of disciplinary action is most preferred by parents, especially by parents beyond the age of 50. This group of parents was significantly more in agreement with the statement than was the 31 to 40 age group. There appears to be some degree of inconsistency in the over 50 age group with regard to its response to the preceding item and to this one. In item 25, this age bracket

showed a willingness to grant teachers the power of discretion in handling disciplinary situations. But, in item 37 they seem to think that only admonition and explanation should be used by the teacher. It may be that the over 50 parent feels that because their children are generally older and more capable of rationalizing, the type of solution advocated by this item would be the most suitable.

Item 48. Although parents felt that students were given the opportunity to explain their side of a discipline problem and that teachers should be permitted to resolve such problems using their own discretion, 46% of the parents believed that students were often punished unjustly. In geographic area B, parents differed significantly from parents of area D in their agreement with this item. Also parents in the under 31 age bracket were significantly more in agreement with the item than parents in the 31 to 40 and over 50 brackets. The difference between the under 31 group and the over 50 group may stem from the fact that the children of the former group would most likely be in a primary school setting while children of the over 50 group would be in elementary or high school where explanation and reasoning are used. Also parents in the under 31 age group may tend to be more protective of their children than older parents would be.

Item 51. The vast majority of parents were in agreement with

this power of the principal.

Curriculum

Item 3. There was no over-all consensus of opinion on this item. An equal number of parents tended to disagree as did agree. While no significant differences between the means of the social variables arose, the parents in area D were more critical of this aspect of the school program than parents from other areas. Again, the social environment of area D parents is considerably higher than that of other areas and this may affect their view of the future and the type of demands which will be made of their children. Males and parents who have had vocational training were critical of schools in this respect.

Item 7. Even though the average mean for all parents is slightly in disagreement with the statement, a large segment of the sample population felt that it was true. Agreement with the item was strongest in parents with less than 5 years of education, or with vocational training and parents who were 50 years of age or over.

Item 13. Parents are in agreement that students are taught morality and that it is well taught. Parents under 31 were less acceptant of the item than other parents.

Item 23. The over-all analysis indicates that parents are in general agreement with the item. However, significant differences

did occur between parents with less than five years of education and parents at all other levels of education; the former did not feel that the basics were well taught. Parents under 31 tended to be significantly more critical of this aspect of the educational program than were parents in the over 50 age classification. Although both males and females were in agreement with the item, females were significantly more positive than males.

Item 24. Parents showed that they did not think the schools were orientated toward the university-bound student to the exclusion of all other students. However, later items revealed that parents do not feel that sufficient attention is being given to all types of students.

Item 26. This item was rejected by 84% of the parents. Parents in geographic area A were significantly less strong in their rejection of the item than parents in areas C and D.

Item 29. The data indicated that students do seem to be permitted to express their own ideas and that spoonfeeding and memorization are no longer dominant in the school curriculum.

Item 30. The need for more notice to be given to the development of the student's personality is stressed by the parents in this item. For parents in geographic area B, this need was significantly greater than that of parents in area D.

Item 33. While approximately 60% of the parents felt that the item was true, 30% disagreed that the schools did a good job of teaching students how to act in public. The youngest group of parents was significantly more critical of this aspect of the educational program than was the 50 and over group.

Item 34. Parents were very much in agreement with this item.

Item 43. Parents concur that this is a very definite need of the school. This item received the strongest response of all the items dealing with curriculum with 93% of the parents in favor of it. It also registered the second highest average mean for the study.

Item 44. There was a general feeling among parents, particularly male parents, that there are some subjects in the school curriculum which do not appear to have any relevancy to what the student is doing or may do in later life.

Item 46. In addition to teaching students what is right and wrong, parents felt that the schools also worked to cultivate good moral qualities in their students.

Item 47. As with item 43, parents realized that there are many facets to education and that there ought to be personnel in the school who are professionally trained to assist students to cope with

their personal problems.

Item 55. 87% of the parents consider the over-crowded classroom as one of the main reasons why the teacher cannot give some students the individual help they require.

Teacher Image

Item 4. With the exception of parents with less than 5 years of education, this item received a very negative response. Parents with less than 5 years of education were significantly more inclined to believe the statement than all the other classes of parents under the variable of education.

Item 9. Parents were evenly divided as to the teacher's degree of professional knowledge. There was also 15% of the parents who were uncertain about the amount of educational knowledge which teachers possessed.

Item 17. The greater portion of parents did not feel that people became teachers because the career was an easy one. Though still negative toward the statement, men were significantly less opposed to it than were women. The parents with less than 5 years of education tended toward the statement more than parents with any other level of education.

Item 28. Although the data showed that most parents did not think that the statement was indicative of teachers, there was a large

enough negative and undecided response to warrant further research into this aspect of the teacher's public image. The most critical of the teacher were the parents in the under 31 age bracket and the parents who have less than 5 years of educational training.

Item 31. Parents agree that there is an element in the profession which considers itself to have all the answers. This opinion is strongest among parents outside the metropolitan area and among parents with less than 5 years of education.

Item 32. The consensus among parents is that teachers should be paid higher salaries. It is worthwhile to note that a significant difference occurred between geographic areas A and C and geographic area D. Both A and C were more in favor of granting teachers a raise in salary than was area D which appears to have a much higher socio-economic setting than either A or C. Among the levels of educational attainment, parents who have had some vocational training scored the highest response in favor of teachers.

Item 35. Parents felt that they have been treated courteously in their relations with teachers. Parents of geographic area D were slightly lower in score than the parents of the other geographic areas.

Item 38. More than half of the sample population did not believe that salary took precedence over the welfare of the students

in the mind of the teacher. While still negative toward the item, parents in geographic areas A and B felt the statement to be true to a more significant degree than parents in area C.

Item 41. The majority of parents expressed the view that parental concern about education is noticed and respected by the teachers. However, it may not be concluded that the same attitude prevails in regard to the School Board.

Item 50. In the view of parents, teachers do present themselves as good models for imitation by their students. While most parents agreed with the statement, parents under the age of 31 were significantly less in agreement than parents in all other age categories.

Item 52. This item was responded to in much the same manner as items 9 and 28. Even though a greater portion of the parents felt that the teachers were cognizant of the problems which their students were experiencing in their studies, 33% of the parents did not believe this and 11% were undecided.

Item 54. The order maintained by teachers in school is considered to be good. However, parents in geographic area A and parents with less than 5 years of education did expect the teachers to exercise more control over the students while they are in school.

School Board

Item 1. Parents were very much in favor of having a school board which consisted of all elected members. The desire to have a fully elected school board was greatest among parents in geographic area A where the mean was significantly higher than the mean of parents residing in area D.

Item 20. All classifications of parents considered this item to be very high on their list of school board expectations.

Item 27. Parents regard the visitation of schools as a vital responsibility of school board members.

Item 36. In response to this item, parents were either pessimistic concerning the new school board or uncommitted. Parents with either less than 5 years of education, vocational training or university background were slightly more positive in their expectations for the new school board and its rapport with parents.

Item 39. The extent to which parents considered this to be essential to the make-up of the school board can be seen in the fact that this item registered the highest average mean for the entire study, 4.68.

Item 40. Most parents felt that it was necessary to have priests represented on the school board, with the parents over the age of 50 being strongest in favor of the item. However, parents from geographic area D were significantly less inclined to believe

that it was necessary to have priests on the school board than were the parents of area B.

Item 49. Parents under the age of 31 were significantly less acceptant of the manner in which the recent school board election was conducted than were parents over the age of 50. The majority of parents approved of the procedure employed in the nomination and election of school board members.

RECOMMENDATIONS

Finance

To improve and to maintain the financial support of parents, the Board will have to provide more information about the financial responsibilities of the Board and it will have to disclose the expenditures, and the type and amount of planning which precedes them. Only in this manner can the Board expect the parents to support it in meeting the cost of education.

This information could be disseminated through newsletters, articles in local newspapers or through the radio and TV media. However, the most effective way of presenting the facts would be through informal general meetings with the parents. At such times, ideas can be put forth, doubts clarified and feedback obtained from the parents. These meetings may help to generate greater interest in the objectives of the Board and also to involve parents in the

decisions of the Board so that they will share some of the responsibilities and not be as critical of school board operation as they sometimes are.

At present, parents are not convinced that the economic return from education is as high as it should be, nor are they presently in favor to allotting more money to underwrite the cost of education, either by way of a property tax or through any other means. An effort should be made to explain to parents the monies available for education through government grants; the financial demands on the Board, both capital and instructional; and the method which must be followed to maintain adequate teaching opportunities in the schools. Possessing this knowledge, parents would be in a much better position to evaluate the economic return of education.

Having worked as a principal of a school under the jurisdiction of the St. John's Roman Catholic School Board, the writer is of the opinion that if parents were permitted access to the above facts, they would be much more sympathetic toward the financial decisions of the Board. Although they have signified their reluctance to pay a property tax, parents may be persuaded to agree to some other form of educational tax when they are made aware of the necessity of additional finances for education.

Much of the criticism of the School Board's financial

operations appears to be based upon a lack of accurate information. Most of the affairs of the School Board's financial operations could be given to parents without endangering confidentiality.

Discipline

The degree of equity in the disciplinary practices of the schools was questioned by almost 50% of the parents involved in the study. Since most of the criticism originates from parents under the age of 31 and since this study did not focus upon the disciplinary practices of any particular grade level, further study should be done to determine if the criticism is directed toward disciplinary practices of the primary grades as appear to be indicated by the response of young parents or whether it is unique to another grade level or common to all levels of schooling.

In response to the item on corporal punishment, the majority of parents preferred not to see it used. However, some parents seemed to indicate that they thought it could be used in special circumstances. Since this study did not attempt to define the occasions when corporal punishment might have to be used, research could be beneficially carried out in this area. Parents should be informed as to the policy of the Board regarding disciplinary practices and the means at the disposal of the teacher and school for the execution of this policy. This would help prevent the development of distortions

and rumors that reach the parents through informal sources.

