TEACHER PERCEPTIONS OF THE EXPECTATIONS
OF PARENTS IN AN OIL-DEVELOPMENT ENVIRONMENT

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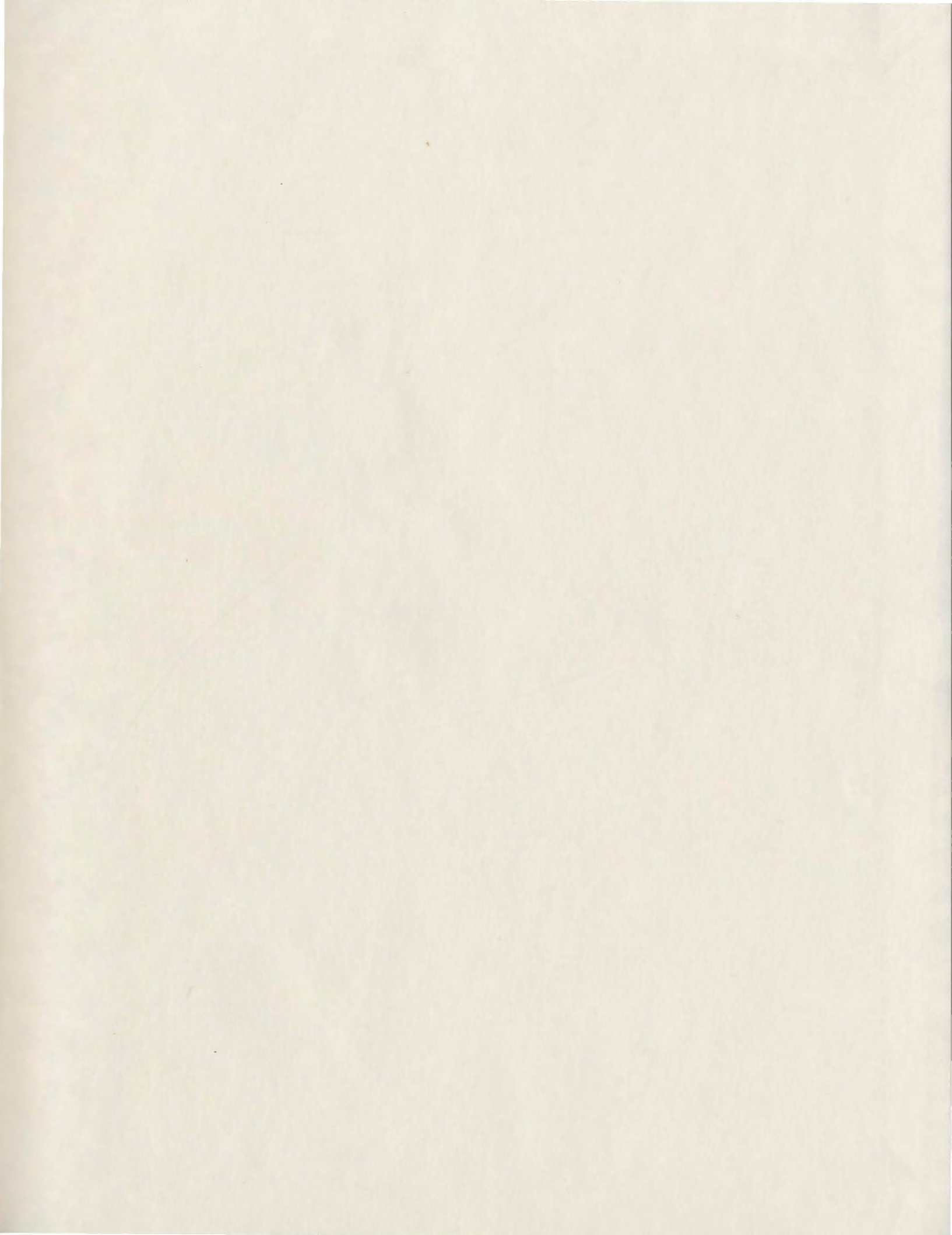TEACHER PERCEPTIONS OF THE EXPECTATIONS OF PARENTS
IN AN OIL DEVELOPMENT ENVIRONMENT

by

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# ABSTRACT

The purpose of the study was to examine differences in teachers' perceptions of the expectations of local Newfoundland parents, their perceptions of the expectations of incoming parents, who may move to Newfoundland to work in the off-shore oil industry, and their ideal perceptions of the teaching situation. In addition, the study compared the perceptions which teachers had concerning the degree of parent-teacher contact in each of the above three groups.

The effects of the teaching level, and the geographic area in which the teacher taught, on the perceptions teachers had of parental expectations, parent-teacher contacts, and the ideal teaching situation were also investigated.

The instrument used in the study was a Q-Sort consisting of 45 items related to education and the teaching of children. Questions concerning parent-teacher contacts as related to local parents, incoming parents, and the ideal teaching situation, were included.

The data were collected from a sample of 321 primary, elementary, and secondary school teachers teaching in three areas of the Province which had been designated by the Provincial Government as potential oil development sites, and which had active development committees or proposals in process.

The teachers were randomly divided into three treatment

groups so that one group dealt with the perceptions and parent-teacher contacts with regards to local parents, the second group dealt with these aspects with regards to incoming parents, and the third group with regards to the ideal teaching situation.

The data were analysed by means of a 3-way multivariate analysis of variance, with hypotheses being tested at the .05 level of confidence.

The results indicated the existence of significant differences between teachers' perceptions of local parent expectations, incoming parent expectations, and teachers' ideal perceptions, for 33 of the 45 items included in the Q-Sort.

Based on these differences, it may be suggested that teachers believe that the incoming parent has experience with, and expects a more sophisticated system of education than that found in Newfoundland, particularly with respect to the variety of the school program available to students. Teachers may also feel that the incoming parent will expect greater attention to be paid to individualization of programming, as well as, greater availability and use of specialized resources for dealing with special needs of students. The belief that incoming parents will be more liberal and pro- gressive with regards to their attitudes toward classroom discipline, testing, homework, and the teacher's personal appearance and behavior, was also suggested from the findings.

Local events may be stereotyped by teachers as being concerned with more specific aspects of education, such as testing, homework, and discipline, rather than in with the overall education of their child.

Differences also existed in the perceptions teachers have of parent-teacher contacts with incoming parents as opposed to local parents. Teachers seemed to feel that incoming parents will be more involved in the education of their children, and will initiate more interaction with the school. On the other hand, teachers seemed to feel that they were required to initiate too many contacts with local parents and that these parents did not assume enough responsibility for initiating and maintaining parent-teacher contacts.

Differences also existed in the perceptions of the teachers in the three areas. These differences appeared to be largely related to the idea that teachers may have perceived parents in Area 1 to be more sophisticated and experienced in dealing with the education of their child, whereas those parents in Areas 2 and 3 were viewed as more traditional concerning their views on education.

Differences found in the perceptions teachers have of the expectations of parents with primary-elementary school students, and those parents with secondary school students appeared to relate, in large part, to the greater participation of parents with children in the primary-elementary school level, as opposed to those parents of secondary school children.

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# CHAPTER 1

## INTRODUCTION

### Purpose of the Study

The purpose of this study was firstly to examine differences in three aspects of teacher perceptions of the teaching situation: (1) teachers' perceptions of the expectations which local parents have of them as teachers of their children, (2) teachers' perceptions of the expectations which parents moving to Newfoundland to work in the oil industry would have of them as teachers of their children, (3) and teachers' perceptions of the ideal teaching situation.

Secondly, the study was to compare the perceptions which teachers had concerning the degree of parent-teacher contact with local parents, incoming parents, and in the ideal teaching situation.

Thirdly, the study was to investigate the effects of the teaching level and the geographic area in which the teacher taught on the teachers' perceptions of parental expectations, parent-teacher contacts, and the ideal teaching situation.

### Significance of the Study

Questions about the possible effects of off-shore oil development on the Newfoundland educational system have recently been raised by such groups as the Newfoundland

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Teachers' Association, as well as various individuals inter-

ested in the educational system in this Province. However,

specific questions concerning the influence of this type of

development on the Province's school system have not been

answered. It has been suggested that development of this

type might call for change which could occur on a fairly

large scale in some areas, while affecting other regions

minimally. "Each stage of development will bring different

and far-reaching social consequences, which will have, in

turn, serious implications for the education system" (Staple,

1981, p. 2).

With the development of off-shore oil will come an

increase in population, as families from outside the Province

move to Newfoundland to work in the industry.

In some areas, the influx of new families may be quite

dramatic, creating problems for the educational system at all

levels. At the school level, teachers may have to deal with

parents who may have expectations for the public education

system which are different from the expectations of those of

the local parents, with whom teachers are accustomed to

dealing. The manner in which incoming parents interact

with teachers may also be different from the interaction

styles of local parents. Thus, at this time, it may be

beneficial to determine if there are differences in the

perceptions which teachers presently teaching in Newfoundland

have concerning the expectations of local and incoming parents.

The basic postulate of the field of perceptual psychology is that "all behavior, without exception, is completely determined by, and pertinent to, the perceptual field of the behaving organism" (Combs, Richards & Richards, 1976, p. 18). That is, each individual behaves in a situation according to the nature of the situation as perceived by that person. Also, each individual behaves toward another individual, or group of individuals, according to the perceptions held concerning that person or persons (Combs et al., 1976; Mahoney, 1977; Stebbins, 1975). If perceptions govern behavior, a change in perceptions will result in a change in behavior. Thus, if teachers perceive the expectations of incoming parents to be at variance with their perceptions of the expectations of local parents, a change in teacher behavior may occur. This change should be given serious consideration since teacher behaviors have been associated with student outcomes.

Brophy (1979) reviewed studies related to the effects of teacher behaviors on student outcomes and concluded that, although the findings of some studies in this area are inconclusive, enough studies have been completed which reported definite relationships between the two, to suggest that certain teacher behaviors do indeed influence student outcomes. Thus, it may be hypothesized that a change in teacher behavior will cause a change in student outcomes. The consequences of a change in teacher behavior may be of particular importance to the local student, who has to

become accustomed to teacher behavior different from that previously exhibited. The same is true for the local parent who will also have to adjust to such a change. For the teacher, the repercussions may be in terms of accountability, since it is often the outcomes of the students which are used as measures of the success of the teaching process.

Along with the perceptions which teachers may have of parent expectations, and the behaviors which result from these perceptions, Chinnery (1979) felt that teachers may experience stress due to such expectations. He explained that a person's role is defined by the expectations of members from a "role set." Included in this role set for teachers are the principal, colleagues, students, inspectors, and parents. The implication present here is that the perceptions held by teachers of the expectations of parents may be stress producing. This being the case, if teachers perceive the expectations of incoming parents as different from those of local parents, there may be an increase or decrease in the amount of stress resulting from the teachers' perceived expectations of incoming parents.

Also related to teacher stress is the possibility that high levels of stress may adversely affect students (Fuller, 1969; Youngs, 1978). This being the case, a possible increase in teacher stress could have serious consequences for students.

The school level at which the teacher teaches, whether it is primary-elementary, or high school, may also have an

effect on the perceptions teachers have of parents. Scout and Borders (1979) and Stout (1968) suggested that the role of the parent in the secondary school is different from that in the primary-elementary school because of changes in the child and the school. Lucas and Lusthaus (1978) reported a difference in the amount and type of participation in which parents of elementary school students and parents of secondary school students engaged. Since the nature and amount of participation in the schools tends to differ between these two parent groups, teachers may have differing perceptions of the expectations of these parents, both local and incoming. Thus, it may be possible to determine whether teachers teaching at different school levels perceive parents as having expectations which may be related to the level of schooling of their child.

The geographical area in which the teacher teaches may also have an effect on the perceptions which teachers have of the expectations of parents. Teachers teaching in the larger, more developed areas of the Province will have had more experience in dealing with new children and their parents than would teachers teaching in the less developed areas into which fewer new families move. This exposure, or lack of it, may cause teachers to perceive the expectations of parents in different ways. Thus, it may be possible to determine whether teachers teaching in different areas perceive the expectations of incoming parents differently.

The research concerned with teacher-student interactions
in the classroom abounds with findings which suggested that
teachers interact with, and form expectancies of, students on
the basis of such attributes as student sex, social class,
race, and speech characteristics (Adams, 1978; Brophy,
Evertson, Crawford, & Sherman, 1975; Friedman & Friedman,
1973; Williams, Whitehead, & Miller, 1972). This being the
case, teachers may not only interact with students on the
basis of such attributes, but may also interact with parents
depending on the attributes which they perceive the parents
to possess. If teachers perceive incoming students and
parents as possessing attributes different from those of
local students and parents, they may form different expec-
tancies of these people on the basis of such attributes.
Thus, with a knowledge of the perceptions which teachers
have of incoming parents, it may be possible to predict the
type of interactions which teachers will have with these
parents, which may also generalize to the students.

From the literature, then, it is apparent that relation-
ships exist between such variables as perceptions, behaviors,
student outcomes, stress, expectancies, and parent partici-
pation. With the possibility that Newfoundland teachers will
have to deal with new, and different, students and parents, as
families move to the Province to work in the oil industry,
the nature of the relationships between these variables be-
comes an important consideration for several reasons. The
effects such variables may have on local and incoming parents

and students, and the teachers themselves, need to be investigated, not only to help predict what consequences are possible for these people directly, but for broader purposes as well.

