

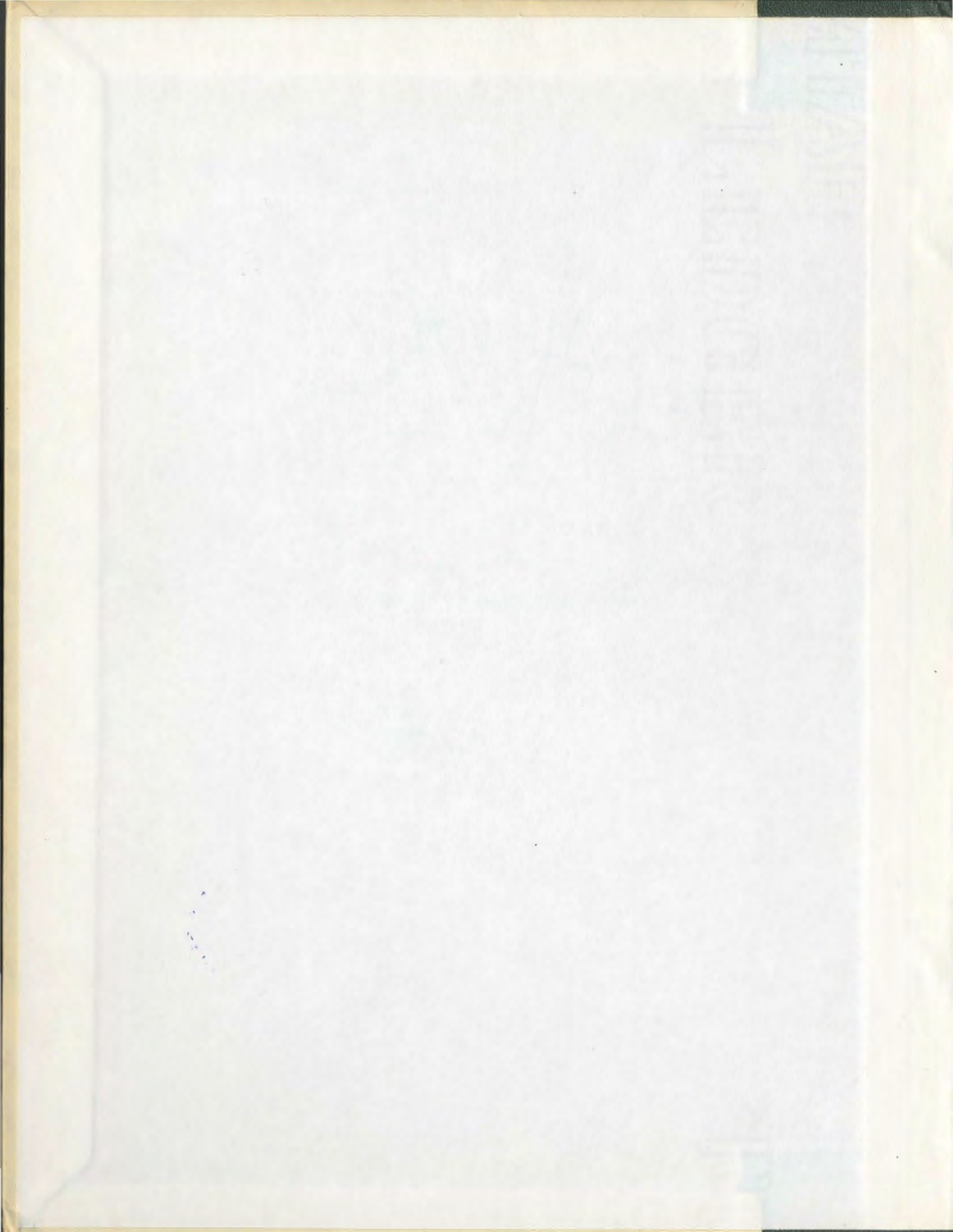
A SURVEY OF PUBLIC ATTITUDES TOWARD EDUCATION  
IN THE TERRA NOVA INTEGRATED SCHOOL DISTRICT

**CENTRE FOR NEWFOUNDLAND STUDIES**

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JOHN HENRY WAYE



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A SURVEY OF PUBLIC ATTITUDES TOWARD EDUCATION  
IN THE TERRA NOVA INTEGRATED SCHOOL DISTRICT

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A Project Report  
Presented to,

The Department of Educational Administration  
Memorial University of Newfoundland

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

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by

John Henry Waye

July 1974



## ABSTRACT

The purpose of this project was to determine the attitudes of a sample of parents concerning various aspects of the educational program in the Terra Nova Integrated School District.

The data was collected by means of a questionnaire consisting of 55 items. A sample of parents recorded their attitudes toward schools anonymously on a Likert-type scale. Data obtained from the questionnaire were analysed by frequency and percentage of response.

The project gave rise to the following recommendations. First, the School Board should be sure that they are aware of all the variables that could influence parental response. Second, there should be more communication from administrators to parents. Third, the School Board should hold some of their meetings in communities other than Gander. Fourth, the School Board should take steps to insure that parents are provided with an accurate account of the monies being spent on education in the district. Fifth, the School Board should provide leadership and support for the introduction of programs dealing with sex education, drug information, and venereal disease prevention in the schools. Sixth, the School Board should provide more information on the newer concepts and aspects of education to parents, such as open education, special education, and guidance and counseling.

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## CHAPTER I

### THE PROBLEM

#### Background of the Problem

The Terra Nova Integrated School Board contacted the Department of Educational Administration, Memorial University, to obtain professional advice regarding the attitudes of parents in the district concerning their educational program. The Board's major concern for examination focused on twelve program components which are outlined below.

Although the Board did not indicate any specific program areas that they felt were deficient, it was thought that the survey results would point out areas for possible program improvement. Since the school district was only approximately three years old, and was still experiencing growing pains, it was felt that a study of parent attitudes at that time would designate the way to further needed change. Thus, the Board deemed it necessary to survey parent attitudes concerning the school district educational program.

#### Statement of the Problem

The major problem investigated in this project concerned the attitudes of parents toward the educational program of the Terra Nova Integrated School District.

Specifically, parents' attitudes concerning the following program components were investigated:

1. Curriculum (subject areas).
2. Co-curricular activities.
3. Teaching personnel.
4. School discipline.
5. Pupil transportation.
6. Guidance and counseling.
7. Health education.
8. Special education.
9. Community use of schools.
10. School board and local committees.
11. School finance.
12. School administration.

Limitations of the Project

The project was limited to those parents having children attending the schools of the Terra Nova, Integrated School Board. Thus generalization can be made only about the parents in that district.

Attitudes toward school facilities and school maintenance were not measured. These were considered by the school board to be of minor importance at that point in time.

Definition of Terms

Educational program. This term includes the following



components: curriculum (subject areas); co-curricular activities; teaching personnel; school discipline; pupil transportation; guidance and counseling; health education; special education; community use of schools; school board and local committees; school finance; and school transportation.

Parents. Parents refer to those having children attending some school under the jurisdiction of the Terra Nova Integrated School Board.

Attitude. The term refers to those feelings parents have toward various aspects of the educational program.

Component. This refers to one of the twelve specific areas of investigation, such as teaching personnel.

School District. This is the geographical area over which the Terra Nova Integrated School Board has jurisdiction.

Teaching Personnel. This refers to persons involved in the actual classroom teaching situation.

Co-curricular Activities. This term refers to all those activities not specifically designated as curriculum (subject areas).

Study Areas. This term refers to the four geographical areas identified by the school board. They are: Area One, Gander and Glenwood; Area Two, Carmanville, Gander Bay North,

and Musgrave Harbour; Area Three, Eastport, Dark Cove, Bare Bay-Dover, and Glovertown; Area Four, Fogo Island.

Organization of the Project

In Chapter One the problem is identified. A review of relevant literature will be presented in Chapter Two. The review will be historical in nature and will attempt to high-light the development of the measurement of parental attitudes toward education.

Chapter Three, "Survey Area and Instrumentation" will report on the design of the project, as well as describe the educational structure of the district.

In Chapter Four the questionnaire results will be presented, both by area and for the total district. Chapter Five will consist of the conclusions and recommendations.

## CHAPTER II

### RELATED LITERATURE

The majority of surveys investigating attitudes toward public education have appeared since the 1930's. Canadian studies have been even more recent. The review that follows will be historical in nature and will attempt to select studies similar to the present one.

#### I. American Studies

The National Opinion Research Centre completed a three part study in 1944 called "The Public Looks at Education".<sup>1</sup> Part II of the study dealt with educational policies and practices while Part III recommended suggested changes. The interview technique and a sample of American citizens, stratified as follows, were used: (1) age, (2) race, (3) sex, (4) economic status, (5) geographic area.

Eight out of ten parents with children in the public schools reported satisfaction with the type of education their children were getting. While these parents were more critical of public education than persons without children in schools, the difference in attitude were not, as a whole, significant. Differences of opinion by population groups

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<sup>1</sup>National Opinion Research Centre, The Public Looks at Education, (Report No. 21, Denver, August, 1944).

were as follows:

- 1. Persons with children attending school were more critical than those with no children in attendance.
- 2. Respondents with a college background were most critical of all.
- 3. Geographically, residents of the Rocky Mountains and Pacific States were most critical and Southerners least.
- 4. Rural people were less critical than urban dwellers.

Generally, the report accomplished two things:

- 1. It revealed nation-wide opinions regarding the public schools and their current problems.
- 2. It exposed areas of ignorance and misinformation regarding education.

A survey of public opinion regarding schools and reported by Will C. Crawford in 1952 used the interview technique to ascertain the opinion of 1500 adults selected randomly in the city of San Diego.<sup>2</sup> The San Diego public school system was probably the first to authorize a comprehensive public opinion survey without being under pressure brought about by a crisis situation. The principal conclusions of the study as reported by Crawford were the following:

- 1. San Diegans were firmly in favour of public education

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<sup>2</sup>Will C. Crawford, Public Opinion Survey (Nations Schools, Vol. 49, No. 2, Feb. 1952) P. 35-38.

and rather than wanting to see some activities cut back, most citizens wanted to see an extension of activities.

2. San Diegans overwhelmingly approved of many of the special activities that are outside the traditional schooling of youngsters, such as evening classes for adults, vocational job and special classes for such groups as the mentally retarded. On all of these questions, the percentage in favour varied from 83 to 95.

3. By a large percentage San Diegans indicated their willingness to approve an additional bond issue, if needed, to relieve overcrowding and a tax increase, if needed to increase teachers salaries and indicated they believe teachers were underpaid.

4. The study disclosed huge areas of ignorance concerning specific activities of the schools, as well as doubts in the minds of many citizens regarding the adequacy of training in such areas as character education and the three R's.

5. More than half of the respondents felt that the schools of today taught more worth-while things than the schools of 20 years ago.

The overriding conclusion reached in the survey was that a small minority, representing about 10 percent of the population was leading the vicious current attacks on public education and that these forces do not represent prevailing majority opinion.