The questionnaire items dealing with school discipline also revealed the parents' feeling that there were many unnecessary rules in some of the schools. These rules did not appear to parents to be productive of better learning. It would be advantageous for the School Board to have their supervisory personnel review the rules of each school in order to determine if any of the rules are in opposition to the School Board policy and whether or not they do have justifiable reason for their existence. In this way, complaints registered with the School Board central office can be dealt with more efficaciously than is the case when very little is known of the individual school in regard to its school code.

However, the opposition to school rules can arise when schools do not make an attempt to inform the parents regarding the school rules and the reasons they are being established by the schools. If this procedure is followed much of the confusion and misunderstanding connected with school rules could be avoided.

Curriculum

The lower incidence of "undecided" responses on the curriculum items of the questionnaire than on items of any other division of the questionnaire attests to parents interest in the topic of curriculum. Consequently, changes in the curriculum should be

well planned and thoroughly explained to parents; otherwise, beneficial innovations may fail to succeed due to a lack of parental support and understanding. If the child perceives the parent as being negative or indifferent toward the curriculum, then the success of the curriculum is in grave doubt.

The predominant curriculum concern of parents appears to center around the relevancy of the curriculum to the student's future life situation. Parents of the higher socio-economic status are concerned about how well the present program will equip their children to cope with the problems which they will encounter as they mature. Parents with less than 5 years of formal education and parents who have attended a vocational or technical school feel that a substantial portion of what is taught in school will not be of very much usefulness to a person in an occupational situation. As a general classification, men are inclined to question the importance of some of the school subjects.

Further research is required to ascertain what the various socio-economic levels of society regard as the demands which future life will place upon their children. In the light of such research, educators will be able to examine the school program to determine whether or not it will prepare the student for life. Should later research prove that particular classes of parents are not familiar

with the social requirements expected of their children by the time they become adults, the public relations program can provide the necessary information.

Communication will have to come from the School Board explaining how the present educational program is suited to the work situation. If the attitude of the low socio-economic parent toward the potential of education is not improved then the percentages in favor of that parent's children remaining in school or obtaining as good an education as is available are very small. Under these conditions, educators will be faced with a variation of the vicious circle. Information to parents of attitude should be directed toward men and set in occupational language and not in academic terminology.

The results of the present study have shown that parents expect schools to have guidance personnel to assist the student in the choice of a career and to offer some direction when the student needs it to resolve personal difficulties or doubts. The School Board should make parents aware of the efforts being made to acquire teachers of this type. With such popular support for guidance counsellors, the School Board should pressure the government for the monies needed to hire these people.

Teacher Image

While parents are willing to acknowledge the teaching profession

as prestigious, they do not appear to have an adequate appreciation of either the amount of work involved or the degree of professional training required. Measures should be taken by the School Board to acquaint parents with the work of the teacher in the classroom. Many parents are apt to view the role of teaching as a matter of spending five hours in the school building. They are not aware of the numerous clerical and administrative tasks which must be fulfilled by the teacher; nor are they apparently knowledgeable as to the working conditions and time which must be spent outside of the regular school day in the preparation of classes. Efforts should also be made to show parents what steps are being taken by teachers to improve their professional qualifications. Because teaching is such a subjective and intangible work, it is very difficult for parents to adequately evaluate it unless they have some of this information.

Teachers should also be awakened to the image which parents have of them as professionals. While teachers may possess the expertise of their profession, parents are in considerable doubt about this. Items in the questionnaire have shown that parents are not ready to place teachers on the same professional level as doctors and other professionals nor can they unequivocally state that teachers know enough about education to deal with the academic problems experienced by the students. In their relations with parents, teachers

should endeavor to be more exact in describing the achievement of student, avoiding the generalities which are not meaningful to the parents' understanding of the school work. Over-simplifications of the students' successes and failures will only leave parents with the impression that teachers are not able to properly diagnose the ability and potential of the students. Teachers must be made to realize that the image they project in their many contacts with parents plays a very major role in the success and continuation of their classroom efforts.

School Board

From the results of the study and from comments made to the writer during the course of the study, the School Board's main task in the sphere of public relations will be that of gaining the respect and trust of parents. At present, it would appear that the public image of the Board is very poor due to the transfer of attitude from the former School Board to the new one. Parents seem very doubtful that the new School Board will be any more receptive to their wishes than was the old.

To change this attitude, the new Board will have to initiate projects which will bring the parents into closer contact with members of the School Board. These encounters will have to prove to parents that the members are aware of conditions within the schools and that

they are familiar with current educational developments.

The School Board has a very large re-building program to do in the area of public relations, and while these recommendations will not eliminate all the problems involved, they will aid in the establishment of better rapport between the Board and its parents and will overcome the type of criticism that is founded on rumor and ignorance.

Further Study

While the results of the questionnaire present some indications of where problems exist, they do not provide any explanation of their origins. Besides the initiation of communications to overcome negative attitudes, the St. John's Roman Catholic School Board should conduct further research to determine what has given rise to these attitudes. With this information, the program will have a much better chance of being effective.

As was stated earlier, the attitudinal survey is only a part of the work which must be done to develop a good public relations program. Studies will have to be conducted to find out which medium of communication is most effective in reaching a particular segment of the population. The power structure within the different localities of the Board jurisdiction should also be examined and thought be given to the best method of organizing the public relations program.

In the analysis of the items, the most critical of the educational program were parents with less than 5 years of educational experience and the parents under the age of 31. It may prove beneficial to determine if there is an interaction between these two categories of parents and also to ascertain if the critical attitude of parents under 31 years of age is unique to that generation of parent or if it is common to parents of that age group.

COMPARATIVE FINDINGS

The analyses of data disclosed a number of findings which were similar to those of studies presented in the related literature chapter.

Several writers in the field of parental attitudes toward education have theorized and proven through their own research that parents are more concerned in the curriculum of the schools than in any other facet of education. This conclusion appears to be supported by this study. Responses in this area were more decisive than those of the other four divisions of the questionnaire.

Criticism of the conditions within the school system was strongest among those parents who had less than 5 years of education. This would appear to corroborate the findings of Hynes and Grobman who found that parental feeling deteriorates the further the

parent is removed from the school and its status figures.⁷⁰

Moskos and Bell found that among West Indian leaders conservatism was an attribute of the older generation while authoritarian idealism was characteristic of the under 39 age group.⁷¹

The results of this study also tend to follow a similar pattern. The parents who were most accepting of the educational system were those of the 50 and over age group, while parents under the age of 31 were the most critical and demanding. Though the studies differ in that one dealt with the leaders of a society and the other with the general populus, there would seem to be some justification for asserting that the findings are supportive of each other.

Lowery's research on parental attitudes toward education failed to produce any significant differences among parents of the same family on the variable sex.⁷² The same results were arrived at by Gene Medinnus.⁷³ While two incidences of significant differences between the sexes did occur in the present study, these would not appear to substantially affect the conclusions of the other two studies which contend that the parents of the same family tend to have

⁷⁰Hynes and Grobman, loc. cit.

⁷¹Moskos and Bell, loc. cit.

⁷²Lowery, loc. cit.

⁷³Medinnus, loc. cit.

similar opinions. A visual examination of the raw data indicated that a very large proportion of the parents had spouses with approximately the same level of education and of approximately the same age.

Stout and Langdon showed that parents did not believe that school boards gave enough consideration to the wishes and thoughts of parents.⁷⁴ Responses on items involving parents and the school board seem to support the results of Stout and Langdon's work.

Both the study of Stout and Langdon⁷⁵ and that of Carter⁷⁶ indicated that the majority of parents are opposed to the use of corporal punishment as a remedy for discipline problems. Data from the present study revealed that parents held the same view. Carter's findings parallel those of the present study in that they also indicated that while parents did not want corporal punishment used as a regular means of reprimand, they did realize that there may be occasion when it would be the last alternative.

Two differences arose between the present study and studies present in the chapter on related literature. Norval Glenn showed that the parental level of educational attainment was a stronger force

⁷⁴Stout and Langdon, loc. cit.

⁷⁵Ibid.

⁷⁶Carter, loc. cit.

in the formation of attitudes than was societal massification.⁷⁷ He held that while people heard the same message they did not interpret it in the same manner, and that the interpretation was mainly influenced by their educational level. Although significant differences did arise among the various levels of education on some items, a far greater number of significant differences developed as a consequence of geographic area. This appeared to lend support to the idea that social environment affected the formation of attitudes toward education more than does level of education.

⁷⁷Glenn, loc. cit.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Bartky, John A. Social Issues in Public Education. Boston: Houghton Mifflin Co., 1963.
- Bullock, Robert. School-Community Attitude Analysis for Educational Administrators. Columbus: Ohio State University Press, 1959.
- Campbell, Roald and Ramseyer, John. The Dynamics of School Community Relationships. New York: Allyn and Bacon Inc., 1955.
- Dapper, Gloria. Public Relations for Educators. New York: Simmons-Boardman Publishing Co., 1964.
- Ebel, Robert (ed.). Encyclopedia of Educational Research. 4th ed. Toronto: Macmillan Company, 1969.
- Fish, R. S. Public Understanding of What Good Schools Can Do. New York: Teachers College, 1945.
- Freedman, M. B. "Changes in Attitudes and Values Over Six Decades," Attitudes: Selected Readings, ed. Marie Johoda and Neil Warren, Harmondsworth: Penguin Books Inc., 1966.
- Graham, Grace. The Public School in the New Society. New York: Harper and Row, 1969.
- Hand, Harold. What People Think About Their Schools. New York: Harcourt, Brace and World Inc., 1948.
- Hovland, C. I. and Janis, I. Personality and Persuasibility. New Haven: Yale University Press, 1959.
- Jones, James J. School Public Relations. New York: The Center for Applied Research in Education Inc., 1966.
- Kindred, Leslie. School Public Relations. 2nd ed. Englewood Cliffs: Prentice-Hall Inc., 1962.