Studies which relate to the impact of off-shore oil development on the educational environment itself have not been carried out (Spain & Pardy, 1981; Whalen, 1981). The feeling of those involved in the area of education is that systematic studies must be carried out now, while development is still in the planning stages, so that the Province's educational system will be better prepared for possible changes (Newfoundland Task Force on Education, 1980; Whalen, 1981). Thus, this particular study also attempted to provide some useful information to those involved in this planning.

The findings from this study may also provide a basis for educating teachers and local parents to deal with changes which may occur due to a large influx of oil parents. Likewise, the education of incoming parents as to the manner in which they are perceived by teachers and the expectancies teachers may have of them may also be feasible.

By also investigating the perceptions which teachers have of the ideal teaching situation, it is possible to determine whether teachers perceive the expectations of local or incoming parents to be closer to the ideal, and how this may affect the way in which teachers receive the incoming parents into their school.

Finally, a fundamental question in educational research has to do with the factors which govern a teacher's classroom

behavior. The development of off-shore oil provides a naturally occurring laboratory setting for this investigation as it presents the possibility that the context of the classroom will be dramatically changed.

## Definition of Terms

Teachers: Teachers referred to are those who were teaching in specific areas of Newfoundland at the time of this study.

Local Parents: Local parents are those who were residing in specific areas of Newfoundland at the time of this study and had children attending the schools of the teachers defined.

Incoming Parents: Incoming parents are those from outside the Province who may move to Newfoundland in order that one or both may become employed in the oil industry, or because one or both has obtained employment with the industry.

Teaching Level: The teaching level refers to grades taught by the teacher. If the majority of teaching time is in the area of grade kindergarten to grade eight, it is termed primary-elementary. If the majority of teaching time is in the area of grade nine to grade eleven, it is termed secondary or high school.

Area 1: Area 1 consists of a large growth center where teachers are accumstomed to frequent arrivals of new families to their area and school.

Area 2: Area 2 consists of a growth center of a smaller magnitude than Area 1, where teachers are accustomed to some movement of new families to their area and school.

Area 3: Area 3 consists of smaller centers where teachers are less accustomed to movement of new families to their area and school.

Perception: Perception refers to any differentiation a person is capable of making in his perceptual field whether or not an objectively observable stimulus is present (Combs, Richards, & Richards, 1976).

Perceptual Field: Perceptual field refers to the entire universe as it is experienced by an individual at the instant of action (Combs, Richards, & Richards, 1976).

## Research Questions

1. Are there differences in the profiles of the mean rankings of the teachers' perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

2. Are there differences in the profiles of the mean rankings of the teachers' perceptions of parents' expectations in each of the three Areas?

3. Is there a difference in the profiles of the mean rankings of primary-elementary and secondary teachers'

perceptions of parent expectations?

4.  Is there a difference in the profiles of the mean rankings of teachers teaching at different school levels with regards to their perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

5.  Are there differences in the profiles of the mean rankings of teachers teaching in the three Areas with regards to their perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

6.  Is there a difference in the profiles of the mean rankings of teachers teaching at different school levels with regards to their perceptions of the expectations of parents in each of the three Areas?

7.  Are there differences in the profiles of the means of the teachers in each treatment group with regards to their perceptions of parent-teacher contacts?

8.  Are there differences in the profiles of the means of the teachers in each Area with regards to their perceptions of parent-teacher contacts?

9.  Is there a difference in the profiles of the means of the teachers' perceptions of parent-teacher contacts with regards to parents of primary-elementary school students

and parents of secondary school students?

10. Is there a difference in the profiles of the means of teachers teaching at different school levels with regards to their perceptions of parent-teacher contacts with local parents, their perceptions of parent-teacher contacts with incoming parents, and the teachers' own ideal perceptions of parent-teacher contacts?

11. Are there differences in the profiles of the means of teachers teaching in the three Areas with regards to their perceptions of parent-teacher contacts with local parents, their perceptions of parent-teacher contacts with incoming parents, and their own ideal perceptions of parent-teacher contacts?

12. Is there a difference in the profiles of the means of teachers teaching at different school levels with regards to their perceptions of parent-teacher contacts in each of the three Areas?

## Limitations of the Study

The present study was limited by the following:

1. The results of the study are generalizable to the forty-five items which constituted the Q-Sort. There may be other factors of importance to parents which were not included in the Q-Sort, which could alter the rankings obtained in this study.

2.  The term "oil development" was used in data collection. The term "off-shore oil development" is very broad and encompasses many more specific activities such as exploration, production, construction, terminal operation and supply. Teacher perceptions might be altered by the use of these more specific terminologies.

3.  The possibility exists that teachers could misrepresent their true opinions when sorting the Q-sort items. This possibility must be considered when interpreting outcomes.

# CHAPTER 2

## REVIEW OF RELATED LITERATURE

### Human Behavior

In the field of psychology, studies of the behavior of human beings have generally been undertaken from two frames of reference--external and internal. In the former, the emphasis is placed on observing the visible behavior of individuals. In the latter, the focus is on perceptions and meanings, and how things appear to an individual. Using these ideas as a base, a number of theories have evolved in an attempt to explain the internal and external life of people and the reasons for the way in which they behave.

Perceptual psychology. Snygg and Combs, in 1949, outlined a new type of psychology which they termed phenomenological psychology because it attempted to understand behavior from the point of view of the person exhibiting the behavior. In later years, Combs, Richards, and Richards (1976) expanded and refined this view and presented it as part of a fairly new field of psychology, perceptual psychology.

Combs et al. (1976) proposed that an approach which would attempt to integrate the external and internal frame of reference of an individual would be more beneficial than an approach which considered only one. The idea was to

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undertake the study of an individual's behavior and per-
ceptions in an attempt to better explain the behavior of
humans. Such terms as perception and the perceptual field
of an individual were used to explain the view of the three
psychologists. They stated that:

> The factors effective in determining the behavior of
> an individual are those, and only those which are
> experienced by the individual at the time of his
> behavior. These experiences we call perceptions and
> the entire field of these perceptions we call the per-
> ceptual field. (p. 18)

The perceptual field of an individual encompasses the
entire universe as it is experienced by that individual.
"It [the perceptual field] is each person's personal field
of awareness, the field of meanings responsible for his
behavior" (p. 22). The perceptual field contains such
entities as values, love, anger, and happiness.

In general, then, the proponents of the field of per-
ceptual psychology take the position that all behavior is
determined by the perceptual field of the person. The per-
ceptions govern actions and behavior.

Cognitive-learning perspective. Mahoney (1977) des-
cribed a trend in psychology toward an integration of two
formerly divergent approaches to psychotherapy. One
approach focused on behavioral techniques, while the other
emphasized cognitive and affective intrapersonal processes.
The result of the integration was a cognitive-learning

perspective which "recognizes the important role of private events and intrapersonal factors in adjustment, ..., it emphasizes the role of environmental variables in influencing personal phenomenology and performance" (Mahoney, 1977, p. 7).

According to Mahoney (1977), the cognitive-learning approach makes four assertions:

1. The human organism responds primarily to cognitive representations of its environments rather than to those environments per se.

2. These cognitive representations are functionally related to the processes and parameters of learning.

3. Most human learning is cognitively mediated.

4. Thoughts, feelings, and behaviors are causally interactive.
                                        (pp. 7-8)

In the case of human behavior, advocates of the cognitive-learning approach postulated that when a discrepancy between a person's cognitions and reality occurs, the cognitions rather than the reality should account for more of the experiential variance such as behaviors and feelings. The possible impact of environmental factors on cognitive representation is also accounted for in this perspective. A combination of behavioral principles and cognitive processes is, according to advocates of the cognitive-learning perspective, more appropriate when describing why a person behaves in a certain manner, since more variables are taken into consideration--intrapersonal factors, and environmental variables.

Definition of the situation. Stebbins (1975) explained
that individuals act in a certain manner according to their
definition of the situation they are in.

> A definition of the situation is the meaning an
> individual attaches to the ongoing events in which
> he finds himself. Perception or recognition of
> specific aspects of the environment is invariably
> the first step in this process, and some sort of
> action (or inaction) is the necessary consequence.
> (p. 4)

Stebbins contended that in order to define a situation,
a person engages in the process of reflection before any
goal oriented activity becomes possible. The amount of
reflection time varies from situation to situation such
that some definitions and resultant behaviors involve little
conscious thought, while others require longer periods of
consideration. Not only can a person engage in defining
ongoing situations, but prospective or future situations
which may occur can also be defined. During this process
of reflection, the personality of the person defining the
situation is also involved, and influences the final
definition.

Thus, the three theories, in general, suggest that
human behavior is the result of the way in which each
individual experiences things and events in the environment
and responds to these experiences. Therefore, when environ-
mental change occurs, consequent changes in behavior are
better understood from the perspective of changes in per-
ception of the environment, rather than the perspective of

the environmental change itself.

## Teacher Behaviors and Student Outcomes

Social concern about declining student achievement, accountability of teachers, and other related issues, has led to an increased emphasis on student outcomes as a measure of teacher effectiveness. Consequently, some studies investigating the relationship between teacher behavior and student outcomes have been carried out. However, the researchers of these studies have found contrasting process-outcome relationships in contexts that differed on such factors as subject matter, grade level, and student socioeconomic status or ability level, which have suggested limited generalizability of the results. Furthermore, the majority of these studies have been carried out at the elementary school level, thus creating a potential problem of narrow limits of generalizability to the junior high and high school levels. Nevertheless, researchers have found sufficient evidence to strongly suggest that teacher behaviors do effect the outcomes of students, both cognitive and affective (Brophy, 1979).

In an attempt to study the relationship between teachers' behaviors and the cognitive outcomes of pupils, Stallings (1976) carried out an investigation involving 105 first grade classrooms and 58 third grade classrooms throughout the United States. She investigated the relationship between the instructional procedures teachers used in

classrooms and the achievement of students.

This researcher found that the time spent in the area of reading and mathematics, and a high rate of drill, practice, and praise provided by the teacher, contributed to higher scores in both reading and mathematics. Furthermore, pupils taught by teachers using drill, practice, and praise, appeared to accept responsibility for their failures but not their successes.

In addition, the teacher instructional approaches which provided students with a wide variety of activities and materials, and allowed them to work independently and to select their own groups part of the time, were positively related to lower pupil absenteeism and higher scores on a nonverbal problem solving test of reasoning.

Stallings (1976) concluded that "what occurs within a classroom does contribute to achievement in basic skills, good attendance, and desired child behaviors" (p. 47).

In another attempt to link teacher behaviors to cognitive outcomes of students, Cantrell, Stenner, and Katzenmeyer (1977) carried out a study involving first grade teachers and students. They found that those teachers having a high knowledge of behavioral principles on the Alternative Classroom Strategies Inventory, were more verbally positive with their pupils and produced significantly higher residual achievement gain results for students categorized as low IQ (IQ range 50-89) and middle IQ (IQ range 90-104), than did those teachers characterized by low

knowledge of behavioral principles, and either traditional
authoritarian or traditional nonauthoritarian attitude pro-
files. The positive results obtained for low and middle IQ
pupils were realized without significantly affecting the
achievement growth of above average pupils.

Brophy and Good (1974) reviewed the literature related
to teacher effectiveness and concluded that teacher warmth
and enthusiasm consistently correlated with student achieve-
ment.

In an attempt to show a relationship between teacher
behaviors and affective outcomes of students, Ryan (1961)
investigated whether specified teacher behaviors produced
or contributed to certain distinguishable pupil acts or
behaviors.

The specific teacher behaviors considered were observed
and assessed on such dimensions as harsh-kindly, disorganized-
systematic, dull-stimulating, and uncertain-confident. Pupil
behaviors were observed and assessed on dimensions such as
disinterested-alert, rude-self-controlled, and dependent-
responsible.

Ryan (1961) found that in elementary school classes,
high positive relationships existed between observers'
assessment of productive pupil behavior, and observers'
assessments of teacher behaviors. The assessments made re-
garding productive pupil behavior referred to such behaviors
as pupil alertness, confidence, responsibility, and partici-
pation. The assessments made regarding teacher behaviors

appeared to refer to understanding, friendly classroom behavior; organized businesslike classroom behavior; and stimulating, original classroom behavior.

For secondary school classes, low positive relationships were found between productive pupil behavior and the teacher behavior categories listed. The stimulating, original teacher classroom behavior pattern showed a slightly higher correlation with pupil behavior than did the organized, businesslike teacher behavior patterns.

In an investigation which also attempted to determine the effects of teacher behaviors on students' affective outcomes, Serow and Solomon (1979) looked at the broader context of the effects of classroom climate. More specifically, these researchers conducted observations in desegregated elementary school classes in order to determine the relationship which existed between the classroom climate and pupils' interracial behavior.

Using factor and regression analyses, the researchers found that the interpersonal behavior of the teacher, which helps determine the climate of the classroom, was related to interracial behavior, such that positive intergroup contacts were more likely to occur in classrooms where the teacher emphasized interpersonal concerns and conveyed feelings of warmth and acceptance. Intergroup effort was more likely to occur in classrooms where the teacher devoted more time to individual students and exhibited patience and persistence in helping the students. Intergroup effort was also more likely to be found in classrooms

where a variety of activities existed.