In 1953, Lindel in a survey titled, "What's Right With Them", reported the findings from a project involving 490 parents representing 18 selected schools in St. Louis.<sup>3</sup> When asked to list things they approved regarding American public schools, parents listed 1447 items which were later classified into 89 categories. Of the 89 different items, the following three occurred most frequently.

1. Teachers--one hundred seventy-nine parents thought their children had good teachers, high in ability, with warm personalities and who treated each child as an individual.

2. Curriculum and Methods--one hundred and thirty-five parents thought that schools attended by their children used modern methods and modern curriculum. Moreover they were pleased with the job being done by the school.

3. Schools develop good citizens--one hundred twenty-two of the parents surveyed were of the opinion that the schools develop good citizens.

A 1957 study by Hines and Grobman, "What Parents Think About Their Schools and What They Know About Them", presented the following findings:<sup>4</sup>

1. As the distance of the patron's home from the school increased, the feeling for the school decreased.

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<sup>3</sup>Albert L. Lindel. "What's Right With Them" (Phi Delta Kappan Vol. XXXIV, No. 9, June, 1953).

<sup>4</sup>Vynce A. Hines and Hulda Gross Grobman. What Parents Think About Their Schools and What They Know About Them. (NASSP Bulletin, Feb., 1957).

2. A lack of positive feeling toward the school was shared by parents with low economic and education background.

3. The upper income groups were more favourably disposed and held higher expectations for the schools than did other groups.

The reaction of nearly 6,000 parents to more detailed questions regarding their opinions about school received, in general, a favourable response. Generally, they approved of the way the three R's were being taught, the total school program, disciplinary practices, the activity program, and the job teachers were doing. Parents with similar educational and financial background, who lived in newly developed suburban areas, were more willing to contribute toward the support and improvement of schools and teacher's salaries than persons living in older residential areas.

A more recent American survey of attitudes toward education was conducted by L. W. Downey and reported in 1959.<sup>5</sup> Downey sampled four sections of the United States and Alberta. The purpose of the study was to ascertain from educators and non-educators attitudes regarding the function of education and the task of the public school.

Significant findings reported were as follows:

1. The population concerned was in strong agreement

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<sup>5</sup>L. W. Downey. The Task of the Public School as Perceived by Regional Sub-Publics. (Unpublished Ph.D. Dissertation, University of Chicago, 1959).

regarding intellectual development as the most important task of public schooling.

2. Geographic area proved to be a determiner of educational viewpoint.

3. Occupation and amount of schooling were the best predictors of educational attitude. The greater the amount of schooling and the higher the occupational rating the more likely the individual was to favour development of the intellect.

4. Age, race and religion were not significant predictors of public attitude concerning the task of education.

5. Community-type, income, sex and proximity to a school were not significant in predicting educational view-point.

Another survey conducted in 1960 by Odell sought to determine whether or not voters would give financial support to educational projects if they were fully informed of needs, and whether current communication techniques were adequate in effectively informing the public of school needs.<sup>6</sup> Specific voter and community characteristics were explored as they relate to educational understanding. Research was carried out over a three year period. The following groups were sampled:

1. Nearly 5,000 interviews with registered voters in five cities:

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<sup>6</sup>William R. Odell. Voters and Their Schools. (Stanford University; Calif., No. CRP-508, Dec., 1960).



2. interviewing the complete school staff of one school district;

3. personal interviews with school and community leaders in 82 school districts across the country;

4. a mailed questionnaire to approximately 1,000 school districts in the United States.

Some of the voter attitudes revealed by the research are the following;

1. The voter thought the schools were good in general, but criticized them in particular. He thought there were too many frills; too much play and lax discipline. He also criticized the curriculum.

2. The voter thought the most important tasks of the schools were to teach the fundamentals . . . arithmetic and mathematics, the language arts of reading, writing, spelling and speaking . . . and to instill loyalty to one's country.

3. The voter thought the least important tasks of the school were to teach about the local region, to afford enjoyment of cultural activities, and to provide industrial arts.

4. The voter thought that the schools were doing well in the teaching of fundamentals, the language arts, and instilling loyalty . . . those areas which are viewed as most important.

5. The voter thought that the schools were doing poorly in teaching about budgeting and the use of money and property,

giving pupils a knowledge of occupational opportunities, providing psychological guidance and vocational education for industry.

A dissertation completed by Benton in 1961 attempted to determine the opinions of a sample of parents of children enrolled in the Rapid City, South Dakota, Public Schools concerning the educational program and the quality of teaching.<sup>7</sup>

A list of 5,401 families represented in the school enrollment was compiled. Two hundred and seventy families constituted the sample; a total of 254 questionnaires were returned for a total of 94.07 percent.

Based on the data collected Benton presented 24 conclusions. Eight of these conclusions which seem appropriate to this study were the following:

1. The parents who were polled were quite satisfied with the emphasis placed on the fundamental subjects (reading, writing, arithmetic, etc.) in the Rapid City Public Schools.
2. Children who finished elementary and secondary school in Rapid City were as well educated as those finishing in their parent's days.
3. Parents believed that public speaking, good manners,

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<sup>7</sup>Robert D. Benton, "A survey of Opinion of a Selected Sample of Parents in Rapid City, South Dakota", (Unpublished Ed. D. Dissertation, Colorado State College, Colorado, 1961).

and the ability to get along with others were important aspects of the educational program.

4. Student activities such as clubs, games, sports and recreation should be included in the educational program.

5. Parents expressed doubts as to whether the educational program in Rapid City was meeting the present and future needs of the students.

6. Parents were uncertain in their opinion regarding the dedication of teachers to the teaching task.

7. Parents questioned school discipline and favoured more rigid discipline in the classroom.

8. Parents thought that teachers should continue their education during the summers to keep abreast of new developments in teaching.

A 1969 Gallup Poll sampled 1,505 adults in all areas of the United States and in all types of communities.<sup>8</sup> The report entitled, "How the Nation Views the Public Schools", attempted to measure and record the attitudes of the American public toward the public schools.

The findings of the study showed that the adults surveyed were concerned about discipline, teachers and finances.

When questioned on school discipline, 2% thought it was "too strict"; 49% thought it was "not strict enough";

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<sup>8</sup>The Gallup Poll. How the Nation Views The Public Schools. (The Gallup Organization, Inc., 1969).

5% had "no opinion". Criticism of the lack of discipline in the public schools extended to pupil dress; 53% of respondents wanted greater regulation of student dress; 7% wanted less regulation of students; 36% considered student dress policy all right at present, 4% had no opinion.

Teachers' salaries were considered to be too low by about half of the respondents; 2% said they were too high.

On the question of whether teachers should be given automatic raises 44% said "no"; 11% had no opinion.

Local school boards were thought by 69% of the respondents to work hard to improve the quality of education. Sixty-two percent figured that the school board worked hard to see that the schools function efficiently and at the lowest cost. The greatest criticism was leveled at the cost of school buildings. A total of 40% think they are more expensive than they need be.

In the area of financial support for the schools, respondents were asked if they would vote to raise taxes for the purpose of providing more money for the public schools. Forty-five percent said they would vote for; 49% said they would vote against and 6% fell into the "don't know" category.

Some of the conclusions reached in this study were as follows:

1. The biggest problem facing the public schools was the matter of discipline. This was the greatest criticism the

public made of the schools and the school officials.

2. The teaching profession has never been held in higher esteem in the U. S. The weight of public opinion was that the public school teachers are underpaid.

3. School boards got a high vote of approval. The public believed that they work hard to improve the quality of education.

Robert E. McNelis completed a study of attitudes concerning selected aspects of the public schools of St. Mary's County, Maryland in 1968.<sup>9</sup> One area of the study dealt with parents' opinions and attitudes. Some of the findings of interest to this study are the following:

1. More than one in three of the total respondents indicated that the schools were not strict enough, while only 3.8 percent thought that the schools were too strict.

2. More than two out of five of the total respondents felt that the cost of running the school system was about right when compared to quality.

3. Almost two-thirds of the total respondents felt that the public schools in St. Mary's County were better schools in which they had received their education.

4. Most respondents felt that adequate time was spent on

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<sup>9</sup>Robert Emit McNelis, "An Investigation of Parents' Opinions, Attitudes and Knowledge of Selected Aspects of the Public Schools of St. Mary's County, Maryland" (Unpublished Ed. D. Dissertation, The George Washington University, 1968).

instruction in arithmetic; however, fewer had the same opinion with regard to reading and writing.

## II. Canadian Studies

As stated previously Canadian investigations of public attitude toward education are scanty. In 1959 Brimacombe designed an attitude scale which dealt with five components and consisted of twenty-five items designed to measure adult attitude toward the Alberta educational system.<sup>10</sup> The survey involved a stratified random sample of nearly 1,000 Albertans. Some of the more important findings were as follows:

1. No difference in attitude existed among persons living in cities, towns, villages and rural areas.
2. Persons under thirty-five years of age had a more favourable attitude toward education than those between thirty-five and fifty-four years of age.
3. Increasing amounts of formal education resulted in increasingly less favourable attitudes toward the Alberta educational system.

A 1962 study by Bride attempted to measure attitudes toward school in the Lethbridge, Alberta School Division

<sup>10</sup>A. K. Brimacombe. "The Construction of a Scale to Measure Adult Attitude Toward the Alberta Educational System" (Unpublished Master's Thesis, University of Alberta, 1959.)

No. 7.<sup>11</sup> The sample consisted of parents, teachers, and students. For the purposes of the study attitudes were sought concerning discipline; recreation; curriculum; public relations; achievement; educational costs; homework; personnel; facilities and supervision.

In general the attitude of the public surveyed towards school was mildly favourable. Specifically, the following findings are interesting.

1. Discipline was considered unsatisfactory by parents and teachers.

2. Parents and students felt that teachers were somewhat overpaid.

3. It was felt by all groups that facilities for physical education, libraries and science were inadequate.

4. All groups were dissatisfied with guidance and counseling services available.

#### SUMMARY

The purpose of this chapter has been to review some of the literature that relates to the present study. What trends are evident? Historically, what facets of schooling most concern parents? Basically the studies reviewed suggest that parents have been most concerned about curriculum,

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<sup>11</sup>K. W. Bride. "Public Attitudes Toward School in the Lethbridge Division No. 7." (Unpublished Master's Thesis, Univ. of Alberta, 1962)

discipline, teachers, and school finance.

Studies by the National Opinion Research Centre, (1944), Crawford (1952), Lindel (1953), and Hines and Grobman (1957) showed that a majority of parents had positive attitudes toward the curriculum. Parents stated that they were pleased with the type of education their children received. Research conducted by Odell (1960), Benton (1961), and McNelis (1968) cast parents as critics of the curriculum. Parents generally felt that the curriculum was not meeting the needs of the students.

A 1957 study by Hines and Grobman concluded that parents were generally in agreement with school disciplinary practices. Those conducted by Odell (1960), Benton (1961), Bride (1962), McNelis (1968), and a 1969 Gallup Poll concluded that parents were critical of disciplinary practices. Disciplinary practices were seen by parents as being too lax and hence unsatisfactory. The 1969 Gallup Poll concluded that discipline was the greatest problem facing the public schools.