- McCloskey, Gordon. Education and Public Understanding. New York: Harper and Row, 1967.
- Moehlman, Arthur and Van Zwoll, James. School Public Relations. New York: Appleton-Century-Crofts Inc., 1957.
- Ross, Donald (ed.). Administration for Adaptability. Rev. ed. New York: Teachers College, 1958.
- Sexton, Patricia. Education and Income. New York: The Viking Press, 1961.
- Smith, Ralph. Community Organization and Support of the Schools. Cooperative Research Project #1828, United States Office of Education, 1964.
- Sumption, Merle and Engstrom, Yvonne. School-Community Relation: A New Approach. New York: McGraw-Hill Book Company, 1966.
- Todd, William. What Citizens Know About Their Schools. New York: Columbia University Press, 1927.

PERIODICALS

- "The American Family: Future Uncertain," Time, December 28, 1970, pp. 40 - 45.
- Anderson, W. F. Jr. "Attitudes of Parents of Differing Socio-economic Status Toward the Teaching Profession," Journal of Educational Psychology, LXII (January, 1969), pp. 227 - 230.
- Barnard, Chester I. "Education for Executives," Journal of Business, XVIII (October, 1945), pp. 175 - 182.
- Bell, John and Green, Arthur. "What are the Vital Services of the School Board?" American School Board Journal CXL (March, 1960), pp. 23 - 25.
- Bortner, Doyle. "A Study of Published Lay Opinion on Educational Programs and Problems," Education, LXXI (June, 1951), pp. 641 - 651.

- Carter, Meredith. "Parents Attitudes and School Discipline," Education, LXXXV (October, 1964), pp. 112 - 116.
- Carver, Frederick. "Educational Level and Family Income of Citizens and Expectations for the Role of the School Board," Journal of Educational Research, LXI (August, 1968), pp. 442 - 446.
- Glenn, Norval. "The Trend on Differences in Attitudes and Behaviour of Educational Level," Sociology of Education, XXXIX (Summer, 1966), pp. 255 - 275.
- Hedlund, Paul A. "Measuring Public Opinion on School Issues," American School Board Journal, XVI (April, 1948), pp. 29 - 32.
- Hynes, Vince and Grobman, Hilda. "What Parents Think of Their Schools and What They Know About Them," National Association of Secondary School Principals, IXL (February, 1957), pp. 15 - 25.
- Lowery, Lawrence. "A Study of the Attitudes of Parents Toward Teachers," Journal of Educational Research, LXII (January, 1969), pp. 227 - 230.
- Medinnus, Gene. "The Development of a Parent Attitude Toward Education Scale," Journal of Educational Research, LVI (October, 1962), pp. 87 - 92.
- Menkins, Paula. "It's the Attitude That Counts," Educational Leadership, XXVII (December, 1969), pp. 258 - 260.
- Moskos, C. C. and Bell, W. "Attitude Toward Democracy," British Journal of Sociology, XV (April, 1964), pp. 317 - 337.
- Pounds, Haskin and Hawkins, Michael. "Adult Attitudes on Teaching as a Career," Journal of Teacher Education, XX (Fall, 1969), pp. 339 - 342.
- "R.C. Students Protest 3 Shift System," The Daily News, St. John's, Nfld., September 12, 1968, p. 16.
- Snow, Robert H. "The Persuasive Role of a School Board," American School Board Journal, CXXXII (March, 1956), pp. 80 - 81.

- Stendler, Celia B. "Social Class Differences in Parental Attitudes Toward School at Grade One Level," Child Development, XXII (February, 1951), pp. 37 - 46.
- Stout, Irving W. and Langdon, Grace. "What Parents Want to Know About Their Child's School," Nations Schools, LX (August, 1957), pp. 45 - 47.
- Theisen, W. W. "How Can the School Be Organized for Curriculum Improvement?" National Association of Secondary School Principals, XXXVIII (April, 1954), pp. 279 - 281.
- Zuckerman, Marvin; Barrett, Beatrice; and Bragiel, Raymond. "The Parental Attitudes of Parents of Child Guidance Cases," Child Development, XXXI (Summer, 1960), pp. 401 - 417.

REPORTS

- Barr, Morifort et al. Kenosha, Wisconsin: When Communications Between a Fiscally Dependent School Board and Community Break Down. Report of an Investigation, Madison, Wisconsin, October, 1966.
- United States Chamber of Commerce. Education: An Investment in People. Washington, D.C., 1964.

UNPUBLISHED MANUSCRIPTS

- Bride, Kenneth. "Public Attitudes Toward Schools in Lethbridge Division." Unpublished Master's thesis, University of Alberta, 1958.
- Ingram, E. I. "Public Attitudes Toward Education as a Basis for a Public Relations Program." Unpublished Master's thesis, University of Alberta, 1962.
- Jennings, Kent. "Parental Grievances and School Politics," Paper presented at the Conference on Politics and Education, University of Oregon, June, 1966.

McCarthy, J. R. An address to the members of the Canadian Education Association at the annual convention in Hotel Nova Scotian. Halifax, Nova Scotia, 1969.

Parker, Charles. "An Analysis of Public Attitudes Toward Education in Selected Districts of Associated Public School Systems." Unpublished Doctoral thesis, Columbia University, 1964.

Roethlisberger, F. J. "Efficiency and Co-operative Behaviour." Canadian Education Association Short Course on Educational Leadership, May, 1968.

OTHER SOURCES

Here and Now CBNT - TV Public Affairs Program, St. John's, Newfoundland. October 15, 1968.

APPENDICES

Appendix A
Questionnaire Form Examined By
Graduate Students

This is a list of items to be used in my thesis which is designed to determine what the attitudes of parents with children in the schools under the jurisdiction of the Roman Catholic School Board of St. John's are toward finance and revenue, curriculum, discipline, teacher image and the school board within the St. John's Roman Catholic school system. The study is designed to obtain attitudes toward existing conditions except in the case of the section on the school board where expectations for the newly elected board are being sought. The study will be used to begin a public relations program for the Roman Catholic School Board. The aspects of each of the five major areas considered important from the point of view of public relations have been outlined in question form on the following page. The items are intended to point out on which aspects are attitudes good or bad.

I would appreciate it very much if you would fill in the test using your own general feelings toward the items. It would also be appreciated if you would examine the items using the following guidelines:

1. Do the items cover the questions outlined under each major area? If there is a question or aspect of an area that does not appear to be sufficiently covered, please indicate the area and the aspect below.

2. Are there any items that could be answered both negatively and positively? If there are, please answer the item as best you can and place a check next to the number of the item.
3. Are there any items that may be leading or otherwise poorly worded? If there are any such items, please list them below under the category provided.

Leading: _____

Poorly worded: _____

Others: (specify nature of error) _____

The major areas under study and the aspects that appear to be important from a public relations point of view.

Finance and Revenue:

1. How efficiently and effectively is money being spent?
2. On what should money be spent?
3. Who is responsible for financing education?
4. Is education a good economic investment?

Curriculum:

1. Does the school program prepare the student for life and a job?
2. Does the school program teach the fundamentals well?
3. Does the school program provide for the needs of all its students?
4. Does the school program develop the personal, social and moral qualities of the students?

Discipline:

1. What types of discipline are permitted in the school?
2. Is the discipline in the schools benefiting the student and society?
3. How widely does the school's sphere of control over the student extend?
4. Is discipline administered fairly in the schools?
5. Who should administer discipline in the school?

Teacher Image:

1. Is the teacher really interested in the welfare of the student?
2. Is the teacher a professional person?
3. How well does the teacher relate with other people?

School Board:

1. How should the board be composed?
2. What are some expectations of the people for the board?

Name: _____

Please indicate your general feeling toward each item by
circling one of the symbols at the right. Symbols:

SA - strongly agree
IA - inclined to agree
UD - undecided
IDA - inclined to disagree
SDA - strongly disagree

Finance and Revenue:

1. In our system there is a great deal of planning before money is spent. SA IA UD IDA SDA
2. Much money is wasted by the school board because there is not enough planning. SA IA UD IDA SDA
3. The school board should speak with the people before they spend large sums of money. SA IA UD IDA SDA
4. School buildings are unnecessary elaborate and costly. SA IA UD IDA SDA
5. More money should be spent on tape recorders, movie projectors and similar equipment. SA IA UD IDA SDA
6. Not enough money is being spent on good recreational facilities. SA IA UD IDA SDA
7. The schools are spending money on the wrong things. SA IA UD IDA SDA
8. More money should be paid to teachers. SA IA UD IDA SDA
9. For better quality education, parents will have to pay a higher assessment fee. SA IA UD IDA SDA

- | | | | | | |
|--|----|----|----|-----|-----|
| 10. The provincial government gives enough money to education. | SA | IA | UD | IDA | SDA |
| 11. There should be a property tax for education. | SA | IA | UD | IDA | SDA |
| 12. Most of the money spent on education comes from the provincial government. | SA | IA | UD | IDA | SDA |
| 13. We are receiving good economic value for the money spent on education. | SA | IA | UD | IDA | SDA |
| 14. The cost of education is too high for the results schools produce. | SA | IA | UD | IDA | SDA |
| 15. Money should be spent on education before it is spent on industry. | SA | IA | UD | IDA | SDA |

Curriculum:

- | | | | | | |
|---|----|----|----|-----|-----|
| 1. Our schools do a good job of preparing students to deal with the problems of today's world. | SA | IA | UD | IDA | SDA |
| 2. Students are not trained well enough to handle the problems they will meet in their adult life. | SA | IA | UD | IDA | SDA |
| 3. Our schools provide students with a great deal of what they will need for the jobs they will have in later life. | SA | IA | UD | IDA | SDA |
| 4. Our schools do a better job of teaching the 3 R's than they did when I was going to school. | SA | IA | UD | IDA | SDA |
| 5. There are many unnecessary subjects taught in our schools. | SA | IA | UD | IDA | SDA |
| 6. The schools should provide enough subjects to satisfy all students. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|---|----|----|----|-----|-----|
| 7. The educational program of our schools provides for the needs of all the students. | SA | IA | UD | IDA | SDA |
| 8. The educational program of our schools only provides for the needs of the students who are going on to university. | SA | IA | UD | IDA | SDA |
| 9. Our schools do a good job of teaching students how to act in public. | SA | IA | UD | IDA | SDA |
| 10. Too much time is spent in trying to develop the students personality. | SA | IA | UD | IDA | SDA |
| 11. Students do not learn good manners in our schools. | SA | IA | UD | IDA | SDA |
| 12. Our schools develop good moral qualities in the students. | SA | IA | UD | IDA | SDA |
| 13. Our schools do a good job of teaching students what is right and what is wrong. | SA | IA | UD | IDA | SDA |
| 14. Athletic activities should be given less time than it is being given. | SA | IA | UD | IDA | SDA |
| 15. Requirements for passing a grade should not be the same for all students. | SA | IA | UD | IDA | SDA |
| 16. Students in our schools do not learn how to do their own thinking. | SA | IA | UD | IDA | SDA |

Discipline:

- | | | | | | |
|---|----|----|----|-----|-----|
| 1. Corporal punishment should <u>never</u> be used in our schools. | SA | IA | UD | IDA | SDA |
| 2. A student should only be disciplined by showing him what he did wrong and by explaining to him why it was wrong. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|---|----|----|----|-----|-----|
| 3. For serious violations of the school's rules, the principal should be allowed to suspend a student for a period of time. | SA | IA | UD | IDA | SDA |
| 4. Teachers should NEVER be allowed to keep a student after school hours. | SA | IA | UD | IDA | SDA |
| 5. The discipline in our schools helps build good character in the student. | SA | IA | UD | IDA | SDA |
| 6. Much of our juvenile delinquency is the result of poor discipline in our schools. | SA | IA | UD | IDA | SDA |
| 7. The school is not responsible for the behaviour of students going to school and coming home from school. | SA | IA | UD | IDA | SDA |
| 8. Teachers should have the right to control student behaviour outside of school time when it becomes necessary. | SA | IA | UD | IDA | SDA |
| 9. In our schools students are given the chance to explain their side of a disciplinary problem. | SA | IA | UD | IDA | SDA |
| 10. In our schools students are not punished unfairly. | SA | IA | UD | IDA | SDA |
| 11. Students have to obey too many rules. | SA | IA | UD | IDA | SDA |
| 12. The principal should be the only one to handle disciplinary problems. | SA | IA | UD | IDA | SDA |
| 13. The teacher should be allowed to deal with disciplinary problems as they think best. | SA | IA | UD | IDA | SDA |

Teacher Image:

- | | | | | | |
|--|----|----|----|-----|-----|
| 1. Teachers show a real interest in the education of the students. | SA | IA | UD | IDA | SDA |
|--|----|----|----|-----|-----|

- | | | | | | |
|--|----|----|----|-----|-----|
| 2. The most important consideration of teachers is their salary. | SA | IA | UD | IDA | SDA |
| 3. Most teachers do everything they can for the student. | SA | IA | UD | IDA | SDA |
| 4. Our teachers know as much about teaching as doctors know about medicine. | SA | IA | UD | IDA | SDA |
| 5. Most teachers are progressive and up-to-date in matters of education. | SA | IA | UD | IDA | SDA |
| 6. People become teachers because they could not get another job. | SA | IA | UD | IDA | SDA |
| 7. People become teachers because it does not require much effort. | SA | IA | UD | IDA | SDA |
| 8. People become teachers because it is an easy job. | SA | IA | UD | IDA | SDA |
| 9. Teachers consider themselves as "little gods" with all the right answers. | SA | IA | UD | IDA | SDA |
| 10. Teachers are not interested in what parents have to say. | SA | IA | UD | IDA | SDA |
| 11. Teachers are very friendly toward parents. | SA | IA | UD | IDA | SDA |
| 12. Parents are not treated courteously by teachers. | SA | IA | UD | IDA | SDA |
| 13. Teachers are very well qualified to understand the problems of youth. | SA | IA | UD | IDA | SDA |
| 14. Teachers are very well qualified to deal with the problems of youth. | SA | IA | UD | IDA | SDA |
| 15. Teachers treat students fairly and without favoritism. | SA | IA | UD | IDA | SDA |
| 16. Teachers receive more praise than they deserve. | SA | IA | UD | IDA | SDA |

17. Teachers become very set in their ways.

SA IA UD IDA SDA

School Board:

1. All members of the school board should be elected by the people.
2. There are too many priests on the school board.
3. The meetings of the school board should be open to the public.
4. The matters discussed in the school board meetings should most often be made known to the public.
5. There should be some teachers on the school board.
6. The members of the school board should visit the schools often.
7. The school board should meet with the people before major decisions are to be made.
8. The school board should meet with the principals several times during the school year.
9. The school board election was very fairly.
10. I was very satisfied with the way the school board election was run.
11. The members of the school board will really do what the people want.
12. The school board will only do what the clergy want it to do.

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

SA IA UD IDA SDA

13. The school board should decide
what is to be taught in the school. SA IA UD IDA SDA
14. The school board should be res-
ponsible for hiring and firing
teachers. SA IA UD IDA SDA

COMMENTS CONCERNING QUESTIONNAIRE:

Appendix B

Questionnaire Form Examined By

Principals

Dear Principal,

I am a graduate student in Education at Memorial University and I would very much appreciate your assistance in the completion of an attitude survey to be used in my thesis. The aim of the survey is to measure parental attitudes toward various aspects of finance and revenue, curriculum, discipline, teacher image and the school board in order to lay a basis for the formulation of a school-community relations program within the Roman Catholic School Board of St. John's. In this regard I would ask your help in reviewing the items to be included in the final study using the following criteria:

1. Are these items of concern to parents in the Roman Catholic School System of St. John's? If there are items which you feel are not of interest to the parents, I would ask you to place a check mark next to the number of that item.
2. If there are some aspects of the areas outlined above not included in this list of items and are of interest to parents, I would ask you to indicate those aspects in the space provided for that purpose at the end of the survey.

Thank you very much for your time and consideration in assisting me in the validation of my items.

Sincerely yours,

Thomas J. Grace

Finance and Revenue:

1. A great deal of planning is done by the schools before money is spent.
2. School officials should speak with the parents before spending large sums of money.
3. School buildings are too elaborate.
4. Schools are spending money on the wrong things.
5. Higher salaries should be paid to teachers.
6. To get better quality education, parents will have to give more money to education than they do at the present.
7. There should be a property tax for education.
8. The results which schools produce are good enough for the amount of money spent on education.
9. We are receiving good economic value for the money spent on education.

Curriculum:

1. Our students are given enough preparation in school to be able to handle the problems which they will meet in their adult lives.
2. Much of what is taught in our schools will be of no use to a person in his work.
3. Our schools do a good job of teaching the 3 R's.
4. There are many unnecessary subjects taught in our schools.
5. The educational program in our schools only provides for those students who will go on to university.
6. Our schools do a good job of teaching students how to act in public.
7. Our schools develop good moral qualities in our students.

8. Our schools do not do a good job of teaching the students what is right and what is wrong.
9. Students in our schools do not learn how to do their own thinking.
10. More time should be given to developing the student's personality than is given at present.

Discipline:

1. Corporal punishment should NEVER be used in school.
2. Students should only be disciplined by telling them what they did wrong and by explaining why it was wrong.
3. For serious violations of school rules, the principal should be allowed to expel a student for a period of time.
4. Much of the juvenile delinquency is the result of poor discipline in our schools.
5. The school should be responsible for the behaviour of its students going to school and coming home from school.
6. Teachers should have the right to control the behaviour of students outside of school time whenever it becomes necessary.
7. In our schools students are given the chance to explain their side of a disciplinary problem.
8. In our schools students are often punished unjustly.
9. There are many unnecessary rules in our schools.
10. The teacher should be allowed to deal with disciplinary problems as he or she sees fit.

Teacher Image:

1. Most teachers are more interested in their salaries than they are in the education of their students.
2. Our teachers know as much about education as doctors know about medicine.

3. Most people become teachers because it does not require much intelligence.
4. Most people become teachers because it is an easy job.
5. Many teachers consider themselves as "little gods" with all the right answers.
6. Most teachers are interested in what parents have to say.
7. Most teachers treat parents very courteously.
8. Our teachers know the problems which their students are having in their studies.
9. Our teachers do not appear to be trained well enough to handle the problems which their students have in their studies.
10. Teachers give their students good example to follow.

School Board:

1. All the members of the school board should be elected by the parents.
2. There are too many priests on the school board.
3. All the meetings of the school board should be open to the public.
4. The members of the school board should visit the schools often.
5. I was very satisfied with the way the school board elections were conducted.
6. The members of the school board will only do what the clergy want them to do.

COMMENTS AND SUGGESTIONS:

Appendix C

Questionnaire Form Examined By

Selected Parents

Dear Parent,

I am a graduate student in Educational Administration at Memorial University. As part of my studies, I am carrying out a survey of parents' attitudes toward various aspects of education within the Roman Catholic School Board System of St. John's. The survey is being conducted with 400 parents who have children attending schools under the control of the Board. Permission to carry out the study has been granted by the Board.

The purpose of the study is to determine what you, the parent, feel about education within the Roman Catholic School Board System of St. John's. With such a rapid change occurring in society today, providing your child with the best education available is a very complex task. Such a task cannot be successfully completed without your help and guidance. Your response to this attitude study can provide educators with a basis for thinking about, and planning a better form of education for your child.