Pupils' cross-racial interactions were found to be less likely to occur in classroom environments with a strong academic emphasis, described as businesslike. However, intergroup effort was, for the most part, not hampered by the businesslike environment.

Aspy and Roebuck (1977) also discovered certain teacher behaviors to be related to the affective outcomes of students in a study involving over five hundred teachers and ten thousand students in rural and urban elementary schools in the United States. They reported that the teachers' facilitative conditions of understanding, genuineness, and respect were positively and significantly related to student achievement, student attendance, and almost all aspects of student self-concept.

In summary, then, it is evident from the literature reviewed that a variety of teacher behaviors are associated with the cognitive and affective outcomes of students such that a change in teacher behavior could alter student outcomes.

## Stress and the Teacher

In the "Report of The Manitoba Teachers' Society's Committee on Teacher Stress" (1981), it was noted that, although a wealth of information exists concerning the topic of stress, very little specifically related to teacher stress has been written. There is, however, some literature which

has documented that teachers perceive parent expectations as a source of stress in their job situations. There is also literature which suggests that high levels of stress experienced by teachers may have an adverse effect on students.

Chinnery (1979), in a paper concerned with stress in the schools, explained that the critical link between an individual and the system is a work role. This work role is generally defined by the organization, which also provides a set of role expectations. Included in this role set for teachers are principal, colleagues, students, inspectors, and parents. Teacher stress may result from the role expectations which the persons in the role set have for the teacher, particularly if the expectations are contrary to the beliefs held by the teacher, or become complex due to the expectations of other members of the role set. In such circumstances, the experience of the teacher is likely to be conflicting in nature, resulting in responses such as tension, anger, or indecision.

In a study of Alberta teachers, it was also discovered that parents do represent a source of stress to teachers. These teachers were asked to rank 67 items on the basis of how stressful the item was and how often the situation occurred for them. Teachers ranked the "conflicting needs of students (e.g., parents, teachers, central office, school board)" as ninth on the list of stress evoking situations (items) (Report of The Manitoba Teachers' Society's Committee

on Teacher Stress, 1981, p. 10). Thus, teachers view the expectations which parents, among others, have for them, with regards to the education of their child, as stress producing.

The stress which a teacher experiences may have a harmful effect on students in the classroom. Youngs (1978) contended that high teacher anxiety, brought on by stress, may have a negative effect on students' performance. Furthermore, it may also affect the manner in which teachers deal with responsibilities at school.

Fuller (1969) reported that in situations where teachers are experiencing stress, the survival concerns of teachers take precedence over direct teaching activities. Thus, the interest in pupil' learning is decreased as teachers are occupied with more immediate concerns.

From the literature reviewed, it is apparent that teachers perceive parent expectations to be among a number of factors which are considered stress producing. Expectations of a new group of parents, then, may be seen by teachers as more or less stressful, depending on the nature of the expectations. Furthermore, since the stress level of teachers may affect students, it is important to consider that the expectations of a new group of parents may affect the stress level of teachers and therefore be reflected in the classroom.

Parent Participation

Research in the area of home-school relationships has shown a difference in the amount and type of participation in which parents of elementary school students, and parents of secondary school students, engaged.

In a study which investigated the participation of elementary and secondary parents in their schools, Lucas and Lusthaus (1976) found that elementary school parents indicated significantly more overall participation in fourteen decisional situations than did parents of secondary school students. In addition, the parents of elementary school students were significantly more involved in parent associations than were parents of secondary school students.

Scout and Borders (1979) completed a study concerned with parental involvement and confidence in schools. They felt that parental involvement in the secondary school should be redefined, but not necessarily lessened, even though the child has become more independent and the secondary school more specialized. They recommended that secondary schools must provide regular opportunities for parents to learn about various aspects of the school and develop means of effective communication with parents.

Stout (1968) suggested that because the organizational structure of the high school is different from that of the elementary school, necessary adaptations in parent-teacher contacts must occur so that the level of parent participation at the secondary school remains as high as that at

the elementary school.

Thus, the literature does recognize that parent participation at the different school levels does vary. Teachers teaching at different school levels may therefore perceive both local and incoming parents as having differing expectations depending on the level of schooling of their child.

## Student Attributes as Related to Teacher-Student Interactions

The literature pertaining to teacher-student interactions in the classroom contains numerous studies which reported that teachers' attitudes, expectancies, and behaviors toward students are influenced by such student attributes as sex, social class, race, and speech characteristics.

Swift and Spivack (1968) investigated the effect of student sex on classroom interactions and reported that girls were rated more positively by the teacher than were boys. Girls were the recipients of positive types of teacher interaction, while boys were more likely to have less positive interactions.

Brophy, Evertson, Crawford, and Sherman (1975) concluded that, in general, girls tended to be more conforming and achievement oriented than boys. Girls, therefore, had more favourable contacts with the teacher, whereas male students interacted in more behavior oriented contacts, including criticism and punishment for misbehavior.

Levitin and Chananie (1972) studied the effect of
student sex on the attitudes of teachers. They found that
many teachers like best those students who are feminine
(girls), and defined the preferred pupil role as orderly,
conforming, dependent, and disapproving of asocial acts--
characteristics which are common to females.

The socioeconomic status, or social class membership
of students, has also been shown to affect the manner in
which teachers interact with students.

Brophy et al. (1975) reported that teachers teaching
in schools housing predominantly high socioeconomic status
students tended to maintain a businesslike demeanor, and
to focus primarily on the curriculum. Those teachers
teaching in schools housing predominantly low socioeconomic
status pupils, particularly in the lower grades, were more
personalized in their interactions with students. These
teachers spent more time teaching basic subjects, moved at
a slower pace, and tried to socialize students into giving
answers.

In schools where social classes were mixed, somewhat
different results were found. Friedman and Friedman (1973)
observed twenty-four fifth and sixth grade students to
ascertain whether teacher reinforcing behavior was related
to the social class of the student. They found that signifi-
cantly more total reinforcements, particularly of the non-
verbal type, were given to middle class students than to
lower class students.

The race of the student has also been documented as an influencing factor in the nature of teacher-student interactions between teachers and black and white students.

Adams (1978) found that preschool teachers judged white children as more intelligent than black children and expected academic achievement to be higher for whites than blacks.

In a study which investigated the attitudes of teachers towards white and black children, Woodworth and Salzer (1971) concluded that black students are perceived by teachers less positively than white students.

Brophy and Good (1974) reviewed the literature related to the effect of student race on teacher behavior. In general, they found that teachers were less attentive towards black children. Teachers praised black students less and criticized them more than white children.

Speech characteristics of students have also been shown in the research to influence teacher expectancies of, and interactions with pupils. As with race, the research has been focused on the black and white student population.

Rist (1970) reported that kindergarten teachers evaluated black children who spoke Standard English as having higher academic abilities than those who spoke Black English.

Similar findings from Williams, Whitehead, and Miller (1972) indicated that teachers tend to associate non-standard English, particularly that of black people, with negative attitudes, and to develop low expectations for

achievement in pupils who speak in nonstandard English.

The research reviewed shows that students possess certain attributes, which, in general, may influence the attitudes, expectancies, and behaviors of teachers towards students. Many of these attributes, such as race, socio-economic status, and speech characteristics, reflect the family background of the students. Teachers, then, may also interact with and form expectancies and attitudes towards incoming parents on the basis of these and other attributes. If this is the case, the attitudes and expectancies which teachers may form of incoming parents, and the manner in which teachers interact with them, may be generalized to the children of these parents.

## Summary

The research reviewed clearly indicates that the perceptions which teachers have of the expectations of local and incoming parents may result in far reaching effects for parents, teachers, students, and the Province's education system. This may be particularly true if indeed the perceptions which teachers hold of the expectations of incoming parents are at variance with those they hold of local parents.

CHAPTER 3

METHODOLOGY

Procedures

This study involved the use of a Q-Sort, which consisted
of forty-five items related to education and the teaching of
children.

The Q-Sort was completed by teachers teaching in 14
primary-elementary schools, and 10 high schools, in three
areas of the Province. Principals, vice-principals, and
guidance counsellors involved in classroom teaching were
also included.

The teachers in each school were divided randomly into
three groups in such a way that teachers teaching the same
grade were in different groups. The teachers in each group
were then requested to sort the items in the Q-Sort in
accordance with the instructions for that particular group.
The first group sorted in terms of the perceived importance
of the items to the parents of the children who the teachers
were teaching at the time of the study (local parents). The
second group sorted in terms of the perceived importance of
the items to the parents moving to Newfoundland to work in
oil related jobs (incoming parents). The third group sorted
in terms of the perceived importance of the items to the
teachers themselves (ideal).

## The Sample

The sample consisted of three hundred twenty-one teachers: 215 of these taught at the primary-elementary school level, while 106 taught at the high school level.

The sample was taken from three areas of the Province. Of the 321 teachers in the sample, 119 were teaching in Area 1, which is a growth center where teachers have had exposure to new families moving to their area and school. Area 2, which is a growth center of a smaller magnitude than Area 1, where teachers have had some exposure to new families moving to their area and school, contained 79 of the teachers in the sample. Area 3, which consists of smaller centers where the teachers have had little exposure to new families moving to their area and school, contained 123 of the teachers in the sample. These areas were chosen for inclusion in the study because they had been designated by the Provincial Government as potential oil development sites, and had active development committees or proposals in process.

In each of the three treatment groups, the number of teachers were as follows: 100 teachers were assigned to the Local Parent Group, which dealt with the teachers' perceptions of local parents' expectations; 111 teachers were assigned to the Incoming Parent Group, which dealt with the teachers' perceptions of incoming parents' expectations; and 110 teachers were assigned to the Ideal Group, which dealt with the teachers' perceptions of the ideal

teaching situation.

## The Instrument

The development of the instrument for this study pro-
ceeded in the following steps. First, the literature per-
taining to home-school relations was reviewed in an attempt
to generate ideas concerning factors related to the teaching
of children, which might be of importance to parents. Since
the literature yielded very little information, extensive
consultations with educators, students, and parents were
undertaken to assist in compiling a list of factors thought
to be of importance to parents. A list of sixty-three
factors was compiled, which were grouped into fourteen
categories, each with a heading which reflected the common-
alities of the factors. Each factor was then provided with
a sub-heading and a descriptor of that sub-heading, explain-
ing its meaning and providing examples. The answer sheets
and the directions for completing the Q-Sort were also
developed at that time. The sub-headings, descriptors, and
directions were then presented to a class of seven graduate
students to receive feedback on clarity of items and
directions, and suggestions for possible changes. The
suggested changes resulted in a final draft consisting of
the following: fifteen sets of cards, with three cards
(items) in each set, with all three items of the set per-
taining to the same general concept, which resulted in
fifteen major concepts; one set of directions for each of

the three treatment groups, the first directing teachers to
consider the factors or items in terms of their perceived
importance to local parents (Local Parent Group), the
second directing teachers to consider the factors or items
in terms of their perceived importance to incoming parents
(Incoming Parent Group), and the third directing teachers
to consider the factors or items in terms of their importance
to the teachers themselves (Ideal Group); and an answer
sheet on which the teachers indicated the order in which the
cards were ultimately sorted. The instrument was again
tested for clarity by five students and a research assistant,
who were involved in other areas of research. Twenty-one
teachers from a local school also completed the Q-Sort,
which provided the opportunity to detect any difficulties
which might occur in administration.

## Description of the Instrument

The following is an overview of the fifteen categories
which composed the Q-Sort. In addition, Table 1 presents
each item number and heading, and the category heading
under which each item belongs.

Category A. Category A, Homework Requirements, was
concerned with certain aspects of homework which might be
of importance to parents, such as the scheduling of homework.

Category B. This category, Testing Techniques, included
items dealing with the format of tests, the amount of notice

Table 1.