Crawford (1952), Lindel (1953), and the Gallup Poll (1969) reported positive parent attitudes toward teachers. Parents felt that teachers were high in ability, treated children as individuals and were generally underpaid. The studies by Benton (1961) and Bride (1962) showed negative parent attitudes. Parents doubted teachers' dedication to the teaching task and suggested that teachers were somewhat



overpaid.

The Crawford study completed in 1952 showed parents in favour of raising more money for the schools through increased taxation and more bond issues. In 1969 the Gallup Poll study on the public schools demonstrated a marked change in attitude on the part of parents. Parents were critical of the cost of school buildings, feeling they were more expensive than necessary. The 1968 study by McNelis concluded that parents felt the cost of schooling was about right when compared to quality.

In general the studies conducted during the 1950's found parents having positive attitudes toward the public schools, whereas those of the 1960's show more negative parent attitudes. Some people might conclude that the major factor for this seemingly abrupt change revolved around the launching of Sputnik in 1957. However, it is safer to conclude that there was no one single reason, but that, as with all changes in public attitude, the reasons are more likely to be many and varied.

## CHAPTER III

### SURVEY AREA AND INSTRUMENTATION

#### I. The District

The Terra Nova Integrated School Board originated in 1969 as a result of the consolidation of nineteen smaller boards. This consolidation was a direct consequence of the Royal Commission on Education and Youth. Recommendation Number 24 of the Commission's report stated, "We recommend that the province be divided into approximately 35 consolidated school districts".<sup>12</sup> Regarding the boundaries for the school districts recommendation number 25 suggested, "That the provincial government appoint a school district boundaries commission to establish boundaries for consolidated school districts".<sup>13</sup> The boundaries established by the commission for the Terra Nova Integrated School District enclose the area of the Trans Canada Highway from Glenwood to Glovertown; Eastport Peninsula; Bonavista North to Hare Bay-Dover; Gander Bay; Carmanville; Musgrave Harbour; and Fogo Island.

Today the district is made up of nine regional

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<sup>12</sup>P. J. Warren, Royal Commission on Education and Youth. (Vol. 1, 1967, Province of Newfoundland and Labrador). p. 84.

<sup>13</sup>Ibid., p. 84.

school systems: Fogo Island; Musgrave Harbour; Carmanville; Gander Bay North; Gander; Hare Bay-Dover; Dark Cove; Glovertown; and Eastport. The systems are somewhat variegated in size with Gander having more than 900 parents and Musgrave Harbour having as few as 180.

The central office of the school board rests in Gander. Here the superintendent, supervisors and other board personnel are located. Since it is at the central office that the school board meets, board members from the outlying settlements must journey to Gander for meetings.

The Commission realized that many of the problems consolidation would bring could and should be solved locally. If all decisions were made at the board level, the time lapse between problem and solution would be lengthened. Hence it became clear that an intermediate body was needed to function at a level between parents and board. Recommendation number 26 of the Commission report states, in part, as follows:

We further recommend that local committees within each consolidated district be established to have responsibility for matters relating to religious instruction and certain aspects of local management.<sup>14</sup>

To date seven local committees have been established in the Terra Nova Integrated School District. The size of each committee depends upon the number of communities comprising the ward, and all committee members are elected at

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<sup>14</sup>Ibid., p. 84.

public meetings.

Original members of the school board were all appointed for two, three, and four year terms. As members resigned or their term of office expired, they were replaced by members of appropriate local committees. Of ten new members coming to the school board since 1969, all were first elected at public meetings to a local committee, and then nominated from that committee for board membership.

## II. Methodology

### The Instrument

Because the sample size needed to obtain a reliable cross-section of the district population was large, the data for the project was gathered by means of a mailed, self-administered questionnaire. Although personal interviews would have permitted the acquisition of in-depth and personal responses, the constraints of time and sample size prevented their use. In addition, the self-administered questionnaire has strengths of its own.

Another advantage of questionnaires is that respondents may have greater confidence in their anonymity, and thus feel freer to express views they feel might be disapproved of or might get them into trouble<sup>15</sup>

Carter Good expresses it in a different way when he

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<sup>15</sup>Claire Selltiz, et al., Research Methods in Social Relations. (New York: Holt, Rinehart and Winston, 1961). p. 240.

says: "A form of questionnaire without the signature of the respondent may encourage frank and truthful answers."<sup>16</sup>

In defence of the questionnaire Sax says that:

Each respondent receives the same set of questions phrased in exactly the same way, in much the same way that the questions on a standardized test are posed. Questionnaires are thus supposed to yield data which are more comparable than information obtained by means of the interview.<sup>17</sup>

Another advantage cited by various writers is that there is no social pressure on the respondent to reply with the first answer that comes to mind as may be the case in the interview technique.

Thus, it is appropriate to claim that the questionnaire, when properly constructed and administered, has some advantages that the interview does not have. Consequently it is regarded by many researchers as a valuable research instrument. Best, for instance, makes this point when he says:

... The questionnaire has unique advantages and properly constructed and administered, it may serve as a most appropriate and useful data gathering device in a particular research project.<sup>18</sup>

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<sup>16</sup>Carter V. Good, Introduction To Educational Research. \* (New York: Appleton Century-Crofts Inc., 1963) p. 273.

<sup>17</sup>Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1968) p. 215.

<sup>18</sup>John W. Best, Research in Education. (Englewood Cliffs, N. J., Prentice-Hall, Inc., 1959) p. 144.

The instrument used for this project was modeled after one developed and validated by Robert P. Bullock,<sup>19</sup> Associate Professor of Sociology and Anthropology, College of Education, Ohio State University. Bullock's questionnaire was divided into the following seven categories:

1. Your schools
2. Your city
3. General Educational Problems
4. General Administrative Policy
5. Teachers as an Occupational Group
6. General School Policy
7. Receptivity to Change

For sections 1, 2, 3, 4, 5, 7 Bullock used a Likert-type scale as the answering technique. Section 6 required the respondent to check the statement in each group that most nearly expressed his opinion.

The scale developed for the purpose of this project consisted of 55 items covering 12 components of the educational program of the Terra Nova Integrated School District. (See "Appendix A" for a copy of the questionnaire used). The following response alternatives were provided the respondents:

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<sup>19</sup>Robert P. Bullock, School-Community Attitude Analysis for Educational Administrators, (College of Education, The Ohio State University, Columbus, Ohio, 1959).

1. Strongly Agree
2. Agree
3. Don't Know
4. Disagree
5. Strongly Disagree

Respondents were asked to check the response that most nearly approximated their opinion.

After construction, the questionnaire was taken to Gander and presented to a Committee of the Terra Noya Integrated School Board. Many helpful suggestions were received from this committee regarding wording, style and content of individual questions. As a result of this meeting some questionnaire items were deleted and new ones added. The questionnaire was also scrutinized by members of the faculty and students in the Department of Educational Administration. Further changes were included in the final draft of the questionnaire.

#### Arrangement and Nature of Items

The questionnaire items focused on the measurement of attitudes toward the educational program in the Terra Nova Integrated School District. Twelve components of the educational program were chosen for surveillance in consultation with the committee responsible for the project.

These were:

1. curriculum (subject areas)

2. co-curricular activities
3. teaching personnel
4. school discipline
5. pupil transportation
6. guidance and counseling
7. health education
8. special education
9. community use of schools
10. school board and local committees
11. school finance
12. school administration

The items were so arranged that the respondents did not know to which component a questionnaire item belonged. This was done to eliminate the possibility of "compartmentalized" thinking.

#### The Population

The population included all parents of school children in the Terra Nova Integrated School District. The names of those parents were supplied by the school board district office at Gander.

#### The Sample

Because of the large numbers involved, a stratified random sample of parents was selected from each of the following school systems:



- (a) Gander
- (b) Carmanville
- (c) Gander Bay North
- (d) Dark Cove
- (e) Fogo Island
- (f) Hare Bay-Dover
- (g) ~~Glovertown~~
- (h) Eastport
- (i) Musgrave Harbour

It was felt that a 10% random sample would adequately reflect the range of attitudes prevalent in each system. Also, it would ensure that most, if not all, communities making up the system would be represented. Listed below are the communities comprising each system.

- (a) Gander System                      Appleton, Benton, Glenwood,  
and Gander.
- (b) Eastport System                      Burnside, Happy Adventure,  
Eastport,  
Salvage, Sandy Cove,  
St. Chads, and Sandringham.
- (c) Fogo Island System                      Barr'd Islands, Joe Batt's Arm,  
Seldom Come By, Little Seldom,  
Shoal Bay, Island Harbour,  
Paynes' Harbour.

- (c) Fogo Island System      Stag Harbour, Deep Bay, and  
(Cont'd.)      Fogo.
- (d) Dark Cove System      Gambo, Dark Cove, Middle  
Brook.
- (e) Hare Bay-Dover System      Hare Bay, Dover.
- (f) Gander Bay North System      Horwood, Boyd's Cove, Stone-  
ville, Roger's Cove, Victoria  
Cove, Clark's Head, Wing's  
Point, Port Albert.
- (g) Carmanville System      Aspen Cove, Carmanville,  
Davidsville, Fredericton,  
Gander Bay South, Ladle Cove,  
Main Point, Noggin Cove.
- (h) Musgrave Harbour System      Ragged Harbour, Musgrave  
Harbour.
- (i) Glovertown System      Traytown, Cull's Harbour,  
Charlottetown, Terra Nova,  
Glovertown.

The author had originally intended to compare the responses of parents in each of the nine school systems comprising the district. However, soon after the questionnaires began returning, it became evident that the response

from parents in two of the school systems would be inadequate. In fact the two school systems in question, Carmanville and Glovertown, averaged only a 15% return. The district Superintendent was contacted and the news of the poor response rate of the two school systems in question was conveyed to him. He agreed to act immediately by contacting the school principals, whose task it was to encourage parents to return the questionnaires. This action resulted in no significant increase in the rate of return.

Since the response from two of the school systems was not as large as anticipated, the systems were combined into geographical areas. These areas are used by the school board as administrative units and in fact, the board superintendent originally recommended that the study be conducted according to these geographical areas. The geographical areas were designated as Area One; Area Two; Area Three; Area Four, and are composed of the following school systems.

Area One      Gander

Area Two      Carmanville, Musgrave Harbour,  
Gander Bay North.

Area Three    Eastport, Dark Cove, Hare Bay-  
Dover, and Glovertown.

Area Four     Fogo Island

The combining of school systems into geographical areas caused the area response rate to be more homogeneous, but the author felt that to generalize more accurately a higher response rate was required. Thus the board superintendent was again contacted with the request that he solicit his principals to urge parents to return the questionnaires. This action was to no avail, and as the author could not wait any longer, it was decided to proceed with the analysis using the available data. Table I gives population, sample size and response rate from each of the areas.