The list of statements contained in this study covers a wide variety of ideas related to education within the Roman Catholic School Board System of St. John's. You are asked to express your sincere feeling about each of the statements as it appears on the paper. You are not asked to identify yourself. The information provided by your questionnaire will be combined with the information from all the other questionnaires to form a final report. In this report there will be no

reference to any individual questionnaires. The information received in this study will be used in no other way except to complete the final report. All the individual questionnaires will remain confidential material.

Enclosed is a copy of the questionnaire for each parent. For the purpose of the study, I would ask you to complete your questionnaire without checking to see what your partner's answers are. It is very important that you express your own feeling about each of the statements as it appears on the paper and as it relates to education within the Roman Catholic School Board System of St. John's.

When you have completed the questionnaire, I would ask you to place it in the envelope provided. Give the sealed envelope to your child to be returned to the school. I will collect the questionnaire at the school.

I would like to express my thanks to you for taking the time and effort to complete the questionnaire. Without your help, I would not be able to finish this study.

Sincerely yours,

Thomas Grace

In order to study the results of the survey, the following information is necessary. This information will be confidential and will be used for no other purpose than this study.

1. Respondent's sex Male _____ Female _____
2. Place a check mark next to the age period in which your age falls.

under 26 _____	36 - 40 _____	51 - 55 _____
26 - 30 _____	41 - 45 _____	56 - 60 _____
31 - 35 _____	46 - 50 _____	over 60 _____

3. Circle the last grade you attended in school.

School 1 2 3 4 5 6 7 8 9 10 11 12

Trade & Vocational School 1 2 3 4 5

University & Graduate School 1 2 3 4 5 6 7 8

4. Please state your occupation: Example: I work as a salesman, secretary, housewife, etc.

Directions for Answering the Statements in the Questionnaire

You are asked to give your true feeling toward each of the statements in the questionnaire, keeping in mind that the statements are meant to apply to education as it is within the Roman Catholic School Board of St. John's.

Read the statement first and then circle the set of letters at the right which best represents your own feeling toward that statement. If you should wish to change your answer to any one statement,

mark an X through your first answer and then circle your final

choice. PLEASE DO NOT LEAVE ANY STATEMENT

UNANSWERED.

The meanings of the sets of letters at the right are:

- SA - strongly agree
- IA - inclined to agree
- UD - undecided
- IDA - inclined to disagree
- SDA - strongly disagree

Sample Answer: Everyone should have the chance to get an
education. ☒ SA IA UD IDA SDA

If you were strongly in favor of that statement, you would
circle the SA, strongly agree. If you were inclined to disagree
with that statement, you would circle IDA, inclined to disagree.
Circle only one set of letters and do not leave any statement un-
answered.

- | | | | | | |
|--|----|----|----|-----|-----|
| 1. In our schools students are given the chance to explain their side of a disciplinary problem. | SA | IA | UD | IDA | SDA |
| 2. Our students are given enough preparation in school to be able to handle the problems which they will meet in later life. | SA | IA | UD | IDA | SDA |
| 3. Most people become teachers because it does not require much intelligence. | SA | IA | UD | IDA | SDA |
| 4. A great deal of planning is done by the school board before money is spent. | SA | IA | UD | IDA | SDA |
| 5. School buildings are too elaborate. | SA | IA | UD | IDA | SDA |
| 6. Much of what is taught in our schools will be of no use to a person on his job. | SA | IA | UD | IDA | SDA |
| 7. Corporal punishment should never be used in school. | SA | IA | UD | IDA | SDA |
| 8. Our teachers know as much about education as doctors know about medicine. | SA | IA | UD | IDA | SDA |
| 9. All the members of the school board should be elected by the parents. | SA | IA | UD | IDA | SDA |
| 10. The school should be responsible for the behaviour of its students going to school and coming home from school. | SA | IA | UD | IDA | SDA |
| 11. There are many unnecessary rules in our schools. | SA | IA | UD | IDA | SDA |
| 12. There should be a property tax for education. | SA | IA | UD | IDA | SDA |
| 13. Our schools do not do a good job of teaching the students what is right and what is wrong. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|---|----|----|----|-----|-----|
| 14. The type of education which our children are receiving is not good when we consider the amount of money being spent on education. | SA | IA | UD | IDA | SDA |
| 15. Most people become teachers because it is an easy job. | SA | IA | UD | IDA | SDA |
| 16. Teachers should have the right to control the behaviour of students outside of school time whenever it becomes necessary. | SA | IA | UD | IDA | SDA |
| 17. All the meetings of the school board should be open to the public. | SA | IA | UD | IDA | SDA |
| 18. Schools are spending money on the wrong things. | SA | IA | UD | IDA | SDA |
| 19. School officials should speak with the parents before spending large sums of money. | SA | IA | UD | IDA | SDA |
| 20. Our schools do a good job of teaching the 3 R's. | SA | IA | UD | IDA | SDA |
| 21. The educational program in our schools only takes care of those students who are going on to university. | SA | IA | UD | IDA | SDA |
| 22. The teacher should be allowed to deal with disciplinary problems as he or she sees fit. | SA | IA | UD | IDA | SDA |
| 23. Our teachers do not appear to be trained well enough to handle the problems which their students have in their studies. | SA | IA | UD | IDA | SDA |
| 24. Students in our schools do not learn how to do their own thinking. | SA | IA | UD | IDA | SDA |
| 25. The members of the school board should visit the schools often. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|---|----|----|----|-----|-----|
| 26. More emphasis should be given to developing the students personality than is given at present. | SA | IA | UD | IDA | SDA |
| 27. Higher salaries should be paid to teachers. | SA | IA | UD | IDA | SDA |
| 28. Many teachers consider themselves as "little gods" with all the answers. | SA | IA | UD | IDA | SDA |
| 29. Our schools do a good job of teaching students how to act in public. | SA | IA | UD | IDA | SDA |
| 30. Teachers treat parents very courteously. | SA | IA | UD | IDA | SDA |
| 31. The members of the school board will only do what the clergy want them to do. | SA | IA | UD | IDA | SDA |
| 32. Students should only be disciplined by telling them what they did wrong and by explaining why it was wrong. | SA | IA | UD | IDA | SDA |
| 33. Most teachers are more interested in their salaries than they are in the education of their students. | SA | IA | UD | IDA | SDA |
| 34. There are too many priests on the school board. | SA | IA | UD | IDA | SDA |
| 35. Most teachers are interested in what parents have to say. | SA | IA | UD | IDA | SDA |
| 36. To get better quality education, parents will have to give more money to education than they do at the present. | SA | IA | UD | IDA | SDA |
| 37. We are receiving good economic value for the money spent on education. | SA | IA | UD | IDA | SDA |
| 38. There are many unnecessary subjects taught in our schools. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|--|----|----|----|-----|-----|
| 39. Much of the juvenile delinquency is the result of poor discipline in our schools. | SA | IA | UD | IDA | SDA |
| 40. Our schools develop good moral qualities in our students. | SA | IA | UD | IDA | SDA |
| 41. In our schools students are often punished unjustly. | SA | IA | UD | IDA | SDA |
| 42. I was very satisfied with the way the school board elections were conducted. | SA | IA | UD | IDA | SDA |
| 43. Teachers give their students good example to follow. | SA | IA | UD | IDA | SDA |
| 44. For serious violations of school rules, the principal should be allowed to expel a student for a period of time. | SA | IA | UD | IDA | SDA |
| 45. Our teachers know the problems which their students are having in their studies. | SA | IA | UD | IDA | SDA |

Appendix D

Questionnaire Form Examined By

Panel of Expert Opinion

Dear Parent,

I am a graduate student in Educational Administration at Memorial University. As part of my studies, I am carrying out a survey of parents' attitudes toward various aspects of education within the Roman Catholic School Board System of St. John's. The survey is being conducted with 400 parents who have children attending schools under the control of the Board. Permission to carry out the study has been granted by the Board.

The purpose of the study is to determine what you, the parent, feel about education within the Roman Catholic School Board System of St. John's. With such a rapid change occurring in society today, providing your child with the best education available is a very complex task. Such a task cannot be successfully completed without your help and guidance. Your response to this attitude study can provide educators with a basis for thinking about, and planning a better form of education for your child.

The list of statements contained in this questionnaire covers a wide variety of ideas related to education within the Roman Catholic School Board System of St. John's. You are asked to express your sincere feeling about each of the statements as it appears on the paper. You are not asked to identify yourself. The information provided by your questionnaire will be combined with the information from all the other questionnaires to form a final report. In this report there will be no reference to any individual questionnaire. The information received in this study will be used in no other way except to complete the final report. All the individual questionnaires will remain confidential material.

Enclosed is a copy of the questionnaire for each parent. For the purpose of the study, I would ask you to complete your questionnaire without checking to see what your partner's answers are. It is very important that you express your own feeling about each of the statements as it appears on the paper and as it relates to education within the Roman Catholic School Board System of St. John's.

When you have completed the questionnaire, I would ask you to place it in the envelope provided. Give the sealed envelope to your child to be returned to the school. These questionnaires will be dropped in a sealed container at the school. I will collect them from the school.

I would like to express my thanks to you for taking the time to complete the questionnaire. Without your help, I would not be able to finish this study.

Sincerely yours,

Thomas Grace

In order to study the results of the survey, the following information is necessary. This information will be confidential and will be used for no other purpose than this study.

1. Respondent's sex Male _____ Female _____

2. Place a check mark next to the age period in which your age falls.

Under 26 _____	36 - 40 _____	51 - 55 _____
26 - 30 _____	41 - 45 _____	56 - 60 _____
31 - 35 _____	46 - 50 _____	Over 60 _____

3. Circle the last grade you attended in school.

School 1 2 3 4 5 6 7 8 9 10 11 12

Trade & Vocational School 1 2 3 4 5

University and Graduate School 1 2 3 4 5 6 7 8

Directions for Answering the Statements in the Questionnaire

You are asked to give your general feeling toward each of the statements in the questionnaire, KEEPING IN MIND THAT THE STATEMENTS ARE MEANT TO APPLY TO EDUCATION AS IT IS WITHIN THE ROMAN CATHOLIC SCHOOL BOARD OF ST. JOHN'S.