List of Q-Sort Items by Number, Item Heading, and
Category Heading

| Item Number | Item Heading | Category Heading |
|---|---|---|
| 01 | Amount of Homework Assigned | Homework Requirements |
| 02 | The Availability of Basic Courses | Curriculum Offerings |
| 03 | The Relationship the Teacher has with the Community | Personal Characteristics of the Teacher |
| 04 | Amount of Time Used for Standardized Testing | Standardized Testing |
| 05 | Special Meetings | Home-School Relations |
| 06 | Format of Tests | Testing Techniques |
| 07 | Confidentiality of Records | Record Keeping |
| 08 | Personality and Appearance of the Teacher | Personal Characteristics of the Teacher |
| 09 | Instructional Criteria Used to Evaluate Teachers | Teacher Evaluation |
| 10 | Provision for Remedial Programs | Grouping |
| 11 | Equipment Utilized | Classroom Instruction |
| 12 | Amount of Notice Before Testing | Testing Techniques |
| 13 | Teacher's Use of Resource/ Referral Contacts Outside the School | Resource/Referral Contacts |
| 14 | Method of Instruction | Classroom Instruction |
| 15 | Teacher Behavior | Personal Characteristics of the Teacher |
| 16 | Structural Aspects of the Classroom | Physical Appearance of the Classroom |
| 17 | Nature of Standardized Testing | Standardized Testing |

Table 1 (Cont'd)

| Item Number | Item Heading | Category Heading |
|---|---|---|
| 18 | Purpose of Records | Record Keeping |
| 19 | Methods of Classroom Discipline | Classroom Discipline |
| 20 | Organization of the Classroom | Physical Appearance of the Classroom |
| 21 | The Standards of Acceptable Homework | Homework Requirements |
| 22 | Completeness of Records | Record Keeping |
| 23 | Scheduled Parent-Teacher Contacts | Home-School Relations |
| 24 | Aesthetic Appeal of the Classroom | Physical Appearance of the Classroom |
| 25 | Provision for Individualized Programs | Grouping |
| 26 | The Nature of the Grade Assigned to Tests and Other Pupil Work | Student Evaluation |
| 27 | Teacher's Knowledge of the Substance of Teaching | Professional Characteristics of the Teacher |
| 28 | Teacher's Attitude Toward Children | Professional Characteristics of the Teacher |
| 29 | Frequency of Testing | Testing Techniques |
| 30 | Child's Reaction to Classroom Instruction | Classroom Instruction |
| 31 | Generalizability of Grades | Student Evaluation |
| 32 | Unscheduled Parent-Teacher Contacts | Home-School Relations |
| 33 | Teacher as a Primary Resource for Dealing with Special Problems of Students | Resource/Referral Contacts |
| 34 | The Availability of Other Courses | Curriculum Offerings |

Table 1 (Cont'd)

| Item Number | Item Heading | Category Heading |
|---|---|---|
| 35 | The Availability of Extra-Curricular Activities | Curriculum Offerings |
| 36 | Frequency of Teacher Evaluation | Teacher Evaluation |
| 37 | Grouping or Streaming | Grouping |
| 38 | The Overall Evaluation of a Course | Student Evaluation |
| 39 | Purpose for Standardized Testing. | Standardized Testing |
| 40 | The Ability of the Teacher to Control Pupil Behavior | Classroom Discipline |
| 41 | Scheduling of Homework | Homework Requirements |
| 42 | Standard of Pupil Behavior Maintained in the Classroom | Classroom Discipline |
| 43 | Experience of the Teacher | Professional Characteristics of the Teacher |
| 44 | Non-Instructional Criteria Used to Evaluate Teachers | Teacher Evaluation |
| 45 | Teacher's Use of School Based Resource/Referral Sources | Resource/Referral Contacts |

before testing, and the frequency of testing.

Category C.  Category C, Classroom Instruction, was concerned with the manner in which the teacher teaches material in 'the classroom, and the child's reaction to the instruction.

Category D.  Category D, Grouping, consisted of items related to the grouping of students for remedial purposes, other special needs, and according to academic ability.

Category E.  This category, Home-School Relations, was concerned with certain aspects of parent-teacher contacts, such as scheduled and unscheduled meetings.

Category F.  Category F, Classroom Discipline, dealt with the ability of the teacher to maintain classroom discipline, and the manner in which this is done.

Category G.  Category G, Record Keeping, was concerned with the purpose, confidentiality, and completeness of pupil records.

Category H.  This category, Professional Characteristics of the Teacher, consisted of items related to the experience and knowledge of the teacher, as well as the attitude the teacher has towards children.

Category I.  Category I, Teacher Evaluation, dealt with the criteria used to evaluate teachers, and the frequency of

of such evaluation.

Category J. This category, Standardized Testing, consisted of items related to the nature and purpose of standardized testing and the amount of time used for such testing.

Category K. Category K, Aesthetic Appeal of the Classroom, was concerned with such matters as the appearance and organization of the classroom.

Category L. This category, Personal Characteristics of the Teacher, consisted of items related to the personality of the teacher, the behavior of the teacher, and the extent of teacher involvement in the community.

Category M. Category M, Resource/Referral Contacts, was concerned with the extent to which the teacher uses the resources available, inside and outside the school, to help deal with student concerns.

Category N. Category N, Student Evaluation, dealt with the nature of grades assigned, the overall evaluation of courses, and the generalizability of grades.

Category O. This category, Curriculum Offerings, consisted of items related to the availability of basic courses, other courses, and extra curricular activities.

## Sorting Procedures

The sorting procedure was in three steps, intended to improve sorting reliability. In the first step, each set of three cards was sorted into an appropriate order according to the instructions given to the teachers. In the second step, a group of three sets was sorted, giving five different sorted groups of cards. In the final step, the five groups were sorted into the single, final solution that was sought. Following this procedure insured that a teacher never had to consider more than five items at any point in the procedure. Each step is described in more detail below.

Step 1. In this first step of the sort, the teachers were presented with the fifteen sets of cards which were grouped into the fifteen categories explained above. They were to take each set in turn and sort the cards according to how they perceived the importance of the factors in that set to be to the local parents, or to the incoming parents, or to the teachers themselves, depending on the treatment group to which they were assigned. The most important card was to be placed on top, the second most important in the middle, and the least important on the bottom.

Step 2. Once the fifteen sets were sorted in that manner, the teachers were to choose any three sets of cards, and looking only at those cards on top, the teachers were required to choose the factor they perceived to be most important according to the treatment group specifications.

The most important card was to be placed face down, and consideration given again to the top three cards to ascertain which was the next most important. This procedure was to be repeated until all nine cards in the three sets had been removed. This resulted in a stack of nine cards, with the most important on top and the least important on the bottom. The process of choosing three more sets of cards and forming a stack of nine was to be repeated until five stacks of nine cards were formed.

Step 3. The teachers were then required to take the five stacks and, from the top five cards, choose the factor they perceived to be most important, again, according to the treatment group specifications. The number of the card chosen was to be written in the first blank in number one on the answer sheet, and the card placed to one side, face down. The top five cards were again to be considered, the most important chosen, and the number of the item written in the second blank in number one on the answer sheet. That card was to be placed on top of the first one. This process was to be continued until all forty-five cards had been used. The end result was that the forty-five cards were sorted such that the most important card was positioned on top, the second most important next to it, and so on, with the position of each card being recorded on the answer sheet.

Although the teachers in each treatment group were presented with the same forty-five items, and were required

to sort the items in the same manner, the instructions for
each treatment group differed in that the teachers were
required to consider the items in terms of their importance
to local parents, or to incoming parents, or to the teachers
themselves, depending on the treatment group to which they
were assigned. This procedure allowed for comparison of
the mean rankings of the items for each treatment group in
order to ascertain if teachers in each group did perceive
the importance of the items differently.

## Scoring of Items

The scoring of the forty-five items, as they were
recorded by the teachers on the answer sheet, was performed
by assigning a value of 1 to the two items ranked as most
important, a value of 2 to the three items ranked as the next
most important, a value of 3 to the five items recorded as
the next most important, a value of 4 to the eight items
ranked as the next most important, a value of 5 to the nine
items recorded as the next most important, a value of 6 to
the eight items ranked as the next most important, a value
of 7 to the five items ranked as the next most important, a
value of 8 to the three items ranked as the next most impor-
tant, and a value of 9 to the two items ranked as the least
important.

## The Reliability of the Q-Sort

The Q methodology has most frequently been used in research involving areas of complex aesthetic judgements and preferences, psychological study of the individual, and certain aspects of intensive educational programs, such as attitude change (Kerlinger, 1964).

The Q methodology was utilized in this study for a similar reason--to study the complex area of teacher perceptions as they relate to the expectations of parents in the educational setting.

The reliability of the Q-Sort procedure has been established in several studies which investigated areas such as those mentioned above. Kerlinger (1966) used two different Q-Sort procedures to study the relationship between attitudes toward education and perceptions of desirable traits of teachers. To test reliability, one of the Q-Sorts was administered twice, at intervals of one to six months, to twenty-two of the judges involved in the study. The range of reliability coefficients was 0.45 to 0.89 with 15 greater than 0.70. The average reliability coefficient, via Fisher's $z$, was 0.73.

Kerlinger (1972) used a similar procedure to test certain implications of a structural theory of attitudes, again, using two different Q-Sort procedures. One of the sorts, the Referents Q-Sort, was tested for repeat reliability by having eight of the thirty-three subjects sort a second time at intervals from one month to over a year.

The repeat coefficients of reliability ranged from 0.66 to 0.91, with an average, via Fisher's Z, of 0.80.

Block (1961), in a discussion of Q methodology in general, stated that test-retest reliabilities of 0.8 and 0.9 are conventional when the Q-Sort procedure is used.

It appears then, in general, that the Q-Sort procedure, when used to investigate areas such as those in this study, is a reliable method of research.

## Parent-School Contacts

The teachers participating in the study were requested to complete a question sheet dealing with parent-school contacts (see Appendix B). More specifically, the teachers were asked to respond to questions related to the percentage and number of parent initiated contacts with the teacher concerning some aspect of schooling or their child during the school year. Likewise, questions were asked which pertained to the percentage and number of teacher initiated contacts with the parent, concerning similar topics (see Appendix B). Questions concerned with the number of general invitations extended to parents throughout the school year, and the percentage of mothers only, fathers only, and both parents attending such functions, were also posed.

As with the Q-Sort, these questions were different for each treatment group in that the teachers in the Local Parent Group were to answer in terms of the actual nature of parent-school contacts with local parents, the teachers

in the Incoming Parent Group were to answer in terms of how they felt parent-school contacts would be like with parents who move to Newfoundland as part of the off-shore oil development, and the teachers in the Ideal Group were to answer in terms of how they felt parent-school contacts should be in the ideal teaching situation.
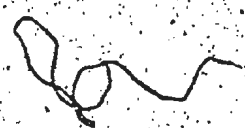
The answers to these questions were important as indicators of the amount of interaction which teachers felt they had with local parents, as compared to the amount they felt they would have with incoming parents, or the amount they felt they should have in the ideal teaching situation. Again, this allowed for a comparison of the teachers' perceptions in the three treatment groups.

## Additional Information

The participating teachers were also asked to complete a form requesting the name of the community in which the school was located, the level at which the teacher taught, and the years of teaching experience which the teacher had. This information allowed for a comparison of the teachers' perceptions with regards to the level at which they taught, and the geographic area in which they taught.

## Method of Data Collection

The data for this study were collected by two graduate students and a research assistant. The graduate students had been involved in the development of the instrument, while

the research assistant had been involved in the construction of a Q-Sort used in a previous study. All three completed the Q-Sort and discussed the manner in which it would be administered.

At each school, the teachers were randomly divided into three groups, with each group being assigned to a room where there was ample space for each teacher to manipulate the cards in the Q-Sort. Each group was given a short intro- duction describing the overall purpose of the study, but was not informed of the comparative nature of the study. The teachers were then requested to check their packets to ensure that all materials were enclosed. Throughout the administration of the Q-Sort, questions concerning pro- cedures were answered.

## Statistical Analysis

Research questions 1 through 12 were analysed by means of a 3-way multivariate analysis of variance. If the F value produced by this procedure was shown to be significant at the .05 level of confidence, indicating differences in the profiles of the mean rankings, the ANOVA was performed separately on each item to determine the nature of the differences. When a post hoc comparison of group means was required, the Newman-Keuls method was applied.

Hypotheses were tested at the .05 level of significance.

CHAPTER 4

ANALYSIS OF THE DATA

## Introduction

The analysis of the data collected in this study is presented in this chapter. The research questions are considered in the order outlined in Chapter 1.

### Research Question 1: Are there differences in the profiles of the mean rankings of the teachers' perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

Table 2 presents the data for the main effect of treatment for each item.

The multivariate analysis of variance produced a value for F of 5.09 with 2 and 303 degrees of freedom. This was significant at the .05 level of confidence and was evidence of differences in the profiles of mean rankings made by the teachers receiving the differing treatments.

The ANOVA procedure indicated that a significant treatment main effect was present for 30 of the 45 items.