TABLE I  
PARENT POPULATION, SAMPLE SIZE AND RESPONSE RATE  
FROM EACH OF THE FOUR GEOGRAPHICAL AREAS

Geographical Area	Parental Population	Sample Size	Response Rate
<u>Area One</u> (Gander)	921	92	46% ✓
<u>Area Two</u> (Carmanville, Gander Bay North, Musgrave Harbour)	699	71	41%
<u>Area Three</u> (Glovertown, Eastport, Dark Cove, Hare Bay-Dover)	1213	421	41%
<u>Area Four</u> (Fogo Island)	382	38	53%
Totals	3215	322	45%

### III. Administration of the Instrument

Each parent chosen for the sample was mailed the following:

1. Questionnaire.
2. Cover letter from the Chairman of the Terra Nova Integrated School Board.
3. Cover letter from the researcher.
4. A self-addressed stamped envelope.

Simultaneously, with the mailing of the questionnaire, the names of the parents sampled were mailed to the superintendent of the Terra Nova Integrated School Board in order to be passed on to the co-ordinating principal of each school system. It was the task of each principal to contact the parents in his or her system and encourage them to return the questionnaire with as little delay as possible.

## CHAPTER FOUR

### THE QUESTIONNAIRE RESULTS

The data obtained from the questionnaire are compiled and analysed in Chapter Four in order to present as complete a portrayal as possible of parental attitude toward education in the Terra Nova Integrated School District. The survey instrument embraced twelve general categories. The data was treated in two ways: first it was analysed in terms of the four geographical areas, and then the responses to the questionnaire by the whole district were viewed. For ease of reporting and convenience the five point Likert-type scale was collapsed, so that parental responses will be given as "Agree", "Don't Know", and "Disagree".

#### I. Curriculum (Subject Areas)

There were five questionnaire items which were designed to measure parental attitude toward the subject areas of schooling. Responses to these items, by Area and District, are given in Tables II - VI.

In general parents agree that the subject areas of schooling are meeting the needs of the students. However, the parents in Area One are most likely to disagree and those in Area Two are most likely to agree. This may be

TABLE II

PARENTAL RESPONSE TO THE ITEM "THE SUBJECTS  
NOW TAUGHT IN OUR SCHOOLS MEET THE  
NEEDS OF THE STUDENTS VERY WELL"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	50	10	40	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	72	11	17	100	(28)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	54	22	24	100	(50)
<u>Area Four</u> (Ego Island)	55	15	30	100	(20)
Total District Response	56	15	28	100	(140)

because Area One is largely urban and hence may be composed of more sophisticated and more highly educated people.

Therefore, they might be willing and able to voice their displeasure.

TABLE III

PARENTAL RESPONSE TO THE ITEM "MOST SCHOOLS TODAY TEACH BASIC SKILLS BETTER THAN THEY WERE TAUGHT 25 YEARS AGO"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	88	7	5	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmenville)	76	14	10	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Harc' Bay-Dover)	84	10	6	100	(50)
<u>Area Four</u> (Fogo Island)	90	-	10	100	(20)
Total District Response	84	8	8	100	(141)



Parents strongly believe that the schools teach basic skills better today than in previous years.

TABLE IV

PARENTAL RESPONSE TO THE ITEM  
"TOO MUCH FOOLISHNESS IS  
TAUGHT IN OUR SCHOOLS"

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	12	17	71	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	48	4	48	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	48	20	32	100	(50)
<u>Area Four</u> (Fogo Island)	50	10	40	100	(20)
Total District Response	38	14	48	100	(141)

In general parents are about evenly divided in their attitudes, the big exception being those living in Area One.

TABLE V

PARENTAL RESPONSE TO THE ITEM "THE MOST IMPORTANT  
JOB OF THE SCHOOL IS TO TEACH READING,  
WRITING AND ARITHMETIC"

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	53	3	64	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	69	-	31	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	40	4	56	100	(50)
<u>Area Four</u> (Fogo Island)	50	5	45	100	(20)
Total District Response	45	3	52	100	(141)

Here the vast majority seem to support the job being done in their schools, at least to the extent that they do not consider the task to consist of foolishness.

Again, the parental responses revealed in Table V show a general 50-50 split in attitudes. However, parents in Area One are most likely to disagree that reading, writing, and arithmetic comprise the basis tasks of the schools, and that presumably other tasks are equally or more important. This is consistent with Area One parents' responses to the contention that "Too much foolishness is taught. If they consider subjects other than reading, writing and arithmetic to be valuable, they would not term the teaching of these other subjects as "foolishness". While this may be due at least partially to the urban nature of Area One, there is no data to support the contention.

Parents largely agree that the schools should change and adapt programs so that each child's needs and abilities are met.

In summary, it is probably fair to state that different areas have different expectations regarding the curriculum. While all areas agree that schools should change and adapt programs to fit the needs and abilities of each child and that basic skills are taught better today than 25 years ago, there seems to be confusion as to what direction the curriculum should take. For instance Area Two

TABLE VI.

PARENTAL RESPONSE TO THE ITEM "OUR SCHOOLS SHOULD CHANGE AND ADAPT THEIR PROGRAMS TO FIT THE NEEDS AND ABILITIES OF EACH CHILD"

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	76	10	14	100	(42)
<u>Area Two</u> Gander Bay North, Musgrave Harbour, Carmanville)	79	17	4	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Harc Bay-Dover)	80	6	14	100	(50)
<u>Area Four</u> (Fogo Island)	70	15	15	100	(20)
Total District Response	76	12	12	100	(141)

parents see the basic task of the school to be to teach reading, writing and arithmetic, while those responding from Area Four are more likely to support other goals. This may

be because people living in rural areas see the schools' role as preparing students for the job market, and hence view reading, writing and arithmetic skills as most essential, especially for success in the world of work with which they are familiar.

## II. Co-curricular Activities

There were four items included in the questionnaire that were designed to measure parental attitude toward co-curricular activities. Responses to these items, by Area and District, are given in Tables VII-X.

Parents generally disagree that the schools' facilities for sports and recreation are adequate.

Parents in Area One were most likely to disagree and parents in Area Two were most likely to agree that after-school activities are a waste of time. The explanation for this difference might revolve around the urban-rural distinctions between the two areas, and differences regarding the nature and function of education which flow from them. Perhaps students living in Area One can more easily attend such activities, and as a result parents are more likely to see the advantages, and less likely to be burdened with the disadvantages and inconveniences of travel, etc. In the district as a whole, parents seem to support after-school activities, and this is further shown by the results of Table IX.

TABLE VII

PARENTAL RESPONSE TO THE ITEM "OUR  
SCHOOL'S FACILITIES FOR SPORTS  
AND RECREATION ARE ADEQUATE"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	21	10	69	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	20	21	59	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	22	20	58	100	(49)
<u>Area Four</u> (Fogo Island)	20	10	70	100	(20)
Total District Response	21	16	63	100	(141)

All parents except those in Area One are more likely to disagree than agree when asked whether the schools have the facilities to operate a good after school activities

TABLE VIII

PARENTAL RESPONSE TO THE ITEM "AFTER-SCHOOL  
ACTIVITIES ARE A WASTE OF TIME"

	% of Parents Answering				(N)
	Agree	Don't Knew	Disagree	Total	
<u>Area One</u> (Gander)	2	-	98	100	(42)
<u>Area Two</u> Gander Bay North, Musgrave Harbour, Carmanville)	28	14	58	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	10	12	78	100	(50)
<u>Area Four</u> (Fogo Island)	10	15	75	100	(20)
Total District Response	10	13	77	100	(141)

TABLE IX  
 PARENTAL RESPONSE TO THE ITEM "AFTER SCHOOL  
 ACTIVITIES ARE A VALUABLE PART  
 OF THE CHILD'S SCHOOLING"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	90	2	8	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	79	3	18	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	74	14	12	100	(50)
<u>Area Four</u> (Fogo Island)	70	20	10	100	(20)
<u>Total District Response</u>	78	10	12	100	(141)



TABLE X  
 PARENTAL RESPONSE TO THE ITEM "OUR SCHOOLS HAVE  
 THE FACILITIES TO OPERATE A GOOD AFTER  
 SCHOOL ACTIVITIES PROGRAM"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	74	9	17	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	14	34	52	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	30	26	44	100	(50)
<u>Area Four</u> (Fogo Island)	20	15	65	100	(20)
Total District Response	35	21	44	100	(141)

program. Area One parents believe overwhelmingly that their schools have adequate facilities to conduct good after school programs. This response may partially explain their strong disagreement that after-school activities are a waste of time.

In summary, it appears that parents are generally in favour of schools having programs of co-curricular activities. However, when parents are asked for opinions concerning "what is" they are not so definite in their responses. The "Don't Know" responses totaled 18% of all responses in areas outside of Gander. At least two possibilities can be proposed for this: parents may have little knowledge concerning this area of schooling, or they may not be aware of what is necessary in the way of facilities to run a good co-curricular program.

### III. Teaching Personnel

Six items included in the questionnaire were designed to measure parental attitudes toward teaching personnel. Responses to these items are given in Tables XI-XVI.

In general parents are likely to agree that teachers are paid enough for the amount of time they work. However, parents in Area One are most likely to disagree and those in Area Two are most likely to agree. Area One is largely urban and thus salaries of people who are not teachers may be quite high, in fact higher on the average than teachers' salaries.

In the other areas, mainly rural, this probably is not the case. The large number of "Don't Know" responses indicates

TABLE XI  
PARENTAL RESPONSE TO THE ITEM "TEACHERS ARE PAID  
ENOUGH FOR THE AMOUNT OF TIME THEY WORK"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	39	27	34	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmarville)	75	21	4	100	(28)
<u>Area Three</u> (Glovertown, East port, Dark Cove, Harc Bay-Dover)	68	14	18	100	(50)
<u>Area Four</u> (Fogo Island)	60	20	20	100	(20)
Total District Response	60	20	20	100	(139)

the difficulty many parents had of making a judgement on this

matter.

TABLE XII

PARENTAL RESPONSE TO THE ITEM, "FROM TIME TO TIME TEACHERS SHOULD GO BACK TO THE UNIVERSITY FOR UP-GRADING"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	90 <sup>9</sup>	7	3	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	90	3	7	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	90	8	2	100	(50)
<u>Area Four</u> (Fogo Island)	95	5	-	100	(20)
Total District Response	91	6	3	100	(141)

Parents are overwhelmingly in favour of teachers returning to the university for upgrading.

TABLE XIII

PARENTAL RESPONSE TO THE ITEM, "TEACHERS'  
LIVING ACCOMMODATIONS SHOULD BE  
PROVIDED BY THE SCHOOL BOARD"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	36	5	59	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	38	27	35	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	44	10	46	100	(50)
<u>Area Four</u> (Fogo Island)	50	20	30	100	(20)
Total District Response	41	13	46	100	(141)

The responses to this item are mixed. Area One parents are more likely than parents in other areas to disagree with the statement that it is the School Board's responsibility to

TABLE XIV

PARENTAL RESPONSE TO THE ITEM, "THE 'BEST'  
TEACHERS SHOULD BE HIRED REGARDLESS OF  
RACE AND RELIGION"

	% of Parents Answering.				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	88	5	7	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	89	1	10	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	80	6	14	100	(50)
<u>Area Four</u> (Fogo Island)	70	-	30	100	(20)
Total District Response	83	3	14	100	(141)

provide teachers with living accommodations. However, Area One is an urban area, and it is more possible for teachers to secure their own accommodations. Area Four on the other

TABLE XV

## PARENTAL RESPONSE TO THE ITEM, "ONLY THE MOST ACADEMICALLY QUALIFIED TEACHERS SHOULD BE HIRED"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	67	2	31	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	42	10	48	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	50	10	40	100	(50)
<u>Area Four</u> (Fogo Island)	50	10	40	100	(20)
Total District Response	52	8	40	100	(141)

hand, is basically a remote rural area, and it may be practically impossible for teachers to secure accommodations. Therefore, it is necessary that the School Board provide them. Parents in Areas Two and Three are about evenly split on the matter.