Read the statement first and then circle the set of letters at the right which best represents your general feeling toward that statement. If you should wish to change your answer to any one statement, mark an X through your first answer and then circle

your final answer.

PLEASE DO NOT LEAVE ANY STATEMENT UNANSWERED.

The meanings of the sets of letters at the right are:

- SA - strongly agree
- IA - inclined to agree
- UD - undecided
- IDA - inclined to disagree
- SDA - strongly disagree

Sample answer: Everyone should have the chance
to get an education. ☒ SA IA UD IDA SDA

If you were strongly in favor of that statement, you would
circle SA. If you were inclined to disagree with that statement,
you would circle IDA. Circle only one set of letters and do not leave
any statement unanswered.

- | | | | | | |
|--|----|----|----|-----|-----|
| 1. In our schools students are given the chance to explain their side of a disciplinary problem. | SA | IA | UD | IDA | SDA |
| 2. Our students are given enough preparation in school to be able to handle the problems which they will meet in later life. | SA | IA | UD | IDA | SDA |
| 3. Most people become teachers because it does not require much intelligence. | SA | IA | UD | IDA | SDA |
| 4. A great deal of planning is done by the school board before money is spent. | SA | IA | UD | IDA | SDA |
| 5. School buildings are too elaborate. | SA | IA | UD | IDA | SDA |
| 6. Much of what is taught in our schools will be of no use to a person in his job. | SA | IA | UD | IDA | SDA |
| 7. Corporal punishment should never be used in our schools. | SA | IA | UD | IDA | SDA |
| 8. Our teachers know as much about education as doctors know about medicine. | SA | IA | UD | IDA | SDA |
| 9. All the members of the school board should be elected. | SA | IA | UD | IDA | SDA |
| 10. The school should be responsible for the conduct of its students going to and coming from school. | SA | IA | UD | IDA | SDA |
| 11. There are many unnecessary rules in our schools. | SA | IA | UD | IDA | SDA |
| 12. There should be a property tax for education. | SA | IA | UD | IDA | SDA |
| 13. Our schools do a good job of teaching students what is right and what is wrong. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|---|----|----|----|-----|-----|
| 14. The type of education which our children are receiving is not good when we consider the amount of money being spent on education. | SA | IA | UD | IDA | SDA |
| 15. Most people become teachers because it is an easy job. | SA | IA | UD | IDA | SDA |
| 16. Teachers should have the right to control the behaviour of students outside of school time whenever it becomes necessary. | SA | IA | UD | IDA | SDA |
| 17. All the meetings of the school board should be open to the public. | SA | IA | UD | IDA | SDA |
| 18. Schools are spending money on the wrong things. | SA | IA | UD | IDA | SDA |
| 19. School officials should speak with the parents before spending large sums of money. | SA | IA | UD | IDA | SDA |
| 20. Our schools do a good job of teaching the 3 R's. | SA | IA | UD | IDA | SDA |
| 21. The educational program in our schools only takes care of those students who are going to university. | SA | IA | UD | IDA | SDA |
| 22. The teacher should be allowed to deal with disciplinary problems as he or she sees fit. | SA | IA | UD | IDA | SDA |
| 23. Our teachers do not appear to be trained well enough to handle the problems which their students have in their studies. | SA | IA | UD | IDA | SDA |
| 24. Students in our schools are not permitted to do their own thinking. | SA | IA | UD | IDA | SDA |
| 25. The members of the school board should visit the schools often. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|--|----|----|----|-----|-----|
| 26. More emphasis should be given to developing the student's personality than is given at present. | SA | IA | UD | IDA | SDA |
| 27. Higher salaries should be paid to teachers. | SA | IA | UD | IDA | SDA |
| 28. Some teachers consider themselves as "little gods" with all the right answers. | SA | IA | UD | IDA | SDA |
| 29. Our schools do a good job of teaching students how to act in public. | SA | IA | UD | IDA | SDA |
| 30. Our teachers treat parents very courteously. | SA | IA | UD | IDA | SDA |
| 31. The members of the school board will do what the people want them to do. | SA | IA | UD | IDA | SDA |
| 32. The only way in which students should be disciplined is by telling them what they did wrong and explaining why it was wrong. | SA | IA | UD | IDA | SDA |
| 33. Most of our teachers are more interested in their salaries than they are in the education of their students. | SA | IA | UD | IDA | SDA |
| 34. It is necessary to have priests on the school board. | SA | IA | UD | IDA | SDA |
| 35. Most teachers are interested in what parents have to say. | SA | IA | UD | IDA | SDA |
| 36. To get better quality education, parents will have to give more money to education than they do at present. | SA | IA | UD | IDA | SDA |
| 37. There are some unnecessary subjects taught in our schools. | SA | IA | UD | IDA | SDA |
| 38. Our schools do not have good discipline. | SA | IA | UD | IDA | SDA |

- | | | | | | |
|--|----|----|----|-----|-----|
| 39. Our schools help develop good moral qualities in our students. | SA | IA | UD | IDA | SDA |
| 40. In our schools students are often punished unjustly. | SA | IA | UD | IDA | SDA |
| 41. I was satisfied with the way the school board elections were conducted. | SA | IA | UD | IDA | SDA |
| 42. Teachers give their students good example to follow. | SA | IA | UD | IDA | SDA |
| 43. For serious violations of the school rules, the principal should be allowed to expel a student for a period of time. | SA | IA | UD | IDA | SDA |
| 44. Our teachers know the problems which their students are having in their studies. | SA | IA | UD | IDA | SDA |
| 45. Not enough time is being given to athletics in our schools. | SA | IA | UD | IDA | SDA |

Appendix E

Questionnaire Form Used In

Reliability Study

	Strongly agree	Inclined to agree	Undecided	Inclined to disagree	Strongly disagree
1. All the members of the school board should be elected.	1. SA	IA	UD	IDA	SDA
2. In our schools students are given the chance to explain their side of a disciplinary problem.	2. SA	IA	UD	IDA	SDA
3. Our students are given enough training in school to be able to successfully handle the problems which they will meet in later life.	3. SA	IA	UD	IDA	SDA
4. Most people become teachers because it does not require much intelligence.	4. SA	IA	UD	IDA	SDA
5. A great deal of planning is done by the school board before money is spent.	5. SA	IA	UD	IDA	SDA
6. School buildings are too elaborate.	6. SA	IA	UD	IDA	SDA
7. Much of what is taught in our schools will be of no use to a person in his or her job.	7. SA	IA	UD	IDA	SDA
8. Corporal punishment should never be used in our schools.	8. SA	IA	UD	IDA	SDA
9. Our teachers know as much about education as doctors know about medicine.	9. SA	IA	UD	IDA	SDA
10. The school should be responsible for the conduct of its students going to and coming from school.	10. SA	IA	UD	IDA	SDA
11. There are many unnecessary rules in our schools.	11. SA	IA	UD	IDA	SDA
12. There should be a property tax for education.	12. SA	IA	UD	IDA	SDA

- | | |
|---|----------------------|
| 13. Our schools do a good job of teaching students what is right and what is wrong. | 13. SA IA UD IDA SDA |
| 14. The type of education which our children are receiving is not good when we consider the amount of money being spent on education. | 14. SA IA UD IDA SDA |
| 15. Our teachers treat students fairly. | 15. SA IA UD IDA SDA |
| 16. Much money is wasted by the school board because there is not enough planning being done. | 16. SA IA UD IDA SDA |
| 17. Most people become teachers because it is an easy job. | 17. SA IA UD IDA SDA |
| 18. Teachers should have the right to control the behaviour of students outside school time whenever it becomes necessary. | 18. SA IA UD IDA SDA |
| 19. Teachers are being paid more than they should be. | 19. SA IA UD IDA SDA |
| 20. All the meetings of the school board should be open to the public. | 20. SA IA UD IDA SDA |
| 21. Schools are spending money on the wrong things. | 21. SA IA UD IDA SDA |
| 22. School officials should speak with the parents before large sums of money are spent. | 22. SA IA UD IDA SDA |
| 23. Our schools do a good job of teaching the three R's. | 23. SA IA UD IDA SDA |
| 24. The educational program in our schools only provides for those students who intend to go to university. | 24. SA IA UD IDA SDA |
| 25. The teacher should be allowed to deal with a disciplinary problem as he or she sees fit. | 25. SA IA UD IDA SDA |

- | | |
|---|----------------------|
| 26. In our schools too much time is spent in sports activities. | 26. SA IA UD IDA SDA |
| 27. The members of the school board should visit the schools often. | 27. SA IA UD IDA SDA |
| 28. Our teachers do not appear to be trained well enough to handle the problems which their students are having in their studies. | 28. SA IA UD IDA SDA |
| 29. In our schools students are not allowed to do their own thinking. | 28. SA IA UD IDA SDA |
| 30. More emphasis should be given to developing the student's personality than is given at present. | 30. SA IA UD IDA SDA |
| 31. Some teachers consider themselves as "little gods" with all the right answers. | 31. SA IA UD IDA SDA |
| 32. Higher salaries should be paid teachers. | 32. SA IA UD IDA SDA |
| 33. Our schools do a good job of teaching students how to act in public. | 33. SA IA UD IDA SDA |
| 34. Students in our schools are not given enough guidance in choosing a career. | 34. SA IA UD IDA SDA |
| 35. Our teachers treat parents very courteously. | 35. SA IA UD IDA SDA |
| 36. The members of the new school board will do what the people want them to do. | 36. SA IA UD IDA SDA |
| 37. The only way in which students ought to be disciplined is by telling them what they did wrong and why it was wrong. | 37. SA IA UD IDA SDA |