These 30 items may be grouped in several ways, depending upon the agreement of the mean rankings for the three treatments. In the first set of items, teachers felt that incoming parents would have expectations which teachers ideally thought parents should have, but different from those of local parents. These were the Local-Incoming/Ideal,

Table 2

Mean Rankings for Items by Treatment

| Variable | Treatment | | | F |
| --- | --- | --- | --- | --- |
| | X Local | X Incoming | X Ideal | |
| Item 01 | 3.40 | 4.47 | 5.27 | 36.77* |
| Item 02 | 3.67 | 2.88 | 3.66 | 8.01* |
| Item 03 | 6.03 | 6.28 | 6.50 | 2.21 |
| Item 04 | 6.64 | 6.65 | 6.85 | 0.29 |
| Item 05 | 5.47 | 5.02 | 5.98 | 14.72* |
| Item 06 | 5.64 | 5.68 | 5.22 | 3.78* |
| Item 07 | 5.80 | 5.87 | 6.02 | 0.91 |
| Item 08 | 3.99 | 4.78 | 3.89 | 7.78* |
| Item 09 | 6.16 | 6.28 | 5.50 | 6.62* |
| Item 10 | 4.15 | 3.80 | 3.43 | 5.58* |
| Item 11 | 6.70 | 6.13 | 5.91 | 5.87* |
| Item 12 | 4.74 | 5.67 | 6.11 | 25.44* |
| Item 13 | 6.58 | 5.98 | 5.66 | 11.94* |
| Item 14 | 4.62 | 4.12 | 3.56 | 10.38* |
| Item 15 | 4.95 | 6.55 | 6.26 | 20.46* |
| Item 16 | 5.84 | 5.47 | 5.22 | 1.32 |
| Item 17 | 6.18 | 5.91 | 5.94 | 1.14 |
| Item 18 | 5.84 | 5.62 | 5.38 | 2.42 |
| Item 19 | 3.69 | 4.03 | 4.39 | 5.92* |
| Item 20 | 6.05 | 5.63 | 5.27 | 6.94* |
| Item 21 | 4.53 | 4.39 | 4.42 | 0.30 |
| Item 22 | 6.01 | 5.66 | 5.63 | 1.82 |
| Item 23 | 4.40 | 4.38 | 4.92 | 3.51* |
| Item 24 | 5.82 | 5.95 | 5.52 | 2.19 |
| Item 25 | 4.49 | 3.34 | 3.77 | 22.38* |
| Item 26 | 4.49 | 5.06 | 5.81 | 23.31* |
| Item 27 | 3.84 | 3.33 | 3.04 | 6.00* |

*$p \leq .05$

Table 2 (Cont'd)

| Variable | X Local | X Incoming | X Ideal | F |
|---|---|---|---|---|
| Item 28 | 2.35 | 2.85 | 1.73 | 12.85* |
| Item 29 | 4.50 | 5.16 | 5.69 | 18.21* |
| Item 30 | 2.80 | 3.43 | 2.89 | 6.18* |
| Item 31 | 5.79 | 5.02 | 5.91 | 9.48* |
| Item 32 | 4.97 | 4.68 | 5.06 | 1.95 |
| Item 33 | 4.44 | 4.59 | 3.98 | 3.34* |
| Item 34 | 4.61 | 3.88 | 4.33 | 4.62* |
| Item 35 | 5.74 | 4.84 | 5.60 | 10.30* |
| Item 36 | 7.07 | 7.23 | 7.18 | 0.49 |
| Item 37 | 4.23 | 3.98 | 4.94 | 8.42* |
| Item 38 | 4.40 | 4.38 | 4.70 | 1.54 |
| Item 39 | 5.50 | 5.13 | 5.05 | 2.86 |
| Item 40 | 3.38 | 3.87 | 3.12 | 6.68* |
| Item 41 | 4.27 | 4.95 | 5.35 | 20.28* |
| Item 42 | 4.44 | 5.06 | 4.58 | 3.97* |
| Item 43 | 4.86 | 5.09 | 5.33 | 1.70 |
| Item 44 | 6.18 | 6.68 | 6.11 | 1.76 |
| Item 45 | 5.79 | 5.23 | 4.33 | 32.85* |

$*p \leq .05$

MANOVA: $F = 5.09$; $df = 2, 303$; significant at .05 level.

and the Incoming/Ideal-Local groups of items.

In the second set of items, teachers felt that all
parents, both local and incoming, would agree with each
other concerning the importance of these items, and disagree
with what teachers felt was ideal. These were the Ideal-
Incoming/Local, and Incoming/Local-Ideal groupings.

In the third set of items, teachers felt that local
parents would have expectations which teachers ideally
thought parents should have, but different from Incoming
Parents. These were the Incoming-Local/Ideal, and Local/
Ideal-Incoming groupings.

## Incoming Parents Agree with Teachers, Disagree with Local Parents

Local-Incoming/Ideal. In this set of items, as seen in
Figure 1, the teachers felt that these items were more impor-
tant to the local parents than to themselves or the incoming
parents. These items included scheduling of homework,
amount of homework assigned, amount of notice before
testing, frequency of testing, and teacher behavior.

Incoming/Ideal-Local. In this set of items, seen in
Figure 1, the teachers felt that the local parents would
place less importance on these items than would the teachers
themselves, or the incoming parents. The equipment utilized,
teacher's use of resource/referral contacts outside the
school, organization of the classroom, provision for

| Local-Incoming/Ideal | Incoming/Ideal-Local |
|---|---|
| 41   Scheduling of Homework | 11   Equipment Utilized |
| 01   Amount of Homework Assigned | 13   Teacher's Use of Resource/Referral Contacts Outside the School |
| 12   Amount of Notice Before Testing | 20   Organization of the Classroom |
| 29   Frequency of Testing | 25   Provision for Individualized Programs |
| 15   Teacher Behavior | 27   Teacher's Knowledge of the Substance of Teaching |

Teachers felt that incoming parents and the teachers
themselves would agree on the relative importance of
these items, while disagreeing with local parents on
their importance. -

Item Groupings by Treatment

Figure 1

| Ideal-Incoming/Local | Incoming/Local-Ideal |
|---|---|
| 06  Format of Tests | 05  Special Meetings |
| 14  Method of Instruction | 23  Scheduled Parent-Teacher Contacts |
| 09  Instructional Criteria Used to Evaluate Teachers | 37  Grouping or Streaming |
| 10  Provision for Remedial Programs | 26  The Nature of the Grade Assigned to Tests and Other Pupil Work |
| 33  Teacher as a Primary Resource for dealing with Special Problems of Students | 19  Methods of Classroom Discipline |
| 45  Teacher's Use of School Based Resource/Referral Sources | |
| 28  Teacher's Attitude Toward Children | |

Teachers felt that both incoming and local parents
would agree on the relative importance of these items,
while disagreeing with the teachers concerning their
importance.

Figure 1 (Cont'd)

| Incoming-Local/Ideal | Local/Ideal-Incoming |
|---|---|
| 02 The Availability of Basic Courses | 40 The Ability of the Teacher to Control Pupil Behavior |
| 34 The Availability of Other Courses | 42 Standard of Pupil Behavior Maintained in the Classroom |
| 35 The Availability of Extra-Curricular Activities | 08 Personality and Appearance of the Teacher |
| 31 Generalizability of Grades | 30 Child's Reaction to Classroom Instruction |

Teachers felt that local parents and the
teachers themselves would agree on the
relative importance of these items, while
disagreeing with the incoming parents on
their importance.

Figure 1 (Cont'd)

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individualized programs; and the teacher's knowledge of the substance of teaching were all felt by teachers to be more important to teachers and incoming parents, than to local parents.

## Incoming and Local Parents Agree, Disagree with Teachers

Ideal-Incoming/Local. The teachers felt that both groups of parents would attach less importance to the items in this set, than would the teachers themselves. There were two types of items in this group. The first type included format of tests, and provision for remedial programs, and appeared to relate to the programs provided for students. The second type included the method of instruction, instructional criteria used to evaluate teachers, the teacher as a primary resource for dealing with special problems of students, the teacher's use of school based resource/ referral sources, and the teacher's attitude toward children. This type of item referred to the teacher, and the teacher's role and behavior in the classroom. Teachers did not feel that either parent group would give these items as much importance as would the teachers themselves.

Incoming/Local-Ideal. This set of items, as shown in Figure 1, consisted of those which teachers believed would be more important to both groups of parents, than to the teachers themselves. This set included special meetings,

and scheduled parent-teacher contacts as one type of item.
Another type included grouping or streaming, the nature of
the grade assigned to tests and other pupil work, and
methods of classroom discipline.

### Teachers and Local Parents Agree, Disagree with Incoming Parents

Incoming-Local/Ideal. Teachers felt that incoming
parents would attach more importance to this set of items,
as seen in Figure 1, than would the teachers themselves, or
the local parents. These items concerned the availability
of basic courses, the availability of other courses, the
availability of extra-curricular activities, and the
generalizability of grades.

Local/Ideal-Incoming. In this set of items, as seen in
Figure 1, teachers felt that local parents and teachers
would agree that they were more important than would incoming
parents. These items concerned the ability of the teacher
to control pupil behavior, the standard of pupil behavior
maintained in the classroom, the personality and appearance
of the teacher, and the child's reaction to classroom
instruction.

Research Question 2: Are there differences in the profiles
of the mean rankings of the teachers' perceptions of
parents' expectations in each of the three Areas?

Table 3 presents the data for the main effect of area

for each item.

The multivariate analysis of variance produced a value

for F of 1.55 with 2 and 303 degrees of freedom. This was

significant at the .05 level of confidence and indicated

that differences existed in the profiles of mean rankings

made by the teachers in each of the three Areas.

The ANOVA procedure showed a significant area main

effect for seven items. These items were broken into four

groups' as determined by the results of the Newman-Keuls

procedure.


Parents in Areas 2 and 3 Agree, Disagree with Parents in
    Area 1

The teachers felt that the parents in Areas 2 and 3

would agree on the relative importance of five of the items,

while disagreeing with the parents in Area 1 on the impor-

tance of these items. These were the Area 2/Area 3-Area 1,

and the Area 1-Area 2/Area 3 groupings.

Area 2/Area 3-Area 1. In this set of items, as seen

in Figure 2, which dealt with the personal characteristics

of the teacher, namely, the relationship the teacher has

with the community, and teacher behavior, the teachers felt

that the parents in Areas 2 and 3 would agree that these

items were important, whereas, the teachers felt that

Table 3

Mean Rankings for Items By Area

Area

| Variable | X<br>Area 1 | X<br>Area 2 | X<br>Area 3 | F |
|---|---|---|---|---|
| Item 01 | 4.33 | 4.36 | 4.46 | 0.55 |
| Item 02 | 3.32 | 3.40 | 3.46 | 0.36 |
| Item 03 | 7.01 | 5.93 | 5.78 | 14.31* |
| Item 04 | 6.85 | 6.42 | 6.75 | 2.92 |
| Item 05 | 5.38 | 5.48 | 5.58 | 0.50 |
| Item 06 | 5.64 | 5.48 | 5.42 | 2.79 |
| Item 07 | 5.83 | 6.14 | 5.82 | 1.30 |
| Item 08 | 4.07 | 4.21 | 4.38 | 0.88 |
| Item 09 | 6.01 | 5.75 | 6.10 | 1.92 |
| Item 10 | 3.56 | 3.87 | 3.96 | 1.46 |
| Item 11 | 6.33 | 6.26 | 6.13 | 1.68 |
| Item 12 | 5.59 | 5.44 | 5.49 | 0.60 |
| Item 13 | 6.05 | 6.07 | 6.08 | 0.12 |
| Item 14 | 4.17 | 4.03 | 4.06 | 0.28 |
| Item 15 | 6.59 | 5.66 | 5.48 | 6.76* |
| Item 16 | 5.69 | 5.51 | 5.33 | 1.03 |
| Item 17 | 6.03 | 6.03 | 5.96 | 0.34 |
| Item 18 | 5.67 | 5.67 | 5.52 | 0.21 |
| Item 19 | 4.06 | 4.06 | 4.01 | 0.02 |
| Item 20 | 5.63 | 5.66 | 5.65 | 0.13 |
| Item 21 | 4.53 | 4.64 | 4.25 | 3.57* |
| Item 22 | 5.63 | 6.01 | 5.74 | 1.52 |
| Item 23 | 4.45 | 4.67 | 4.61 | 0.84 |
| Item 24 | 5.63 | 5.75 | 5.90 | 0.33 |
| Item 25 | 3.54 | 3.91 | 4.12 | 3.80* |
| Item 26 | 5.01 | 5.22 | 5.19 | 0.86 |
| Item 27 | 3.48 | 3.31 | 3.38 | 0.32 |

*p ≤ .05

Table 3  (Cont'd)

| Variable | X Area 1 | X Area 2 | X Area 3 | F |
|---|---|---|---|---|
| Item 28 | 2.22 | 2.23 | 2.46 | 1.22 |
| Item 29 | 5.03 | 5.16 | 5.19 | 0.40 |
| Item 30 | 2.75 | 3.39 | 3.12 | 3.32* |
| Item 31 | 5.62 | 5.64 | 5.46 | 0.10 |
| Item 32 | 4.66 | 4.91 | 5.12 | 0.61 |
| Item 33 | 4.44 | 4.31 | 4.26 | 0.35 |
| Item 34 | 4.14 | 4.29 | 4.37 | 1.42 |
| Item 35 | 5.22 | 5.48 | 5.48 | 2.01 |
| Item 36 | 7.28 | 7.01 | 7.13 | 0.32 |
| Item 37 | 4.11 | 4.87 | 4.35 | 5.99* |
| Item 38 | 4.49 | 4.30 | 4.61 | 1.39 |
| Item 39 | 5.14 | 5.20 | 5.32 | 0.18 |
| Item 40 | 3.45 | 3.33 | 3.56 | 0.61 |
| Item 41 | 4.83 | 5.00 | 4.81 | 0.26 |
| Item 42 | 4.96 | 4.58 | 4.51 | 1.49 |
| Item 43 | 5.33 | 5.13 | 4.85 | 0.97 |
| Item 44 | 6.38 | 6.13 | 6.40 | 1.08 |
| Item 45 | 4.84 | 5.10 | 5.38 | 3.26* |

*$p \leq .05$

MANOVA  $F = 1.55$;  $df = 2, 303$; significant at .05 level

## Area 2/Area 3-Area 1

03  The Relationship the Teacher has
    with the Community

15  Teacher Behavior

## Area 1-Area 2/Area 3

25  Provision for Individualized
    Programs

30  Child's Reaction to Classroom
    Instruction

45  Teacher's Use of School Based
    Resource/Referral Sources

Teachers felt that parents in Areas 2 and 3
would agree on the relative importance of
these items, while disagreeing with the
parents in Area 1 concerning their importance

## Area 3-Area 1/Area 2

21  The Standards of Acceptable
    Homework

Teachers felt that parents
in Areas 1 and 2 would
agree on the lesser impor-
tance of this item, while
parents in Area 3 would
consider it more important

## Area 1-Area 3-Area 2

37  Grouping or Streaming

Teachers felt that parents
in all three areas would
disagree

Item Groupings by Area

Figure 2

parents in Area 1 would consider these less important.