TABLE XVI

PARENTAL RESPONSE TO THE ITEM, "IN MANY WAYS  
TEACHERS ARE DAYTIME BABYSITTERS"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	26	5	69	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	62	21	17	100	(29)
<u>Area Three</u> (Glovertown, East- port, Darkcove, Hare Bay-Dover)	44	12	44	100	(50)
<u>Area Four</u> (Fogo Island)	50	10	40	100	(20)
Total District Reponse	43	11	46	100	(141)

Parents in all areas overwhelmingly agree that the "best" teachers should be hired regardless of race and religion.

In general parents are likely to agree that only the most academically qualified teachers should be hired.



However, this belief is by no means unanimous among parents of the District. Evidently there are other criteria which many parents feel are important when hiring teachers. Responses presented in Table XIV would indicate that these "other criteria" are probably not "race or religion."

This item in essence asks parents if they feel teachers really do any teaching, or if any learning that occurs takes place in spite of teachers. Area One parents are most likely to consider the tasks and performance of teachers positively; that is, they think teachers do more than just babysit. Whether this is because the teachers in Area One are better, it is impossible to say. Area Two parents, on the other hand, are most critical of teachers in this regard. Almost two thirds of the respondents from that area feel that teachers are little more than babysitters. Again it is impossible to say if this is due to actual performance of teachers, a lack of support from administrators of the community which hampers them in their work, or whatever. Parents in Areas Two and Three are about evenly divided in their responses; about 40% feel the teachers are more than babysitters, and 40% do not.

Summarizing all six items in this section, the data would indicate that there are probably rural-urban differences at work. Area One responses are generally more favourable toward teachers than are those in the more rural areas, especially responses of parents in Area Two (Gander Bay North).

In general one could conclude that teachers are respected in the Terra Nova Integrated School District, but that a sizable minority of parents either have complaints about or are unsure of the performance of teachers.

#### IV. School Discipline

There were five items included in the questionnaire which were designed to measure parental attitude toward school discipline. Responses to these items are given in Tables XVII-XXI.

In general parents agree that one of the most important jobs of the school is to teach obedience and discipline. The almost total lack of "Don't Know" responses indicates that parents probably have definite opinions concerning obedience and discipline in the schools.

Generally parents disagree that how a student dresses is of no concern to the school, but about one third of the respondents agreed. Parents who agreed that student dress was of no concern were more likely to be from rural areas of the district.

Just as they agree that discipline is an important task of the schools, parents agree that schools should place more emphasis upon obedience and respect for authority.

TABLE XVII

PARENTAL RESPONSE TO THE ITEM, "ONE OF THE MOST IMPORTANT JOBS OF THE SCHOOL IS TO TEACH OBEDIENCE AND DISCIPLINE"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	64	-	36	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmarville)	90	-	10	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	78	2	20	100	(50)
<u>Area Four</u> (Fogo Island)	60	-	40	100	(20)
Total District Response	74	-	26	100	(141)

TABLE XVIII

PARENTAL RESPONSE TO THE ITEM, "HOW A  
STUDENT DRESSES IS OF NO  
CONCERN TO THE SCHOOL".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	28	2	70	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	38	3	59	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	34	8	58	100	(50)
<u>Area Four</u> (Fogo Island)	45	-	55	100	(20)
Total District Response	35	4	61	100	(141)

TABLE XIX

PARENTAL RESPONSE TO THE ITEM, "OUR  
SCHOOLS SHOULD PLACE MORE EMPHASIS  
UPON OBEDIENCE AND RESPECT  
FOR AUTHORITY

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	81	-	19	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmenville)	76	17	7	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	81	14	5	100	(49)
<u>Area Four</u> (Fogo Island)	90	-	10	100	(20)
Total District Response	82	8	10	100	(140)

TABLE XX

PARENTAL RESPONSE TO THE ITEM, "THERE SHOULD BE MORE STRICT DISCIPLINE IN OUR SCHOOLS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	64	14	22	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	69	-	31	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	75	10	15	100	(49)
<u>Area Four</u> (Fogo Island)	65	20	15	100	(20)
<u>Total District Response</u>	69	11	20	100	(140)

In general parents agree that there should be more strict discipline in the schools.

TABLE XXI

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOLS ARE VERY GOOD AT TEACHING PROPER BEHAVIOUR AND GOOD HABITS".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	45	5	50	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmahville)	48	4	48	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	42	18	40	100	(50)
<u>Area Four</u> (Fogo Island)	55	5	40	100	(20)
Total District Response	48	7	45	100	(141)

While parents in all four areas felt strongly that discipline and respect for authority were proper areas of concern for schools, only about half of the sample felt that

the schools were very good at teaching proper behaviour and good habits. Here is one area parents feel there is definite room for improvement, although the data provide no specific clues as to what constitutes proper dress, etc.

#### V. Pupil Transportation

Three of the questionnaire items included were designed to measure parental attitude toward pupil transportation, or busing. Response to these items are given in Tables XXII-XXIV:

Parents strongly believe that both primary and elementary school children should be able to attend school in their own communities.

While in general parents are more likely to disagree than agree, that busing creates unnecessary dangers for the students, there is a sizable minority that thinks that busing is dangerous.

In summary, parents believe that primary and elementary school children should be educated in their own communities. Parents, no doubt, realize the harsh realities that would have to be faced to achieve such a goal, but they probably also expect the School Board to comply with their wishes whenever and wherever possible.



TABLE XXII

PARENTAL RESPONSE TO THE ITEM, "ELEMENTARY  
SCHOOL CHILDREN SHOULD BE ABLE TO ATTEND  
SCHOOL IN THEIR OWN COMMUNITIES"

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	80	2	18	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	83	7	10	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	90	4	6	100	(50)
<u>Area Four</u> (Fogo Island)	90	-	10	100	(20)
Total District Response	86	3	11	100	(140)

TABLE XXIII

PARENTAL RESPONSE TO THE ITEM, "PRIMARY  
SCHOOL CHILDREN SHOULD ATTEND SCHOOL  
IN THEIR OWN COMMUNITIES".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	93	5	2	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Clareville)	83	3	14	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	88	2	10	100	(50)
<u>Area Four</u> (Fogo Island)	100	-	-	100	(20)
Total District Response	91	3	6	100	(141)

TABLE XXIV

PARENTAL RESPONSE TO THE ITEM, "BUSING  
 CREATES UNNECESSARY DANGERS  
 FOR THE STUDENTS".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	39	15	46	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carnanville)	31	21	48	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	46	20	34	100	(50)
<u>Area Four</u> (Fogo Island)	20	10	70	100	(20)
Total District Response	34	17	49	100	(140)

## VI. Guidance and Counseling

There were four items included in the questionnaire which were designed to measure parental attitude toward the guidance and counseling function of the school program. Responses to these items, by Area and District, are given in Tables XXV-XXVIII.

This sample of parents was about evenly divided on the question of whether or not the guidance function was being performed well. However, almost one-quarter of the parents respondents "Don't Know", and this could be interpreted as an indication many parents have little knowledge about the nature or function of guidance in the schools.

Parents are strongly in favour of hiring more guidance specialists for the schools, although we cannot be sure just what their idea of a guidance specialist is. This latter interpretation is farther supported by the data in Table XXVII.

Parents, generally, agree that primary and elementary schools need guidance counselors, but again there is a fairly large number of parents in the "Don't Know" category.

TABLE XXV

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOLS  
ARE DOING A GOOD JOB IN THE PERSONAL  
GUIDANCE OF STUDENTS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	19	31	50	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	41	14	45	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	46	24	30	100	(50)
<u>Area Four</u> (Fogo Island)	45	15	40	100	(20)
Total District Response	37	23	40	100	(141)

TABLE XXVI

PARENTAL RESPONSE TO THE ITEM, "MORE  
GUIDANCE SPECIALISTS ARE NEEDED  
FOR OUR SCHOOLS".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	93	5	2	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	86	14	-	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	78	16	6	100	(50)
<u>Area Four</u> (Fogo Island)	90	10	-	100	(20)
Total District Response	87	11	2	100	(141)

TABLE XXVII  
 PARENTAL RESPONSE TO THE ITEM, "OUR  
 PRIMARY AND ELEMENTARY SCHOOLS  
 NEED GUIDANCE COUNSELORS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	69	14	17	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	72	18	10	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	57	26	17	100	(49)
<u>Area Four</u> (Fogo Island)	70	15	15	100	(20)
Total District Response	66	19	15	100	(140)

TABLE XXVIII

PARENTAL RESPONSE TO THE ITEM, "PRIMARY AND  
ELEMENTARY SCHOOL TEACHERS SHOULD HAVE  
TRAINING IN THE GUIDANCE AND  
COUNSELING OF STUDENTS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	90	5	5	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	79	17	4	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	86	10	4	100	(50)
<u>Area Four</u> (Fogo Island)	95	-	5	100	(20)
Total District Response	88	8	4	100	(141)



Again, the table shows parents in widespread agreement: Guidance and Counseling is seen as important.

In summary, parents seem to be saying that at present the schools are not doing a good job in the personal guidance of the students. Parents believe that for the schools to do a better job more guidance personnel are required at all levels of schooling. They also believe that the teachers should have training in the guidance and counseling of students. However, the fairly high percentage of "Don't Know" responses leads one to question parents' knowledge of the role and function of a guidance counselor. In any case, even if parents do have a well-developed conception, it is not known what this is, whether it differs from that of guidance counselors themselves, etc.

## VII. Health Education

There were eight items included in the questionnaire that were designed to measure parental attitude toward health education. Parental responses, by Area and District, are given in Tables XXIX-XXXVI.

In general parents agree that education about venereal disease should be given to elementary school children, although this feeling is not unanimous. Parents are more supportive of such instruction taking place in the high school, as Table XXX shows.