- | | |
|---|----------------------|
| 38. Most of our teachers are more interested in their salaries than they are in the education of their students. | 38. SA IA UD IDA SDA |
| 39. Members of the school board should be aware of the new ideas in education. | 39. SA IA UD IDA SDA |
| 40. It is necessary to have priests on the school board. | 40. SA IA UD IDA SDA |
| 41. Most of our teachers are interested in what parents say about education. | 41. SA IA UD IDA SDA |
| 42. To get better quality education, parents will have to give more money to education than they do at the present. | 42. SA IA UD IDA SDA |
| 43. Our schools need specially trained teachers to teach students who are having special difficulty in their school subjects. | 43. SA IA UD IDA SDA |
| 44. There are some unnecessary subjects taught in our schools. | 44. SA IA UD IDA SDA |
| 45. The discipline in our schools is good. | 45. SA IA UD IDA SDA |
| 46. Our schools help develop good moral qualities in our students. | 46. SA IA UD IDA SDA |
| 47. A specially trained person should be available in all our schools to help students with their personal problems. | 47. SA IA UD IDA SDA |
| 48. In our schools students are often punished unjustly. | 48. SA IA UD IDA SDA |
| 49. I was satisfied with the way the school board elections were conducted. | 49. SA IA UD IDA SDA |

- | | |
|---|----------------------|
| 50. Our teachers are good models for our students to imitate. | 50. SA IA UD IDA SDA |
| 51. For serious violations of the school rules, the principal should be allowed to expel a student for a period of time. | 51. SA IA UD IDA SDA |
| 52. Our teachers know the problems which their students are having in their studies. | 52. SA IA UD IDA SDA |
| 53. Not enough time is given to athletics in our schools. | 53. SA IA UD IDA SDA |
| 54. Our teachers have very little control over their students. | 54. SA IA UD IDA SDA |
| 55. Because of the large number of pupils in each class, our teachers do not have enough time to help students who are having special difficulty with their work. | 55. SA IA UD IDA SDA |

Appendix F

Letter Requesting Parents' Assistance

To Establish Reliability of

The Questionnaire



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

May 7, 1970

Dear Parent,

I am a graduate student in Educational Administration at Memorial University. As part of my work, I am conducting a survey of parents' attitudes toward various aspects of education within the Roman Catholic School System of St. John's. In order to complete this survey, it is necessary to develop a questionnaire by which to measure parents' attitudes. It is in the development of the questionnaire that I would ask your assistance.

Your cooperation would involve responding to a list of statements related to education within the Roman Catholic School System of St. John's.

Sample statement:

Everyone should have a chance for a good education.

SA IA UD IDA SDA

(The meaning of the sets of letters is explained in the questionnaire).

The questionnaire will consist of fifty-five (55) such statements. The response to each statement is made by circling a set of letters as shown above. The list of statements can easily be answered in ten (10) minutes. The response to these statements will remain confidential and will be used in no other way except to produce a final edition of the questionnaire.

I would appreciate it very much if you could assist me in this matter. Improving the quality of education in today's world requires a great deal of research. In many instances, such research cannot be successfully completed without the cooperation of the parents. Your help will provide educators with a basis for planning a better form of education for your children.

I would ask you to check the appropriate spaces below.

Father _____

I am willing to participate _____

Mother _____ I do not wish to participate _____

Please give this letter back to your son to be returned to the school.

Thank you very much for your time and consideration.

Sincerely yours,

Thomas Grace

Appendix G

Covering Letter Attached to the First

Administration of Questionnaire

In the Reliability Study



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

Dear Parent,

I would like to express my thanks to you for assisting me in the development of this questionnaire.

As I explained in my previous letter, this questionnaire consists of a list of statements related to education within the Roman Catholic School System of St. John's.

I would ask you to express your general feeling toward each of the statements, keeping in mind that the statements are meant to apply to education as it is within the Roman Catholic School System of St. John's.

Read the statement first and then circle the set of letters at the right which best represents your general feeling toward that statement.

If you should wish to change your answer to any one particular statement, mark an X through your first answer and then circle your final choice.

PLEASE DO NOT LEAVE ANY STATEMENT UNANSWERED.

The meanings of the letters at the right are:

SA - strongly agree

IDA - inclined to disagree

IA - inclined to agree

SDA - strongly disagree

UD - undecided

Sample answer:

Everyone should have a good education. (SA) IA UD IDA SDA

If you were strongly in favor of that statement, you would

circle the SA. If you were inclined to disagree with that statement, you would circle the IDA. Circle only one set of letters and do not leave any statement unanswered.

Please check one of the following: Male _____
Female _____

Please place the completed questionnaire in the envelope provided. Seal the envelope and give it to your son to be returned to the school. I shall collect them at the school.

Thank you for your time and cooperation.

Sincerely yours,

Thomas Grace

Appendix H
Covering Letter Attached to the Final
Administration of Questionnaire
In the Reliability Study



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

Dear Parent,

As a second, and final part of the development of the questionnaire, I would ask you to fill out the questionnaire once again.

The directions for completing the questionnaire this time are the same as those for the first form of the questionnaire. When you have read the statement, circle the set of letters at the right which best represents your general feeling toward that statement. Please keep in mind that the statements are meant to apply to education as it is within the Roman Catholic School System of St. John's.

The meanings of the sets of letters at the right are:

SA - strongly agree IDA - inclined to disagree
IA - inclined to agree SDA - strongly disagree
UD - undecided

Please check one of the following: Male _____ Female _____

If you should wish to change your answer to any one statement, please mark an X through your first answer and then circle your final choice. Please circle only one set of letters and do not leave any statement unanswered.

When you have completed the questionnaire, place it in the envelope provided. Seal the envelope and give it to your son to be returned to the school. I shall collect the questionnaires at the school.

I would like to express my sincere thanks to you for giving me your time and assistance in the development of this questionnaire. Without your help, this would not have been possible.

Sincerely yours,

Thomas Grace

Appendix I

Letter Sent to Principals Requesting
Permission to Work With Grade Four
Teachers and Students



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 3, 1970

Dear Principal,

I am a graduate student in Education at Memorial University and I am conducting a study of parental attitudes toward education as the basis for the M. Ed. thesis requirement. Permission to carry out the study within the schools under the jurisdiction of the Roman Catholic School Board for St. John's has been granted by the District Superintendent, Mr. F. Kearsey, and by the Board. To complete this study I would ask your assistance and that of your grade four teachers.

With respect to the last point, I would like your permission to work with the grade four teachers. Their cooperation would be very valuable in the following manner:

1. To provide me with a class list
2. To distribute and collect questionnaires

When all the class lists have been received from all the grade four teachers in the St. John's Roman Catholic School Board, 200 students will be chosen at random. The number of students from any one school will probably not exceed 10; in most cases the number will be far less than 10. Questionnaires will then be distributed to the students chosen. They will be asked to bring it home to be filled out by the parents and returned to the teacher. The teacher will not have to be responsible for ensuring that all the questionnaires are returned. The questionnaires will be brought to the school and collected by me.

The study is concerned with a number of educational ideas which, according to educational research, are of particular interest to parents. From the results of the study, it is hoped that a more organized and directed effort can be made to improve public understanding and involvement in education.

If for any reason you do not wish to participate in the study,

I would appreciate it very much if you would notify me of your decision either by letter addressed to me at the University or by phone:

University	579-5081 ext. 2668
Home	579-4671

If you are willing to permit the study to be conducted in your school, I would ask you to distribute the enclosed forms and a copy of the covering letter to your grade four teachers.

I wish to thank you for your time and consideration.

Sincerely yours,

Thomas J. Grace

Appendix J

Letter Sent to Grade Four Teachers Requesting
Their Cooperation



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 3, 1970

Dear Teacher,

I am a graduate student in Education at Memorial University and I would very much appreciate your assistance in the completion of a study of parental attitudes toward a variety of educational matters. The study will be used as the basis for the M. Ed. thesis requirement. Permission for the study to be conducted in the schools under the jurisdiction of the Roman Catholic School Board for St. John's has been granted by the District Superintendent, Mr. F. Kearsey, and by the Board.

If you are willing to assist me with the study, your help would involve:

1. completing a class list
2. distributing and collecting not more than ten questionnaires

The questionnaires will be brought to the school. You will be asked to distribute them to students chosen for the study. They will be brought home, completed by the parents and then returned to you by the students. You will not be required to ensure that all questionnaires are returned.

A form has been included for the purpose of compiling the class list. In preparing this list, please follow these guidelines:

For all-boys, co-ed and co-institutional schools.

1. Please include the student's first and last name. If there are two or more members of the same family in your class, include only one name.
2. Please place a check in the left-hand column if the student has another member of his (her) family in another grade four class in your school.

For all-girls schools only:

1. Please include the first and last name of any student who does not have a brother(s) in grade four in any other school within the St. John's Roman Catholic School Board.
2. Please place a check mark in the left-hand column if the student has another member of her family in another grade four class in your school.

I have also provided a space for the teacher's name. This is only for the purpose of later contact with the teacher when the questionnaires have to be distributed and collected. The columns at the right of the student's name are not to be filled in.

Please return the completed class list in the envelope provided and forward it to me by the end of the week.

I wish to thank you very much for your time and consideration.

Sincerely yours,

Thomas Grace

Appendix K

Survey Form of Questionnaire



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

Dear Parent,

I am a graduate student in Educational Administration at Memorial University. As part of my studies, I am carrying out a study of parents' attitudes toward various aspects of education within the Roman Catholic School System of St. John's. The study is being conducted with 400 parents who have children attending schools under the control of this System. Permission to carry out this study has been granted by the Roman Catholic School Board of St. John's.

The purpose of the study is to determine what you, the parent, feel about education within the Roman Catholic School System of St. John's. With such a rapid change occurring in society today, providing your child with the best education available is a very complex task. Such a task cannot be successfully completed without your help and guidance. Your response to this attitude study will provide educators with a basis for planning a better form of education for your child.