Area 1-Area 2/Area 3. Three items on which teachers felt parents in Areas 2 and 3 would agree on the importance, while disagreeing with parents in Area 1, were the provision for individualized programs, the child's reaction to class-room instruction, and the teacher's use of school based resource/referral sources. In this case, teachers felt that parents in Areas 2 and 3 would agree that these three items were less important than would parents in Area 1.

## Parents in Areas 1 and 2 Agree, Disagree with Parents in Area 3

Area 3-Area 1/Area 2. As indicated in Figure 2, the teachers felt that parents in Areas 1 and 2 would agree that one item, the standards of acceptable homework, was less important than would the parents in Area 3.

## Parents in All Three Areas Disagree

Area 1-Area 3-Area 2. As seen in Figure 2, teachers felt that the parents in all three areas would disagree on the importance of one item, grouping or streaming.

Research Question 3:   Is there a difference in the profiles
of the mean rankings of the teachers' perceptions of expec-
tations of parents with primary-elementary school students,
and their perceptions of the expectations of parents with
secondary school students?

Table 4 presents the data for the main effect of
teaching level on items.

The F value produced by the multivariate analysis of
variance procedure was 2.81 with 1 and 303 degrees of
freedom. This was significant at the .05 level of confi-
dence and was evidence of differences in the profiles of
mean rankings made by the teachers teaching at the different
school levels.

The ANOVA procedure showed a significant level main
effect for eighteen items.

Parents of High School Students Disagree with Parents
    of Primary-elementary School Students

High School--Primary-elementary School. · As may be
seen in Figure 3, the teachers felt that the parents of high.
school students would consider eight items to be more
important than would parents of primary-elementary school
students.

These items included two dealing with the professional
characteristics of the teacher, which were the experience of
the teacher, and the teacher's knowledge of the substance of
teaching.  Two others dealt with the personal characteristics
of the teacher, which were teacher behavior, and the rela-
tionship the teacher has with the community.  The other items

Table 4

Mean Rankings for Items by Level of Teaching

| Variable | Level | | F |
| | X Primary-elementary | X Secondary | |
| --- | --- | --- | --- |
| Item 01 | 4.35 | 4.44 | 0.14 |
| Item 02 | 3.50 | 3.22 | 1.34 |
| Item 03 | 6.60 | 5.82 | 14.57* |
| Item 04 | 6.75 | 6.63 | 0.46 |
| Item 05 | 5.36 | 5.70 | 4.02* |
| Item 06 | 5.53 | 5.37 | 0.86 |
| Item 07 | 5.74 | 6.18 | 5.40* |
| Item 08 | 4.23 | 4.19 | 0.09 |
| Item 09 | 5.86 | 6.01 | 0.52 |
| Item 10 | 3.53 | 4.36 | 19.71* |
| Item 11 | 6.13 | 6.36 | 1.80 |
| Item 12 | 5.60 | 5.51 | 0.42 |
| Item 13 | 6.14 | 5.93 | 1.34 |
| Item 14 | 4.22 | 3.81 | 4.08* |
| Item 15 | 6.29 | 5.32 | 15.55* |
| Item 16 | 5.55 | 5.45 | 0.20 |
| Item 17 | 5.97 | 6.11 | 0.60 |
| Item 18 | 5.55 | 5.80 | 2.06 |
| Item 19 | 4.10 | 4.11 | 0.00 |
| Item 20 | 5.52 | 5.91 | 4.70* |
| Item 21 | 4.46 | 4.29 | 1.01 |
| Item 22 | 5.63 | 6.12 | 8.22* |
| Item 23 | 4.37 | 4.87 | 6.92* |
| Item 24 | 5.59 | 6.13 | 6.54* |
| Item 25 | 3.74 | 4.34 | 10.96* |
| Item 26 | 5.10 | 5.07 | 0.09 |

*$p \le .05$

Table 4 (Cont'd)

| | Level | | |
|---|---|---|---|
| Variable | X<br>Primary-elementary | X<br>Secondary | F |
| Item 27 | 3.53 | 3.02 | 6.16* |
| Item 28 | 2.14 | 2.47 | 3.21 |
| Item 29 | 5.22 | 5.02 | 1.70 |
| Item 30 | 2.89 | 3.26 | 3.39 |
| Item 31 | 5.63 | 5.59 | 0.03 |
| Item 32 | 4.68 | 5.49 | 17.65* |
| Item 33 | 4.25 | 4.63 | 3.44 |
| Item 34 | 4.36 | 4.11 | 1.47 |
| Item 35 | 5.49 | 5.12 | 3.77 |
| Item 36 | 7.46 | 6.51 | 23.66* |
| Item 37 | 4.31 | 4.32 | 0.00 |
| Item 38 | 4.51 | 4.42 | 0.27 |
| Item 39 | 5.06 | 5.48 | 4.97* |
| Item 40 | 3.56 | 3.29 | 2.25 |
| Item 41 | 4.94 | 4.70 | 2.43 |
| Item 42 | 4.93 | 4.31 | 9.33* |
| Item 43 | 5.26 | 4.57 | 10.40* |
| Item 44 | 6.35 | 6.29 | 0.07 |
| Item 45 | 4.95 | 5.33 | 4.72 |

*$p \leq .05$

MANOVA  F = 2.8124; df = 1, 303; significant at .05 level

## High School--Primary-elementary School

22 Completeness of Records

36 Frequency of Teacher Evaluation

43 Experience of the Teacher

27 Teacher's Knowledge of the Substance of Teaching

15 Teacher Behavior

03 The Relationship the Teacher has with the Community

42 Standard of Pupil Behavior Maintained in the Classroom

14 Method of Instruction

---

Teachers felt the above items would be more important to parents of secondary school students than to parents of primary-elementary school students.

Item Groupings by Level of Teaching

Figure 3

## Primary-elementary School--High School

07  Confidentiality of Records

39  Purpose for Standardized Testing

10  Provision for Remedial Programs

25  Provision for Individualized Programs

24  Aesthetic Appeal of the Classroom

20  Organization of the Classroom

05  Special Meetings

23  Scheduled Parent-Teacher Contacts

32  Unscheduled Parent-Teacher Contacts

45  Teacher's Use of School Based Resource/Referral Sources

Teachers felt that these items
would be of greater importance
to parents of primary-elementary
school students than to parents
of secondary school students

Figure 3 (Cont'd)

included the completeness of records, the frequency of teacher evaluation, the standard of pupil behavior maintained in the classroom, and the method of instruction.

Primary-elementary School--High School. In Figure 3, it may be seen that teachers felt the parents of primary-elementary school students would view 10 items as more important than would parents of high school students.

Included in these items were two dealing with grouping. These were the provision for remedial programs, and the provision for individualized programs. Two items concerned with the physical appearance of the classroom were also included. These were the aesthetic appeal of the classroom, and the organization of the classroom. The three items dealing with home-school relations, which were special meetings, scheduled parent-teacher contacts, and unscheduled parent-teacher contacts were relevant to this grouping as well. The remaining items were the confidentiality of records, the purpose for standardized testing, and the teacher's use of school based resource/referral sources.

Research Question 4:  Is there a difference in the profiles of the mean rankings of teachers teaching at different school levels with regards to their perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

The multivariate analysis of variance produced a value for F of 0.99 with 2 and 303 degrees of freedom. This was

not significant at the .05 level of confidence which indicated that there was no significant interaction effect of teaching level and treatment.

Research Question 5: Are there differences in the profiles of the mean rankings of teachers teaching in the three Areas with regards to their perceptions of local parents' expectations, their perceptions of incoming parents' expectations, and the teachers' own ideal perceptions?

A value for F of 1.02 with 4 and 303 degrees of freedom was produced by the multivariate analysis of variance procedure. This was not significant at the .05 level of confidence which indicated that there was no significant interaction effect of area and treatment.

Research Question 6: Is there a difference in the profiles of the mean rankings of teachers teaching at different school levels with regards to their perceptions of the expectations of parents in each of the three Areas?

The multivariate analysis of variance produced a value for F of 1.28 with 2 and 303 degrees of freedom. This was not significant at the .05 level of confidence which indicated that there was no significant interaction effect of teaching level and area.

Research Question 7: Are there differences in the profiles of the means of the teachers in each treatment group with regards to their perceptions of parent-teacher contacts?

Table 5 presents an explanation of the abbreviations used in Tables 6 through 9.

Table 6 presents the data for the main effect of treatment on factors related to parent-teacher contacts.

The F value produced by the multivariate analysis of

Table 5

Factors Related to Parent-Teacher Contacts:
Explanation of Abbreviations

PPIC - The percentage of parent initiated contacts

NPIC - The number of parent initiated contacts

PTIC - The percentage of teacher initiated contacts.

NTIC - The number of teacher initiated contacts

NGI  - The number of general invitations extended to parents

PM   - The percentage of mothers responding to general invitations

PF   - The percentage of fathers responding to general invitations

PB   - The percentage of both parents responding to general invitations

Table 6

Mean Responses to Perceptions of Parent-Teacher
Contact by Treatment

| Variable | X Local | X Incoming | X Ideal | F |
|---|---|---|---|---|
| PPIC | 25.34% | 52.522% | 65.836% | 54.883* |
| NPIC | 6.29 | 9.018 | 3.9 | 6.379* |
| PTIC | 23.01% | 27.405% | 32.064% | 3.035* |
| NTIC | 19.21 | 3.676 | 3.745 | 4.922* |
| NGI | 6.86 | 2.757 | 3.636 | 2.164 |
| PM | 56.82% | 61.694% | 20.482% | 64.84 * |
| PF | 8.01% | 12.892% | 16.191% | 4.714* |
| PB | 18.16% | 22.658% | 80.027% | 192.801* |

*p ≤ .05

MANOVA  F = 28.58; df = 2,303; significant at .05 level

variance procedure was 28.58 with 2 and 303 degrees of freedom. This was significant at the .05 level of confidence and indicated that there were differences in the profiles of the means of the teachers receiving the differing treatments, on factors dealing with parent-teacher contacts.

The ANOVA procedure indicated that a significant treatment main effect was present for seven of the eight questions.

The items concerned with parent-teacher interaction asked two kinds of questions. First, they asked about the percentage of all parents that would be involved in parent-teacher interactions. Second, they asked about the average number of contacts a teacher expected to have with those involved in teacher-parent interactions.

With regards to the total number of involved parents, the data show that teachers expect somewhat higher numbers of incoming parents to be involved in parent-teacher interactions. They expect approximately 52 percent of incoming parents to initiate contact compared to 25 percent of local parents. Ideally, teachers felt that about 66 percent of parents should initiate contact. In addition to parent initiated contact, teachers expect more incoming fathers (13 percent) to respond to general invitations extended by the school than do local fathers (8 percent). In contrast, teachers expect relatively large percentages of both incoming (62 percent) and local (57 percent) mothers to comprise the majority of the attendance at general meetings.

Teachers felt that, ideally, 80 percent of both parents should attend such functions.

It was interesting to note that teachers expected to initiate fewer contacts with both local and incoming parents than they thought would be ideally desirable, although the differences were small. Teachers reported that they initiated contact with approximately 23 percent of local parents, and would have to initiate contact with approximately 27 percent of incoming parents. They thought that teacher initiated contact with 32 percent of parents was ideally necessary.

In order to gain an idea of the intensity of parent-teacher interaction, teachers were asked to estimate the number of contacts they would have with parents if parent-teacher interaction was initiated. Teachers reported that if the teacher initiated contact with local parents, the teacher expected to have an average of 19.2 meetings. This compared to an expectation of 3.7 meetings with incoming parents, which is not significantly different from the teachers' ideal of 3.7 meetings.

If the parent initiated contact, incoming parents were expected to seek an average of 9.0 meetings compared to an average of 6.3 meetings with local parents, which is not significantly different from the 3.9 meetings that teachers thought would be ideal.

Research Question 8: Are there differences in the profiles
of the means of the teachers in each Area with regards to
their perceptions of parent-teacher contacts?

Table 7 presents the data for the main effect of area
on factors related to parent-teacher contacts.

A value for F of 3.6 with 2 and 303 degrees of freedom
was produced by the multivariate analysis of variance pro-
cedure. This was significant at the .05 level of confidence
and was evidence of differences in the profiles of the means
of the teachers in each of the areas on factors concerned
with parent-teacher contacts.

The ANOVA procedure indicated that a significant area
main effect was present for three of the eight factors.
These items were: percentage of parent initiated contacts;
percentage of mothers responding to general invitations;
and percentage of both parents responding to general invi-
tations.