TABLE XXIX

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING VENEREAL DISEASE SHOULD  
BE GIVEN AT THE ELEMENTARY  
SCHOOL LEVEL".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	71	10	19	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	62	14	24	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	68	12	20	100	(50)
<u>Area Four</u> (Fogo Island)	60	5	35	100	(20)
Total District Response	65	10	25	100	(140)

TABLE XXX

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING VENEREAL DISEASE SHOULD  
BE GIVEN AT THE HIGH  
SCHOOL LEVEL".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	86	2	12	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	79	14	7	100	(29)
<u>Area Three</u> (Glovertown, East port, Dark Cove, Hare Bay-Dover)	78	8	14	100	(50)
<u>Area Four</u> (Fogo Island)	85	5	10	100	(20)
Total District Response	82	7	11	100	(141)

TABLE XXXI

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING SEX SHOULD BE GIVEN  
AT THE ELEMENTARY  
SCHOOL LEVEL".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	81	5	14	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	48	11	41	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	48	12	40	100	(50)
<u>Area Four</u> (Fogo Island)	55	-	45	100	(20)
Total District Response	58	7	35	100	(141)

TABLE XXXII

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING SEX SHOULD BE GIVEN  
AT THE HIGH SCHOOL LEVEL".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	83	2	14	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	79	-	21	100	(29)
<u>Area Three</u> (Govertown, East- port, Dark Cove, Hare Bay-Dover)	82	4	14	100	(50)
<u>Area Four</u> (Fogo Island)	70	-	30	100	(20)
Total District Response	78	2	20	100	(140)

TABLE XXXIII

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING THE NON-MEDICAL USE OF  
DRUGS SHOULD BE GIVEN AT THE  
ELEMENTARY SCHOOL LEVEL".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	98	-	2	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	86	11	3	100	(29)
<u>Area Three</u> (Govertown, East- port, Dark Cove, Hare Bay-Dover)	90	4	6	100	(50)
<u>Area Four</u> (Fogo Island)	90	-	10	100	(20)
Total District Response	91	4	5	100	(141)

TABLE XXXIV

PARENTAL RESPONSE TO THE ITEM, "EDUCATION  
CONCERNING THE NON-MEDICAL USE OF  
DRUGS SHOULD BE GIVEN AT THE  
HIGH SCHOOL LEVEL".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	88	-	12	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	93	-	7	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	74	6	20	100	(50)
<u>Area Four</u> (Fogo Island)	75	-	25	100	(30)
Total District Response	82	2	16	100	(141)

In general parents are likely to agree that education concerning sex should be given at the elementary school level, but as with instruction about venereal disease, a sizable majority disagrees. Area One parents are a glaring exception to this general pattern, and more than 80% feel sex education in the elementary school is a good thing.

Table XXXII shows the same pattern for sex education exists between elementary and high school as exists for venereal disease information. Parents largely agree that education concerning sex should be given at the high school level, while they were less favourable about this instruction taking place at the elementary level.

Parents almost unanimously agree that elementary school children should be given instruction concerning the non-medical use of drugs.

Parents agree that high school students should be given instruction concerning the non-medical use of drugs. This is a lower level of agreement than that registered for elementary school children. While parents might think that drug education at the high school level is too late, the difference in agreement responses shown here can probably be attributed to sampling error and variation.



TABLE XXXV  
 PARENTAL RESPONSE TO THE ITEM, "MORE  
 HEALTH SPECIALISTS ARE NEEDED  
 FOR OUR SCHOOLS".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	86	7	7	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	93	7	-	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	76	14	10	100	(50)
<u>Area Four</u> (Fogo Island)	95	5	-	100	(20)
Total District Response	87	8	5	100	(141)

TABLE XXXVI

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOLS  
SHOULD PROVIDE BETTER HEALTH SERVICES  
FOR STUDENTS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	76	10	14	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	100	-	-	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	88	8	4	100	(50)
<u>Area Four</u> (Fogo Island)	85	10	5	100	(20)
Total District Response	87	7	6	100	(140)

Tables XXXV and XXXVI show that parents largely agree that there is a need and desire for the schools to provide better health services for students. These data would have to be interpreted in light of the facilities presently available within each area in order to glean the maximum from them.

Generally parents in the district want the schools to put more emphasis on programs of health education. Specifically parents want better health services for the schools and more health specialists to work in them. Parents also support programs dealing with venereal disease, sex, and the non-medical use of drugs.

Parents believe that sex and venereal disease should be dealt with beginning in the elementary grades and be continued, possibly with more emphasis, into the high school grades. However, support for such sex-oriented programs is stronger at the high school level than at the elementary level. Such does not seem the case with drug education, where parents in the district generally show equal support at both levels.

#### VIII. Special Education

Four questionnaire items were included which were designed to measure parental attitude toward special education. Responses to these items, by Area and District, are given in Tables XXXVII-XL.

TABLE XXXVII  
 PARENTAL RESPONSE TO THE ITEM,  
 "OPPORTUNITY CLASSES ARE A  
 WASTE OF TIME AND MONEY".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	7	10	83	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	17	28	55	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	20	14	66	100	(50)
<u>Area Four</u> (Fogo Island)	20	25	55	100	(20)
Total District Response	16	19	65	100	(141)

TABLE XXXVIII  
 PARENTAL RESPONSE TO THE ITEM,  
 "OPPORTUNITY CLASS TEACHERS  
 NEED SPECIAL TRAINING".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	88	12	-	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	82	15	3	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	82	10	8	100	(50)
<u>Area Four</u> (Fogo Island)	65	30	5	100	(20)
Total District Response	79	17	4	100	(141)

TABLE XXXIX  
 PARENTAL RESPONSE TO THE ITEM,  
 "OPPORTUNITY CLASS CHILDREN  
 SHOULD BE IN THE SAME  
 BUILDING WITH REGULAR  
 SCHOOL CHILDREN".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	74	19	7	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	59	17	24	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	68	10	22	100	(50)
<u>Area Four</u> (Fogo Island)	75	15	10	100	(20)
Total District Response	69	15	16	100	(141)

TABLE XL

PARENTAL RESPONSE TO THE ITEM, "SLOWER  
LEARNING CHILDREN SHOULD BE PUT  
TOGETHER BY THEMSELVES IN  
A GROUP FOR SPECIAL  
INSTRUCTION".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	79	7	14	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	76	3	21	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	84	2	14	100	(50)
<u>Area Four</u> (Fogo Island)	85	5	10	100	(20)
Total District Response	81	4	15	100	(141)

In general, parents in the district seem to support opportunity classes, especially those parents in Area One. However, the 20% "Don't Know" response suggests that many parents might not have a clear picture or idea of what an opportunity class is. This interpretation is strengthened by the results of Tables XXXVIII and XXXIX. In Table XXXVIII we see that parents strongly agree that opportunity class teachers need special training, but again there is a sizable minority who responded "Don't Know".

Table XXXIX shows that parents agree that opportunity class children should be in the same building with regular school children.

There are several trends evident in the parental response to special education, or opportunity classes. Generally parents believe in the value of such classes. They also agree that to do this kind of work teachers need some special kind of training. Parents further believe that slower learning children should be put together for instruction, and that opportunity classes should be held in the regular day school.

To almost all questionnaire items the "Don't Know" responses were quite high. A possible explanation for this phenomenon is that, since opportunity classes are a relatively new thing in the district, many parents are not familiar with this concept or its manifestation in the



schools. It is difficult to interpret parental responses in this area without knowing the extent to which they are knowledgeable about it.

Parents generally agree that slower learning children should be put together by themselves in a group for special instruction, and this feeling was more widespread than that one which advocated a separate building.

#### IX. Community Use of Schools

There were four items included in the questionnaire which were designed to measure parental attitude toward the community use of schools. Responses to these items, by Area and District, are given in Tables XLI-XLIV.

The use of school buildings for community functions received support from about one half of the parents in the district, but this support varied with the area from which the parents came. Parents in Area One were most supportive of the idea.

Area One parents' overall support is further explained in Table XLII, where it is shown that they also feel community groups should pay for the use of school facilities when they use them. The responses of parents in other areas is somewhat puzzling. On the one hand, a sizable proportion of parents feel that school buildings should not be used for non-school functions, but

TABLE XLI

PARENTAL RESPONSE TO THE ITEM, "THE  
SCHOOL BUILDINGS SHOULD BE USED  
FOR COMMUNITY FUNCTIONS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	67	5	28	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmahville)	39	14	47	100	(28)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	40	20	40	100	(50)
<u>Area Four</u> (Fogo Island)	40	5	55	100	(20)
Total District Response	47	11	42	100	(140)

TABLE XLII

PARENTAL RESPONSE TO THE ITEM, "COMMUNITY  
GROUPS SHOULD PAY FOR THE USE OF  
SCHOOL FACILITIES".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	72	7	21	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	52	14	34	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	56	14	30	100	(50)
<u>Area Four</u> (Fogo Island)	70	5	25	100	(20)
Total District Response	62	11	27	100	(141)

they also feel that community groups should pay for the use of such facilities.

Parents largely agree that the schools should be open evenings offering a variety of activities for various people, although there seems to be a feeling of uncertainty in Areas Three and Four.

Generally parents agree that the schools should be open during the summer offering a variety of activities for adults and school aged people. Parents in Area One, a more urbanized area, are more likely to support the idea, while those in the more rural areas are less likely to support it. A possible explanation for this pattern might revolve around the fishing activities of people in outlying areas, and their possible concern that a school which was operating during the summer would draw family and young people away from the fishery and other traditional lifestyles.

In summary, parents in the District seem to generally agree that the schools should be made available to outside and community groups, that they should be open evenings and in the summers, and that non-school groups should pay for the use of the buildings. However, these ideas were supported most strongly by the parents in Area One, which is also the most urbanized part of the school district. The parents in the more rural areas were less supportive, or at least less sure, of this position. It was hypothesized that the reason

TABLE XLIII

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOLS SHOULD BE OPEN EVENING HOURS OFFERING A VARIETY OF ACTIVITIES FOR ADULTS AND SCHOOL AGED PEOPLE".

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	83	10	7	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	79	4	17	100	(29)
<u>Area Three</u> (Glovertown, East port, Dark Cove, Hare Bay-Dover)	62	24	14	100	(50)
<u>Area Four</u> (Fogo Island)	70	20	10	100	(20)
Total District Response	73	15	12	100	(141)

TABLE XLIV

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOLS SHOULD BE OPEN DURING THE SUMMER OFFERING A VARIETY OF ACTIVITIES FOR ADULTS AND SCHOOL AGED PEOPLE".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	83	5	12	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	48	14	38	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	52	22	26	100	(50)
<u>Area Four</u> (Fogo Island)	40	15	45	100	(20)
Total District Response	55	14	31	100	(141)

for these patterns might be associated with the economy and life style of the residents, although further research would have to be conducted to establish this relationship.

#### X. School Board and Local Committees

Five items were included in the questionnaire which were designed to measure parental attitude toward the school board and the local school committees. Responses to these items, by Area and District, are given in Tables XLV-XLIX.

On the average about two-thirds of the parents who were sampled did not think that the School Board should bear the cost of teacher upgrading. Presumably they feel this is the responsibility of the individual teacher.

While about one-half of the parents sampled agreed that the school board members and central office staff seem willing to see people and talk with them about school problems, there were sizable minorities of parents who responded that they didn't know or disagreed. Area Four parents were most likely to disagree and this might result from the fact that Area Four is the most isolated of the four areas and hence may suffer in terms of communication with the school board central office.