The list of statements contained in this questionnaire covers a wide variety of ideas related to education within the Roman Catholic School System of St. John's. You are asked to express your sincere feeling about each of the statements as it appears on the paper. You are not asked to identify yourself. The information provided by your questionnaire will be combined with the information from all the other questionnaires to form a final report. In this report there will be no reference to any individual questionnaire. The information received in this study will be used in no other way except to complete the final report. All the individual questionnaires will remain confidential material.

Enclosed is a copy of the questionnaire. For the purpose of the study, I would ask you to complete your questionnaire without checking to see what your partner's answers are. It is very important that you express your own feeling about each of the statements as it appears on the paper and as it relates to education within the Roman Catholic School System of St. John's.

When you have completed the questionnaire, I would ask you to place it in the envelope provided. Give the sealed envelope to your child to be returned to the school. These questionnaires will be dropped in a sealed container at the school. I will then collect the completed questionnaires from the school.

I would like to express my thanks to you for taking the time to complete this questionnaire. Without your help, I would not be able to finish this research project.

Sincerely yours,

Thomas Grace

In order to study the results of this survey, the following information is necessary. This information will remain confidential material and will be used for no other purpose than to complete the final report.

1. Please check the appropriate category.

Male _____ Female _____

1. Please check the category in which your age appears.

Under 26 _____	36 - 40 _____	51 - 55 _____
26 - 30 _____	41 - 45 _____	56 - 60 _____
31 - 35 _____	46 - 50 _____	Over 60 _____

3. Circle the last grade you attended.

School 1 2 3 4 5 6 7 8 9 10 11 12

Trade & Vocational School 1 2 3 4 5

University and Graduate School 1 2 3 4 5 6 7 8

Directions for Answering the Statements in the Questionnaire

You are asked to give your general feeling toward each of the statements in the questionnaire, KEEPING IN MIND THAT THE STATEMENTS ARE MEANT TO APPLY TO EDUCATION AS IT IS WITHIN THE ROMAN CATHOLIC SCHOOL SYSTEM OF ST. JOHN'S.

Read the statement first and then circle the set of letters at the right which best represents your general feeling toward that

statement.

If you should wish to change your answer to any one statement, mark an X through your first answer and then circle your final answer.

PLEASE DO NOT LEAVE ANY STATEMENT UNANSWERED.

The meanings of the sets of letters at the right are:

SA	-	strongly agree
IA	-	inclined to agree
UD	-	undecided
IDA	-	inclined to disagree
SDA	-	strongly disagree

Sample answer:

Everyone should have a good education. (SA) IA UD IDA SDA

If you were strongly in favor of that statement, you would circle SA. If you were inclined to disagree with that statement, you would circle IDA. Circle only one set of letters and do not leave any statement unanswered.

	Strongly agree	Inclined to agree	Undecided	Inclined to disagree	Strongly disagree
1. All the members of the school board should be elected.	1. SA	IA	UD	IDA	SDA
2. In our schools students are given the chance to explain their side of a disciplinary problem.	2. SA	IA	UD	IDA	SDA
3. Our students are given enough training in school to be able to successfully handle the problems which they will meet in later life.	3. SA	IA	UD	IDA	SDA
4. Most people become teachers because it does not require much intelligence.	4. SA	IA	UD	IDA	SDA
5. A great deal of planning is done by the school board before money is spent.	5. SA	IA	UD	IDA	SDA
6. School buildings are too elaborate.	6. SA	IA	UD	IDA	SDA
7. Much of what is taught in our schools will be of no use to a person in his or her job.	7. SA	IA	UD	IDA	SDA
8. Corporal punishment should never be used in our schools.	8. SA	IA	UD	IDA	SDA
9. Our teachers know as much about education as doctors know about medicine.	9. SA	IA	UD	IDA	SDA
10. The school should be responsible for the conduct of its students going to and coming from school.	10. SA	IA	UD	IDA	SDA
11. There are many unnecessary rules in our schools.	11. SA	IA	UD	IDA	SDA
12. There should be a property tax for education.	12. SA	IA	UD	IDA	SDA

- | | |
|---|----------------------|
| 13. Our schools do a good job of teaching students what is right and what is wrong. | 13. SA IA UD IDA SDA |
| 14. The type of education which our children are receiving is not good when we consider the amount of money being spent on education. | 14. SA IA UD IDA SDA |
| 15. Our teachers treat students fairly. | 15. SA IA UD IDA SDA |
| 16. Much money is wasted by the school board because there is not enough planning being done. | 16. SA IA UD IDA SDA |
| 17. Most people become teachers because it is an easy job. | 17. SA IA UD IDA SDA |
| 18. Teachers should have the right to control the behaviour of students outside school time whenever it becomes necessary. | 18. SA IA UD IDA SDA |
| 19. Teachers are being paid more than they should be. | 19. SA IA UD IDA SDA |
| 20. All the meetings of the school board should be open to the public. | 20. SA IA UD IDA SDA |
| 21. Schools are spending money on the wrong things. | 21. SA IA UD IDA SDA |
| 22. School officials should speak with the parents before large sums of money are spent. | 22. SA IA UD IDA SDA |
| 23. Our schools do a good job of teaching the three R's. | 23. SA IA UD IDA SDA |
| 24. The educational program in our schools only provides for those students who intend to go to university. | 24. SA IA UD IDA SDA |
| 25. The teacher should be allowed to deal with a disciplinary problem as he or she sees fit. | 25. SA IA UD IDA SDA |

- | | |
|---|----------------------|
| 26. In our schools too much time is spent in sports activities. | 26. SA IA UD IDA SDA |
| 27. The members of the school board should visit the schools often. | 27. SA IA UD IDA SDA |
| 28. Our teachers do not appear to be trained well enough to handle the problems which their students are having in their studies. | 28. SA IA UD IDA SDA |
| 29. In our schools students are not allowed to do their own thinking. | 29. SA IA UD IDA SDA |
| 30. More emphasis should be given to developing the student's personality than is given at present. | 30. SA IA UD IDA SDA |
| 31. Some teachers consider themselves as "little gods" with all the right answers. | 31. SA IA UD IDA SDA |
| 32. Higher salaries should be paid teachers. | 32. SA IA UD IDA SDA |
| 33. Our schools do a good job of teaching students how to act in public. | 33. SA IA UD IDA SDA |
| 34. Students in our schools are not given enough guidance in choosing a career. | 34. SA IA UD IDA SDA |
| 35. Our teachers treat parents very courteously. | 35. SA IA UD IDA SDA |
| 36. The members of the new school board will do what the people want them to do. | 36. SA IA UD IDA SDA |
| 37. The only way in which students ought to be disciplined is by telling them what they did wrong and why it was wrong. | 37. SA IA UD IDA SDA |

- | | |
|--|----------------------|
| 38. Most of our teachers are more interested in their salaries than they are in the education of their students. | 38. SA IA UD IDA SDA |
| 39. Members of the school board should be aware of the new ideas in education. | 39. SA IA UD IDA SDA |
| 40. It is necessary to have priests on the school board. | 40. SA IA UD IDA SDA |
| 41. Most of our teachers are interested in what parents say about education. | 41. SA IA UD IDA SDA |
| 42. To get better quality education, parents will have to give more money to education than they do at the present. | 42. SA IA UD IDA SDA |
| 43. Our teachers need specially trained teachers to teach students who are having special difficulty in their school subjects. | 43. SA IA UD IDA SDA |
| 44. There are some unnecessary subjects taught in our schools. | 44. SA IA UD IDA SDA |
| 45. The discipline in our schools is good. | 45. SA IA UD IDA SDA |
| 46. Our schools help develop good moral qualities in our students. | 46. SA IA UD IDA SDA |
| 47. A specially trained person should be available in all our schools to help students with their personal problems. | 47. SA IA UD IDA SDA |
| 48. In our schools students are often punished unjustly. | 48. SA IA UD IDA SDA |
| 49. I was satisfied with the way the school board elections were conducted. | 49. SA IA UD IDA SDA |

- | | |
|---|-----------------------|
| 50. Our teachers are good models for our students to imitate. | 50. SA IA UD IDA SDA |
| 51. For serious violations of the school rules, the principal should be allowed to expel a student for a period of time. | 51. SA IA UD IDA SDA |
| 52. Our teachers know the problems which their students are having in their studies. | 52. SA IA UD IDA SDA |
| 53. Not enough time is given to athletics in our schools. | 53. SA IA UD IDA SDA |
| 54. Our teachers have very little control over their students. | 54. SA IA UD IDA SDA |
| 55. Because of the large number of pupils in each class, our teachers do not have enough time to help students who are having special difficulty with their work. | 55. SA I A UD IDA SDA |

Appendix L

Lists of Schools in Each Geographic Area

Geographic Area "A"

St. Kevins - Bell Island
 Immaculate Conception - Bell Island
 St. Michael's - Flatrock
 St. Agnes - Pouch Cove
 Immaculate Conception - St. Thomas'
 Holy Trinity - Torbay
 St. Edward's - Petty Harbour
 St. Francis' - Outer Cove
 Holy Spirit - Manuels
 St. Kevin's - Goulds

Geographic Area "B"

St. Theresa's Girls
 St. Theresa's Boys
 Mary Queen of the World
 St. Augustine's
 St. Joseph's - Kilbride
 Holy Cross
 St. John Bosco
 St. Patrick's Elementary Girls

Geographic Area "C"

St. Bonaventure's
 St. Patrick's Elementary Boys
 Mercy Convent
 Presentation Elementary Girls

Geographic Area "D"

St. Joseph's Boys - Quidi Vidi
 St. Joseph's Girls - Quidi Vidi
 St. Pius X Girls
 St. Pius X Boys
 Lady of Lourdes
 Roncalli
 Mary Queen of Peace