As the results in Table 7 show, the teachers in Area 1
indicated a lower percentage of parent initiated contacts
(44 percent) than teachers in Area 2 (52 percent) or Area 3
(51 percent). In Area 2, teachers reported that a higher
percentage of mothers (61 percent) respond to general
invitations than in Area 1 (36 percent) or Area 3 (46 per-
cent). The difference between Areas 1 and 3 was not con-
sidered significant. There was a corresponding decrease in
the turnout of both parents to general invitations in Area
2. In Area 2, 35 percent of both parents respond to general
invitations compared to 41 percent in Area 1 and 45 percent

Table 7

Mean Responses to Perceptions of Parent-Teacher
Contact by Area

| Variable | X Area 1 | X Area 2 | X Area 3 | F |
|---|---|---|---|---|
| PPIC | 44.18% | 51.99% | 50.74% | 4.78* |
| NPIC | 5.15 | 8.06 | 6.58 | 2.08 |
| PTIC | 26.51% | 30.90% | 26.61% | 0.87 |
| NTIC | 11.54 | 6.08 | 7.22 | 0.42 |
| NGI | 4.40 | 2.78 | 5.26 | 0.58 |
| PM | 35.73% | 61.39% | 46.19% | 18.32* |
| PF | 9.71% | 14.57% | 13.87% | 2.22 |
| PB | 40.53% | 34.77% | 45.236% | 4.38* |

* p ≤ .05

MANOVA  F = 3.60; df = 2,303; significant at .05 level

in Area 3. Again, the difference between Areas 1 and 3 was not considered significant.

Research Question 9: Is there a difference in the profiles of the means of the teachers' perceptions of parent-teacher contacts with regards to parents of primary-elementary school students, and parents of secondary school students?

Table 8 presents the data for the main effect of teaching level on factors related to parent-teacher contacts.

The multivariate analysis of variance produced a value for F of 6.79 with 1 and 303 degrees of freedom. This was significant at the .05 level of confidence and indicated that there were differences in the profiles of the means of the teachers teaching at the different school levels on factors dealing with parent-teacher contacts.

The ANOVA procedure indicated that a significant level main effect was present for three factors which were: percentage of parent initiated contacts; number of parent initiated contacts; and percentage of mothers responding to general invitations.

Teachers teaching at the high school level indicated a lower percentage of parent initiated contacts (35 percent) than did teachers teaching at the primary-elementary school level (55 percent). This corresponded to a lower number of parent initiated contacts (4 per year) reported by teachers at the high school level, as opposed to 7 per year reported by teachers at the primary-elementary school level. The

Table 8

Mean Responses to Perceptions of Parent-Teacher
Contact by Level of Teaching

| Variable | X High School | X Primary-elementary School | F |
|---|---|---|---|
| PPIC | 35.02% | 55.32% | 38.18* |
| NPIC | 4.29 | 7.46 | 6.24 |
| PTIC | 25.24% | 28.81% | 1.35 |
| NTIC | 5.82 | 9.88 | 0.62 |
| NGI | 5.81 | 3.59 | 1.61 |
| PM | 38.99% | 49.54% | 8.69* |
| PF | 11.90% | 12.80% | 0.19 |
| PB | 39.08% | 41.82% | 1.19 |

*$p \leq .05$

MANOVA  F = 6.79; df = 1, 303; significant at .05 level

percentage of mothers responding to general invitations
(39 percent) was also indicated as lower by teachers teach-
ing at the high school level than by teachers teaching at
the primary-elementary level (49 percent).

Research Question 10: Is there a difference in the profiles
of the means of teachers teaching at different school levels
with regards to their perceptions of parent-teacher contacts
with local parents, their perceptions of parent-teacher con-
tacts with incoming parents, and the teachers' own ideal
perceptions of parent-teacher contacts?

Table 9 presents the data for the interaction effect of
treatment and teaching level on factors related to parent-
teacher contacts.

The F value produced by the multivariate analysis of
variance procedure was 2.11 with 2 and 303 degrees of
freedom. This was significant at the .05 level of confi-
dence and indicated that there were differences in the pro-
files of the means of the teachers teaching at the different
school levels, and receiving the differing treatments, on
factors dealing with parent-teacher contacts.

The ANOVA procedure indicated that a significant inter-
action effect of treatment and level was present for two of
the factors. These were the number of general invitations,
and percentage of both parents responding to general invi-
tations.

The teachers in the high school local group indicated
that a higher number of general invitations (14) are
extended to parents over the school year than was indicated

Table 9

Mean Responses to Perceptions of Parent-Teacher Contact
by Treatment by Level of Teaching

| Variable | Level | Treatment | | | F |
| | | Local | Incoming | Ideal | |
|---|---|---|---|---|---|
| PPIC | Primary-elementary | 29.16% | 61.47% | 73.45% | 1.58 |
| | Secondary | 17.22% | 34.62% | 50.81% | |
| NPIC | Primary-elementary | 7.18 | 11.41 | 3.73 | 2.85 |
| | Secondary | 4.41 | 4.24 | 4.24 | |
| PTIC | Primary-elementary | 24.48% | 27.58% | 34.08% | 0.35 |
| | Secondary | 19.88% | 27.05% | 28.08% | |
| NTIC | Primary-elementary | 22.02 | 4.16 | 4.37 | 0.23 |
| | Secondary | 13.2 | 2.70 | 2.51 | |
| NGI | Primary-elementary | 3.57 | 2.95 | 4.32 | 4.65* |
| | Secondary | 13.84 | 2.38 | 2.30 | |
| PM | Primary-elementary | 62.59% | 65.62% | 21.07% | 1.58 |
| | Secondary | 44.56% | 53.89% | 19.32% | |
| PF | Primary-elementary | 7.80% | 12.66% | 17.64% | 0.71 |
| | Secondary | 8.56% | 13.35% | 19.32% | |
| PB | Primary-elementary | 16.09% | 22.38% | 85.49% | 5.20* |
| | Secondary | 22.56% | 23.22% | 69.24% | |

*$p \leq .05$

MANOVA  F = 2.11; df = 2, 303; significant at .05 level

by any other group. The means for all other groups were not
significantly different. The teachers in the primary-
elementary ideal group indicated that they felt a higher
percentage of both parents (85 percent) should respond to
general invitations extended by the school, than did any
other group. Again, the means for all other groups were not
significantly different.

Research Question 11: Are there differences in the profiles
of the mean rankings of teachers teaching in the three Areas
with regards to their perceptions of parent-teacher contacts
with local parents, their perceptions of parent-teacher con-
tacts with incoming parents, and their own ideal perceptions
of parent-teacher contacts?

Table 10 presents the data for the interaction effect
of treatment and area on factors related to parent-teacher
contacts.

A value for F of 1.49 with 4 and 303 degrees of freedom
was produced by the multivariate analysis of variance pro-
cedure. This was significant at the .05 level of confidence
and was evidence of differences in the profiles of mean
rankings made by teachers teaching in the three Areas, and
receiving the differing treatments, on factors related to
parent-teacher contacts.

The ANOVA procedure showed a significant interaction
effect of treatment and area for one factor, the percentage
of fathers responding to general invitations.

The teachers in the Area 2 ideal group indicated that
they felt a higher percentage of fathers (72 percent) should

Table 10

Mean Responses to Perceptions of Parent-Teacher
Contact by Treatment by Area

| Variable | Area | Treatment | | | F |
| | | Local | Incoming | Ideal | |
|---|---|---|---|---|---|
| PPIC | Area 1 | 19.30% | 53.33% | 57.30% | |
| | Area 2 | 23.14% | 54.61% | 73.27% | 1.94 |
| | Area 3 | 31.98% | 50.17% | 70.07% | |
| NPIC | Area 1 | 4.92 | 6.92 | 3.74 | |
| | Area 2 | 8.18 | 11.26 | 4.15 | 0.38 |
| | Area 3 | 6.51 | 8.01 | 3.86 | |
| PTIC | Area 1 | 29.76% | 23.31% | 26.63% | |
| | Area 2 | 19.  % | 31.55% | 40.19% | 2.15 |
| | Area 3 | 19.07% | 28.17% | 32.61% | |
| NTIC | Area 1 | 30.78 | 3.08 | 2.65 | |
| | Area 2 | 10.36 | 4.00 | 4.92 | 0.89 |
| | Area 3 | 13.51 | 4.00 | 4.15 | |
| NGI | Area 1 | 8.22 | 2.64 | 2.72 | |
| | Area 2 | 2.82 | 2.61 | 2.96 | 0.69 |
| | Area 3 | 7.81 | 2.98 | 5.02 | |
| PM | Area 1 | 48.95% | 53.15% | 8.56% | |
| | Area 2 | 70.91% | 75.32% | 36.73% | 0.25 |
| | Area 3 | 56.37% | 59.51% | 22.68% | |
| PF | Area 1 | 7.81% | 12.80% | 8.56% | |
| | Area 2 | 5.68% | 11.39% | 25.89% | 3.01* |
| | Area 3 | 9.44% | 14.12% | 18.05% | |
| PB | Area 1 | 18.43% | 15.08% | 82.63% | |
| | Area 2 | 10.68% | 20.48% | 72.19% | 1.13 |
| | Area 3 | 21.93% | 31.51% | 82.27% | |

*$p \leq .05$

MANOVA $F = 1.49$; $df = 4, 303$; significant at .05 level

respond to general invitations extended by the school than

did any other group.. The means for all other groups were

not significantly different.  This corresponds to a low per-

centage of fathers (6 percent) responding to general invi-

tations in the Area 2 local group.


Research Question 12:  Is there a difference in the profiles
of the mean rankings of teachers teaching at different
school levels with regards to their perceptions of parent-
teacher contacts in each of the three Areas?

    The multivariate analysis of variance produced a value

for F of 0.81 with 2 and 303 degrees of freedom.  This was

not significant at the .05 level of confidence which indi-

cated that there was no significant interaction effect of

level and area on factors related to parent-teacher contacts.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

## Introduction

The purpose of this chapter is to examine the differences which were found in the perceptions teachers have regarding parental expectations, parent-teacher contacts, and the ideal teaching situation. The conclusions which were drawn from the results and recommendations for practice and further research are presented.

## Teacher Expectations for Interactions with Parents

The data concerned with teacher expectations for parent interaction are very revealing. The data suggest that, in general, teachers expect a higher level of participation from incoming parents than they experience with local parents. As with local parents, teachers expect the majority of their contacts to be with mothers, but they do expect more incoming fathers to be active, compared to local fathers.

The major difference in teacher expectations for interactions with parents is expected to be in the number of parent initiated contacts. Teachers expect twice as many incoming parents to initiate interaction with the school, in comparison to local parents. As teachers believe that, ideally, approximately 66 percent of parents should initiate

contact with their child's school, the 25 percent of local parents who do initiate interaction is very low, while the expected 53 percent of incoming parent initiated contact is closer to the ideal. However, when the actual number of contacts expected is considered, a different picture emerges. Teachers indicated that an average of 3.9 meetings should be sufficient to deal with parent initiated interactions. They further indicated that an average of 6.3 meetings were necessary to deal with concerns of local parents, but expected that an average of 9 meetings would be required to deal with concerns of incoming parents. Teachers expect considerably more interaction with incoming parents than they have with parents of the children they presently teach, but the additional interaction will be initiated by parents. As can be seen in Table 6, teachers expect to have to initiate less interaction, themselves, with incoming parents than they presently do with local parents.

The analysis indicates that the heaviest impact of parent-teacher interaction is expected to be in the primary-elementary grades, where more parents will initiate contact with the school, and maintain the interactions over more meetings, than will parents of high school students. This finding is consistent with those of Lucas and Lusthaus (1978) who found that parents of elementary school students reported significantly more participation in 14 decision situations than was reported by parents of secondary school students.

The finding that fewer parent-initiated contacts were

expected in Area 1 may be attributed to the possibility

that in Area 1 schools are larger and less a factor in

the community than in Areas 2 and 3, where parents may have

more familiarity with the schools and teachers. Parents in

Areas 2 and 3 may, therefore, be more comfortable in

initiating contact.

The data on the percentage of mothers, fathers, and

both parents responding to general invitations seem consis-

tent, insofar as the ideal levels are concerned. The

averages do not total 100 percent, thus making it difficult

to interpret the significant interactions which were found.

What does seem apparent is that ideally, teachers tend to

feel that both parents should be involved in home-school

interactions, but that, in fact, teachers expect to see the

mothers much more so than the fathers, particularly mothers

of primary-elementary school children. There is some indi-

cation that teachers believe ideally that there should be

less interaction with parents of secondary school children

than with parents of primary-elementary students. Teachers

may expect the older children to take more responsibility

themselves for their educational progress.