TABLE XLV

PARENTAL RESPONSE TO THE ITEM, "SCHOOL  
BOARDS SHOULD PROVIDE THE FUNDS FOR  
TEACHERS RETURNING TO UNIVERSITY  
FOR UPGRADING"

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	24	10	66	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	31	17	52	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	26	6	68	100	(50)
<u>Area Four</u> (Fogo Island)	10	15	75	100	(20)
Total District Response	23	12	65	100	(141)



TABLE XLVI

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOL BOARD MEMBERS AND CENTRAL OFFICE STAFF SEEM VERY WILLING TO SEE PEOPLE AND TALK WITH THEM ABOUT SCHOOL PROBLEMS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	62	24	14	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	52	21	27	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	62	22	16	100	(50)
<u>Area Four</u> (Fogo Island)	40	10	50	100	(20)
Total District Response	54	19	27	100	(141)

TABLE XLVII

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOL BOARD SHOULD HOLD MEETINGS IN THE VARIOUS COMMUNITIES OF THE DISTRICT".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	83	12	5	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmerville)	89	4	7	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	90	8	2	100	(50)
<u>Area Four</u> (Fogo Island)	100			100	(20)
<u>Total District Response</u>	90	6	4	100	(141)

TABLE XLVIII  
 PARENTAL RESPONSE TO THE ITEM, "THE  
 LOCAL SCHOOL COMMITTEE IN OUR  
 AREA WORKS VERY WELL"

	% of Parents Answering				(N)
	Agree	Don't Know	Disagree	Total	
<u>Area One</u> (Gander)	52	43	5	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	55	14	31	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	32	38	30	100	(50)
<u>Area Four</u> (Fogo Island)	40	20	40	100	(20)
Total District Response	45	28	27	100	(141)

TABLE XLIX

PARENTAL RESPONSE TO THE ITEM, "OUR  
SCHOOL BOARD COULD FUNCTION WELL  
WITHOUT THE AID OF LOCAL SCHOOL  
COMMITTEES".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	8	33	59	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	4	17	79	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	10	52	38	100	(50)
<u>Area Four</u> (Fogo Island)	10	25	65	100	(20)
Total District Response	8	32	60	100	(141)

The data in Table XLVII indicates that parents overwhelmingly support the idea of holding school board meetings throughout the district.

In general parents are more likely to agree than disagree that the local school committees work very well. However, it is probably fair to state that parents don't have much knowledge about the school committees, and thus are not sure whether they are working well or not. Almost one-third of the parents sampled gave a "Don't Know" response to this item, and more than 40% did so in Area One.

The uncertainty about school committees is further reflected in Table XLIX. In general, parents disagree that the school board could function well without the aid of local school committees, but, again, a substantial number of parents responded in the "Don't Know" category. This probably indicates that they have little knowledge about school committees, and therefore, cannot say whether the lack of a school committee makes any real difference to the functioning and performance of the school board.

In Summary, parents feel that the school board and central office staff do a fair job when it comes to seeing people and discussing school problems. However, they feel the school board should hold meetings in places other than the district office. Parents don't think that the school board should provide funds to teachers returning to university for upgrading.

More parents are likely to agree than disagree when asked if the local school committee works well. Parents are also likely to feel that the school board cannot function well without the help of the local school committees. However, the large number of "Don't Know" responses suggests that parents have little or no knowledge about the local school committees.

#### XI. School Finance

There were three items included in the questionnaire which were designed to measure parental attitudes toward the financing of the schools. Responses to these items, by Area and District, are given in Tables LX-LXII.

In general, the parents sampled agree that in order to have better schools, they must be prepared to spend more money on them. (Table LX). However, they also think that the schools could be doing a better job even with the money they now have to work with. Table LXII shows that about one-half of the parents sampled agree that the schools in the district could be doing a better job, considering the amount of money that is presently spent on them. Furthermore, the parents in the district do not seem too willing to initiate a special income tax in order to upgrade the quality of education in the district.

One can interpret these data by saying that although parents generally think that money would help improve

TABLE LX.

PARENTAL RESPONSE TO THE ITEM, "IF WE WANT BETTER SCHOOLS WE MUST BE PREPARED TO SPEND MORE MONEY ON THEM".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<del>Area One</del> (Gander)	93	-	7	100	(42)
Area Two (Gander Bay North, Musgrave Harbour, Carmaville)	79	21	-	100	(29)
Area Three (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	84	14	2	100	(50)
Area Four (Fogo Island)	85	5	10	100	(20)
Total District Response	85	10	5	100	(141)

TABLE LXI

PARENTAL RESPONSE TO THE ITEM, "A SPECIAL  
INCOME TAX FOR FINANCING SCHOOLS IN  
THIS DISTRICT WOULD HELP UPGRADE  
THE QUALITY OF EDUCATION".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	33	19	48	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harboun, Carmanville)	17	38	45	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	31	41	28	100	(49)
<u>Area Four</u> (Fogo Island)	30	35	35	100	(20)
Total District Response	28	33	39	100	(140)



TABLE LXII

PARENTAL RESPONSE TO THE ITEM, "CONSIDERING  
THE AMOUNT OF MONEY WE SPEND ON THEM  
OUR SCHOOLS COULD DO A BETTER JOB  
THAN THEY ARE DOING".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	46	22	32	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	69	17	14	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	50	26	24	100	(50)
<u>Area Four</u> (Fogo Island)	45	40	15	100	(20)
<u>Total District Response</u>	53	26	21	100	(141)

education in the district, they are unsure of the impact it would have, and probably think that the impact would not be worth the effort. The feeling comes through that parents feel that the school district should be held more accountable for the money it presently spends, and that this money could probably be better spent. No one likes higher taxes, and especially so when the results and benefits of higher taxation are difficult to see. Until there is more concrete evidence that more money would make a meaningful difference, the parents of the Terra Nova Integrated School District may be reluctant to provide more.

## XII. School Administration

Four items included in the questionnaire were designed to measure parental attitude toward the administration of the schools. Responses to these items, by Area and District, are given in Tables LXIII-LXVI.

In general parents are likely to agree that it is possible to talk with principals and vice principals about school problems, although parents in Area Four were somewhat more reluctant to say this is so.

Parents agree that principals and vice principals should welcome the opportunity to meet with parents.

The large "Don't Know" response probably indicates that a majority of parents have no contact with the school through the Parent Teacher Association, and hence have no

TABLE LXIII

PARENTAL RESPONSE TO THE ITEM, "ONE CAN EASILY TALK WITH OUR SCHOOL ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS) ABOUT SCHOOL PROBLEMS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	83	12	5	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	86	13	11	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	84	8	8	100	(50)
<u>Area Four</u> (Fogo Island)	65	10	25	100	(20)
Total District Response	79	18	13	100	(141)

TABLE LXIV

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOL ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS) SHOULD WELCOME MEETINGS AND DISCUSSIONS WITH PARENTS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	100	-	-	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	100	-	-	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	100	-	-	100	(50)
<u>Area Four</u> (Fogo Island)	95	5	-	100	(20)
<u>Total District Response</u>	99	1	-	100	(141)

TABLE LXV

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOL ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS) SEEM AFRAID TO TRUST THE PARENT TEACHER ASSOCIATION".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	12	52	36	100	(42)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	28	55	17	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	11	69	20	100	(49)
<u>Area Four</u> (Fogo Island)	35	35	30	100	(20)
Total District Response	21	53	26	100	(140)

TABLE XLVI

PARENTAL RESPONSE TO THE ITEM, "OUR SCHOOL ADMINISTRATORS (PRINCIPALS AND VICE PRINCIPALS) TELL US ENOUGH ABOUT SCHOOL PROBLEMS".

	% of Parents Answering				
	Agree	Don't Know	Disagree	Total	(N)
<u>Area One</u> (Gander)	24	17	59	100	(41)
<u>Area Two</u> (Gander Bay North, Musgrave Harbour, Carmanville)	17	17	66	100	(29)
<u>Area Three</u> (Glovertown, East- port, Dark Cove, Hare Bay-Dover)	22	22	56	100	(50)
<u>Area Four</u> (Fogo Island)	15	15	70	100	(20)
Total District Response	19	18	63	100	(140)

idea of administrator feelings toward it. Of those who did respond about one-half agreed and one-half disagreed with the statement.

Parents in the district generally think that principals and vice principals do not tell them enough about school problems.

To summarize, parents feel that principals and vice principals should welcome meetings with them, and that one can easily talk with principals and vice principals about school problems. However, even though they feel they can easily talk with the school administrators, parents think they are not told enough about school problems. The data do not tell us the source of this contradiction, that is, whether it stems from a lack of initiative on the part of the parents, or from barriers consciously or inadvertently erected by school administrators.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### I. Background for Conclusions and Recommendations

It was the purpose of this project to ascertain the attitudes of a sample of parents of school children enrolled in the schools under the jurisdiction of the Terra Nova Integrated School Board. The instrument used to measure these attitudes was a questionnaire which dealt with twelve facets of the educational program in that district.

#### II. Conclusions

Because the conclusions drawn from the findings are generally reported along with the presentation of the data in the previous chapter, only a broad review of those conclusions and their implications will be offered here. This section will be organized under the headings of the twelve content areas.

##### 1. Curriculum

Parents generally agreed that the subjects taught are meeting the needs of students, that these subjects are taught better today than previously, and that subjects other than reading, writing and arithmetic are proper, school



concerns. Area One (Gander) parents seemed to be most supportive of "non-traditional" subjects being stressed in the curriculum, including sex-education.

## 2. Co-Curricular Activities

There is general unhappiness over facilities for sports and recreation in the district, and general support for the usefulness of after-school activities. There is also some indication that parents think of after-school activities primarily in terms of sports and athletics, and do not have a broader concept in mind. Once again, Area One parents were most pleased with the co-curricular activities provided.

## 3. Teaching Personnel

Parents in the sample generally felt teachers were paid enough for their work, and did not think the school board should necessarily provide accommodations for teachers or provide the funds for teacher upgrading. Race and religion were not considered salient characteristics to be taken into account when hiring teachers, although hiring solely on the basis of academic qualifications was not unanimously supported either. One might conclude that there is general satisfaction with the jobs teachers are doing.

## 4. School Discipline

The teaching and enforcing of discipline and obedience are still considered to be a major function of the

school by most parents which were sampled. Even such a matter as student dress was important to many parents, especially to parents in Area One (Gander). Most respondents thought the schools were doing an adequate job in this area.

#### 5. Pupil Transportation

The parents who responded thought that primary and elementary students should be able to attend school in their own communities, and that busing creates unnecessary dangers.

#### 6. Guidance and Counseling

Although most parents in the sample felt that guidance counselors were useful, they also felt that the schools were not doing a good job in this respect. A substantial number of "Don't Know" responses indicates a lack of knowledge or understanding about the role of guidance in the schools.

#### 7. Health Education

While a majority of parents thought information about venereal disease and sex should be taught in the schools, they were more likely to support such activity at the high school level than at the elementary level. Information about the non-medical use of drugs did not seem so controversial, and a large majority agreed it should be introduced at the elementary level.

Parents also agreed that more health specialists and

better health services for students should be provided. This feeling seemed to be strongest in Areas other than Area One.

#### 8. Special Education

As was the case with guidance, parents generally supported the efforts being made in this area, but there was an indication of a lack of knowledge or understanding about it.

#### 9. Community Use of Schools

Parents in the sample were generally in favour of an expanded use of school buildings, and they thought that those who used them should pay for their use. Area One (Gander) was most supportive of community and supplemental use of the schools, while parents in more rural systems seemed to have greater reservations.

#### 10. School Board and Local Committees

The respondents were generally satisfied with the willingness of school officials to talk with parents, but they also seemed to feel that more communication was possible. Support for school board meetings outside the central office was widespread.

#### 11. School Finances

While parents in the district seemed to think that additional funds would improve their schools, they seemed unwilling to provide these funds until evidence showed money

currently being spent was being used most effectively. There seemed to be a feeling that it was not being spent as effectively as it might.

#### 42. School Administration

Parents feel that they can generally talk with principals and vice-principals, but that these administrators do not tell them enough about school problems. While the process exists, the content is lacking.

#### III. Recommendations

The recommendations presented below should be interpreted in the light of the type of data on which they are based; that is, opinions and perceptions of a sample of parents in the Terra Nova Integrated School District. Because the data is perceptual in nature, and because no direct information about the knowledge or experience base upon which these parental attitudes are founded is available, the interpretations and conclusions about parental statements is problematical. For example, just because a parent, or a majority of parents, claim that recreation and sports facilities are inadequate, it does not necessarily follow that such facilities are indeed inadequate. On the other hand, neither can their claim be automatically dismissed. Final judgement must wait until the persons making policy decisions have some information concerning the respondents'

knowledge about what constitutes adequate facilities, and in addition, knowledge about recreation facilities. There are three variables at work: parental opinion of the adequacy of facilities, actual provision of facilities, and a professional or otherwise generally agreed upon standard for adequacy in facilities. These three variables may or may not be the same.

Therefore, a first recommendation would be that the school board be sure they are aware of all the variables that could influence parental response. In some cases parental responses are probably based more on opinion than fact. In other cases parents probably have very accurate knowledge about a problem. The school board should make the effort to determine which is the case.

Second, it is recommended that there be more communication from administrators to parents. Parents felt that they were not given enough information regarding school problems, that they were being kept in the dark.

Third, it is recommended that the School Board hold some of their meetings in communities other than Gander. This will make it possible for large numbers of people in the communities to attend board meetings, as well as enable board members to see and hear problems first hand. A feeling exists in some of the remote communities that the School Board does not really understand their problems.

Fourth, it is recommended that the School Board take

steps to insure that parents are provided with an accurate account of the monies being spent on education in the district. Parents seem unwilling to provide more money as they feel that the money presently spent is not being spent wisely.

— Fifth, it is recommended that the School Board provide leadership and support for the introduction of programs dealing with sex education, drug information, and venereal disease prevention in the schools--at all levels. Parents felt that such programs should be introduced into the curriculum.

Sixth, it is recommended that the School Board provide more information on the newer concepts and aspects of education and schools to parents, such as open education, special education, and guidance and counseling. The high "Don't Know" response rate on some statements indicates that parents seemed unsure of the function and role of these concepts. Information should not be propaganda or public relations in the worst sense of the term, but should be information that will promote understanding and constructive criticism, and therefore meaningful feedback.

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## APPENDIX A

QUESTIONNAIRE SENT TO SELECTED PARENTS  
IN THE TERRA NOVA INTEGRATED  
SCHOOL DISTRICT

**DIRECTIONS:** For each statement below, please place a check (✓) in the appropriate blank to indicate whether you strongly agree, agree, don't know, disagree, or strongly disagree.

**EXAMPLE:** The Bible is the best guide for successful living.

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Don't</u> <u>Know</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
(1) ✓	(2) _____	(3) _____	(4) _____	(5) _____

- |  | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 1. School boards should provide the funds for teachers returning to university for up-grading.                                 | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 2. Our Schools' facilities for sports and recreation are adequate.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 3. Education concerning venereal disease should be given at the elementary school level.                                       | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 4. Our school board members and central office staff seem very willing to see people and talk with them about school problems. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

<u>Strongly</u>		<u>Don't</u>		<u>Strongly</u>
<u>Agree</u>	<u>Agree</u>	<u>Know</u>	<u>Disagree</u>	<u>Disagree</u>

5. One can easily talk with our school administrators (principals and vice principals) about school problems. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

6. Our schools are doing a good job in the personal guidance of students. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

7. Elementary school children should be able to attend school in their own communities. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

8. More health specialists are needed for our schools. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

9. Our school administrators (principals and vice principals) should welcome meetings and discussions with parents. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Don't</u> <u>Know</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
---------------------------------	--------------	-----------------------------	-----------------	------------------------------------

10. Our school board should hold meetings in the various communities of the district. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

11. Education concerning sex should be given at the elementary school level. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

12. "Opportunity classes" are a waste of time and money. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

13. The school buildings should be used for community functions. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

14. Primary school children should attend school in their own communities. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

15. More guidance specialists are needed for our schools. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

16. After school activities are a waste of time. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

- |   | <u>Strongly</u><br><u>Agree</u> | <u>Agred</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 17. Education concerning the non-medical use of drugs should be given at the elementary school level.         | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 18. One of the most important jobs of the school is to teach obedience and discipline.                        | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 19. Opportunity class teachers need special training.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 20. Education concerning sex should be given at the high school level.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 21. Teachers are paid enough for the amount of time they work.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 22. After school activities (school sports, school clubs, etc.) are a valuable part of the child's schooling. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

- |  | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 23. Community groups should pay for the use of school facilities.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 24. From time to time teachers should go back to the university for upgrading.                                   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 25. The local school committee in our area works very well.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 26. Education concerning the non-medical use of drugs should be given at the high school level.                  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 27. Our schools should be open evening hours offering a variety of activities for adults and school aged people. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 28. The subjects now taught in our schools meet the needs of the students very well.                             | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

- |  | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 29. Our schools should provide better health services for students.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 30. Teachers living accommodations should be provided by the school board.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 31. If we want better schools we must be prepared to spend more money on them.                                       | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 32. How a student dresses is of no concern to the school.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 33. Our schools should place more emphasis upon obedience and respect for authority.                                 | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 34. Our schools should be open during the summer offering a variety of activities for adults and school aged people. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |



<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Don't</u> <u>Know</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
---------------------------------	--------------	-----------------------------	-----------------	------------------------------------

35. Education concerning venereal disease should be given at the high school level. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

36. The "best" teachers should be hired regardless of race and religion. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

37. A special income tax for financing schools in this district would help upgrade the quality of education. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

38. Only the most academically qualified teachers should be hired. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

39. Slower learning children should be put together by themselves in a group for special instruction. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

- |   | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 40. Most schools today teach basic skills better than they were taught 25 years ago.                                | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 41. Busing creates unnecessary dangers for the students.  | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 42. In many ways teachers are "daytime baby sitters".   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 43. Considering the amount of money we spend on them, our schools could do a better job than they are doing.        | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 44. Our school administrators (principals and vice principals) seem afraid to trust the Parent Teacher Association. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

- |  | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 45. There should be more strict discipline in our schools.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 46. Too much "foolishness" is taught in our schools.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 47. Our schools have the facilities to operate a good after school activities program. (e.g. sports, etc.) | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 48. Our school board could function well without the aid of local school committees.                       | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 49. Our school administrators (principals and vice principals) tell us enough about school problems.       | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 50. Our primary and elementary schools need guidance counselors.   | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

- |   | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Don't</u><br><u>Know</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---|---------------------------------|--------------|-----------------------------|-----------------|------------------------------------|
| 51. Our schools are very good at teaching proper behaviour and good habits.                                 | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 52. The most important job of the school is to teach reading, writing and arithmetic.                       | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 53. Our schools should change and adapt their programs to fit the needs and abilities of each child.        | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 54. Primary and elementary school teachers should have training in the guidance and counseling of students. | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |
| 55. Opportunity class children should be in the same building with regular school children.                 | (1) _____                       | (2) _____    | (3) _____                   | (4) _____       | (5) _____                          |

Additional Comments

Please feel free to make additional comments regarding any part(s) of the school program that you may be particularly concerned about.

Lined writing area consisting of 15 horizontal lines for providing additional comments.

NOTE: PLEASE CHECK (✓) THE SCHOOL SYSTEM IN WHICH YOU  
LIVE OR THE ONE WITH WHICH YOU ARE ASSOCIATED.

1. \_\_\_\_\_ Fogo Island
2.  Musgrave Harbour
3. \_\_\_\_\_ Carmanville
4. \_\_\_\_\_ Gander Bay North
5. \_\_\_\_\_ Gander
6. \_\_\_\_\_ Hare Bay - Dover
7. \_\_\_\_\_ Dark Cove
8. \_\_\_\_\_ Glovertown
9. \_\_\_\_\_ Eastport

APPENDIX B  
LETTER FROM DISTRICT SUPERINTENDENT,  
TERRA NOVA INTEGRATED  
SCHOOL BOARD

P.O. Box 390.

130  
Phone 256-4324  
256-4292

**TERRA NOVA INTEGRATED SCHOOL BOARD**

**ELIZABETH DRIVE**

**GANDER, NEWFOUNDLAND**

May 5, 1972.

Mr. John Way,  
Graduate Student,  
Faculty of Education,  
Memorial University of Newfoundland,  
ST. JOHN'S, Newfoundland.

Dear Mr. Way:

In my annual report to the Board for the school year 1970-71, I recommended that the Board, having completed two years of integration, should have a look at itself and its relationship with its different publics - teachers, local committees, parents, non-professional employees etc. The objective would be to evaluate the Board's work to date; and thereby formulate plans to serve children and parents more effectively in the future.

The Board accepted my recommendation, and established a committee which has been at work throughout this school year. The committee has held public meetings throughout the district, a questionnaire has been forwarded to all teachers, and to student councils.

The Board has now decided to supplement the findings of the committee with a more professional study of the expectations of parents for their schools. We feel that this study should be made by an independent

...../2



Mr. John Way,  
Graduate Student,  
Faculty of Education,  
Memorial University of Newfoundland,  
ST. JOHN'S, Newfoundland.

Page two.

person or agency. You have been recommended to us as  
a person well qualified to conduct the study. We would  
be very pleased if you could take on this task for us  
under terms mutually agreeable to both parties.

Yours sincerely,

Hudson Davis,  
District Superintendent.

HD/j;

## APPENDIX C

COVER LETTER ACCOMPANYING QUESTIONNAIRE  
TO SELECTED PARENTS IN THE  
TERRA NOVA INTEGRATED  
SCHOOL DISTRICT

Memorial University,  
St. John's, Nfld.,  
May 19, 1972

Dear Parents:

All of us want our children to have the best possible education. However, each of us has many ideas and opinions about a sound educational program, but have little chance to make our ideas and opinions known.

The purpose of the enclosed questionnaire is to get a picture of your ideas and feelings about the educational program in your district. This information will be passed on to the school board for their sincere consideration and action.

Please read the instructions carefully, and remember to answer all the items. There are no right or wrong answers---- we just want your honest opinions!

Thank you for your help in this project.

Sincerely,

John Wayne,  
Student in Graduate Studies