## Model of Teacher Behavior and Stress Change

In Chapter 1, a basis was provided for the hypothesis

that change in teacher perceptions of parental expectations

could bring about changes in levels of teacher stress, and

changes in teacher behavior. Figure 4 is a model which
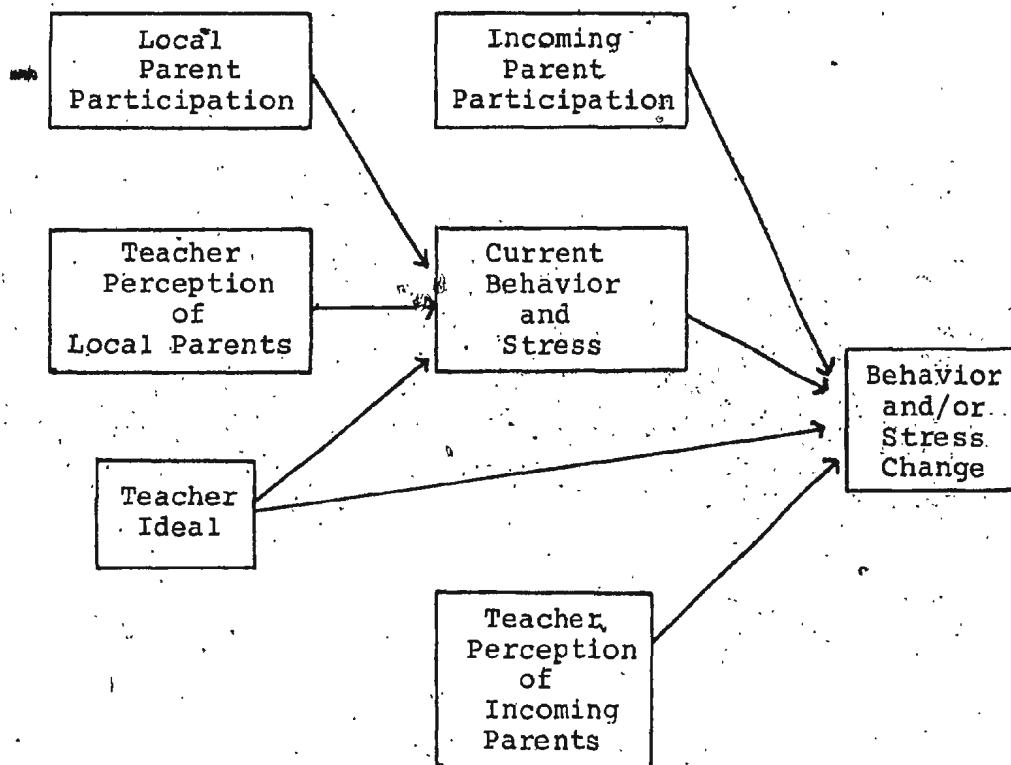
Model of Change of Teacher Behavior and Stress

Figure 4

describes the interaction of teacher perceptions and parent interaction in the process of producing types of teacher behavior and stress. It must be remembered that the total model is much more complex, involving the interaction of students, school administrators, and other factors, in addition to parents.

The model assumes that current teacher behaviors and stress levels have been determined, in part, by the interaction of the teacher's ideal, the teacher's perception of local parent expectations, and the participation of the local parents in the school. While these factors are obviously interactive, and influence one another, they can be assumed to be constant at a particular time, for example, when new families arrive in Newfoundland to work in an oil development situation.

Changes in teacher behaviors and stress levels will then occur as a consequence of the interaction of present behavior patterns with the teacher's perceptions of incoming parent expectations, teacher's ideals, and incoming parent participation. The model assumes that teacher stress management techniques remain constant in the process. The following propositions follow from the model.

Proposition 1. A potential for change in teacher behavior and stress level will exist where teacher's perceptions of parent expectations are not congruent with the teacher's ideal.

Proposition 2. The level of parent participation
mediates change in teacher behavior and stress. Higher
levels of parent participation will tend to lead to behavior
change in order to alter the level of stress occasioned by
the interactions.

Proposition 3. Resistance to behavior change and the
degree of change in teacher stress will be related to the
relative importance of the factor being changed.

Given the above propositions, the following general
predictions can be made about changes in levels of teacher
stress and in teacher behavior, given an influx of new
families moving to Newfoundland to work in the off-shore oil
industry.

Prediction 1. If the teachers' perceptions of local
parents is different from their perceptions of incoming
parents, then:

a. if incoming parents are closer to the teacher's
ideal, teacher behavior will change in the direction of the
ideal, and there will be some reduction in associated
teacher stress.

b. if local parents are closer to the teacher's ideal,
teacher behavior will resist change, but there may be some
change away from the teacher's ideal. The process will be

associated with an increase in the level of teacher stress, with greater resistance associated with greater stress.

Prediction 2. When teachers' perceptions of local parents agree with their perceptions of incoming parents, then:

a. if the teachers' ideal is the same as their perceptions of parent expectations, there will be no change in the teachers' behavior, and associated level of stress.

b. if the teachers' ideal is different from their perceptions of parent expectations, change may occur in the direction of parent expectations, but with increased levels of stress.

## Implications of the Model for Teacher Stress and Behavior

Prediction 1a. Prediction 1a deals with the case where the teachers' perceptions of local parent expectations differ from their perceptions of those of incoming parents, but where their ideals are similar to the incoming parents. The areas in question are shown in Figure 1, Chapter 4.

The scheduling and amount of homework, and the scheduling and frequency of testing are viewed by teachers to be more important to local parents than to incoming parents, or the teachers themselves. Teachers may, therefore, perceive pressures for change in the manner in which homework is assigned, and in the number and scheduling of tests.

Since these areas are seen to be relatively less important to the incoming parents and the teachers themselves, than to the local parents, the change would tend to reduce the importance of homework and testing in the school program. Since the participation rate of incoming parents is expected to be higher, reduction in teacher stress associated with homework and testing problems could result, if changes occur in this direction.

The question of changes in the personal behaviors of teachers is an interesting one. As in the case of homework and testing, the perception of incoming parents as being more liberal and progressive in their views may explain this finding. Certainly, in the past few years, the issues of teacher morality and lifestyle outside of school have been topical. The data suggest that the teachers feel that incoming parents will be more tolerant of lifestyles which do not meet standards established by boards of education. However, it appears unlikely that, by itself, this perception would precipitate greater non-conformity among teachers.

There are several areas where teachers believe that incoming parents would agree on the greater importance of these areas than would local parents. The use of equipment, the use of resource/referral sources outside the school, the individualization of instruction, teacher knowledge, and classroom organization are areas which exemplify this belief.

These items are interesting since they relate directly to the ability of the teacher to enhance the instruction

offered to the children. They are also items which might
be readily perceived by an interested or concerned parent
in one way or another. In addition, with the exception of
the area of teacher knowledge, and the provision of
individualized programs, they are all areas which are given
low priority, even by the teachers.

One possible reason for these areas being perceived by
teachers as important to incoming parents but, in general,
as less important to the teachers and local parents, is
that the Newfoundland school system has had an austere out-
look. Instruction was not individualized and tended to
take place within the classroom. Until recently, many
teachers were hired with only a high school education
supplemented by marginal university training. Local parents
grew up with this type of educational experience and may
not, therefore, attach the importance to these factors that
teachers believe the incoming parents will.

There will probably be little pressure for change in
the areas of use of equipment, classroom organization, and
use of resource/referral contacts outside the school. As
can be seen in Table 2, these items are perceived to have
lower priority relative to other items. However, change in
these areas might be relatively easy to execute.

The areas of individualization of programs and teacher
knowledge presumably go hand in hand, with the level of
knowledge having a decided impact on the ability of the
teacher to individualize. These areas are perceived to

have a much higher priority than other areas (see Table 2).
Incoming parents are perceived by teachers to be more con-
cerned about these items than are local parents, perhaps
because incoming parents are thought to have experienced
educational systems with more extensive provision for
individualization. If the teacher's expectation of higher
rates of incoming parent participation materialize,
pressure for change in the direction of greater individuali-
zation may be expected. While the data suggest that teachers
would be in agreement, it is not possible to say if change
will be effected. Local parents are perceived to have a
lower priority in this area, and teachers may believe that
other factors prevent change. The potential for increase
in levels of teacher stress is high with respect to this
factor.

Prediction 1b. Prediction 1b deals with the case
where the teacher ideal is congruent with the belief the
teacher holds about local parent expectations, but where
the belief is that incoming parents will have different
expectations.

In the first instance, teachers believe that they
would agree with local parents in assigning lower priority
than would incoming parents to the make-up of the educa-
tional program in terms of basic courses, other "extra"
courses, and extra-curricular activities. Teachers also
felt that they themselves, and the local parents, would

assign a lower priority to a generalizable grading system than would incoming parents.

While teachers feel that basic course work and "extra" courses are relatively important, they believe that they will be of even greater importance to incoming parents. The academic program appears to be an area where teachers would anticipate pressure for change. Given the level of importance attached to this area, and the anticipated level of participation by incoming parents, it could be an area in the educational system where a high stress potential exists.

Given the expansion of the high school education program, the perception of teachers that incoming parents will be concerned about the make-up of the education program in general, has an interesting implication. One reason for adopting the new program in the Province's high schools has been to make a broader range of course work available to students. A major implementing strategy has been to make the current teaching force responsible for the broader range of courses, which implies that the burden of teaching will be heavier for many teachers if the program is actually expanded. Since pressure from incoming parents to broaden the academic program would be consistent with the official position of the Department of Education, responsibility for meeting or resisting the demand would rest with the schools and teachers.

Teachers perceived themselves to be in agreement with

local parents about assigning more importance to some areas than they believed would be assigned by incoming parents. Teachers attached more importance to teacher ability to control pupil behavior, the standards of pupil behavior, the personality and appearance of the teacher, and the child's reaction to classroom instruction. These are interesting priorities, with several implications, depending upon the reasons for them.

Teachers may believe that the children of incoming families will tend to be well disciplined, and present few classroom behavioral problems which would cause teachers to perceive incoming parents to view classroom behavior as a low priority. Teachers may also believe that incoming parents will expect more freedom and lower levels of control in the classroom, perhaps because the children might be expected to be well behaved. Teachers may very well expect less support from parents for rules and procedures intended to control behavior, or support when the incoming children present discipline problems. The possibility for increasing the stress of the teacher's job is apparent.

Prediction 2a. Only 15 of the 45 areas investigated showed no difference between the teacher's ideal and the perceptions held of parent expectations. These were in the areas of record keeping, standardized testing, the appearance of the classroom, and most aspects of teacher evaluation. Almost without exception, when there were no differences

between the teacher's ideal, and the perceptions of parent
expectations, teachers felt that the areas under consider-
ation were of low importance. Teachers tended to perceive
differences on the items which were of greater importance.
This suggests, if the theoretical model holds, that in their
interactions with parents, teachers perceive, or anticipate,
differences of opinions concerning aspects of their work
which they consider to be important. This possibly accounts
for much of the recorded high levels of stress in teaching.

Prediction 2b. For two sets of questions, teachers
perceived that local parents would agree with incoming
parents, but disagree with teachers about the relative
importance of items. In one set of items, teachers believed
that parents would assign less importance to items which
were related to the actual function of teaching, and what
the teacher does in the school to teach the children. These
items dealt with the format of tests, methods of instruction,
instructional criteria used to evaluate teachers, provision
for remedial programs, the teacher as a primary resource for
dealing with special problems of students, teacher use of
school based resource/referral sources, and the teacher's
attitude toward children. In some ways, these are the areas
which penetrate to the core of what a teacher does. The
belief by teachers, that parents do not think they are as
important as do teachers, may well influence the nature of
the relationship between the home and school, resulting in

more stress for the teacher.

Summary. Significant differences between teachers' perceptions of local parent expectations, incoming parent expectations, and teachers' ideal perceptions were found for 33 of the 45 items included in this study. The general topics of concern where the differences found were considered of most importance included homework, classroom instruction, grouping and individualizing programs, the curriculum, classroom discipline, and the professional characteristics of the teacher. It is also of concern that teachers believe that incoming parents will have different expectations from local parents or what the teachers feel is ideal. From the findings, it would appear that important disturbances in the status quo are expected by teachers, and that teachers believe that a potential exists to increase the stress associated with teaching.

The areas where differences were perceived to be of less importance included testing, home-school relationships, the personal characteristics of the teacher, teacher use of resource/referral sources, and student evaluation. While it may be concluded that teachers perceive these to be areas of possible disturbances, teachers would not anticipate that these areas would generate new stress at the same level as in the other areas of differences.

## Stereotype of the Incoming Parent

Based on the preceding discussion, it is possible to speculate on the stereotype which teachers may have of the incoming parent; that is, the parent who will arrive in the area as a consequence of Newfoundland's off shore oil development.

First and foremost, teachers appear to believe that the incoming parent has experience with, and expects, a more sophisticated system of education than that found in Newfoundland, especially with respect to the variety of the school program offered to students. Second, teachers may feel that the incoming parent will expect greater attention to be paid to individual differences and greater availability and use of specialized resources for dealing with special needs and problems of students. Third, teachers may feel that incoming parents will be somewhat more involved in the education of their children, and will initiate more interaction with the school. Fourth, the teachers may believe that incoming parents will be more liberal and progressive in their attitudes toward classroom discipline, testing, homework, and the teacher's personal appearance and behavior.

## Stereotype of the Local Parent

Local parents may be stereotyped by teachers as being concerned with more specific aspects of education, such as testing, homework, and discipline, all of which were

perceived by teachers to be more important to this parent group, than to incoming parents.

The nature of parent-teacher contacts with local parents was perceived by teachers as being less than ideal since teachers felt they were required to initiate too many contacts and that the parents should initiate more.

Thus, teachers perhaps view local parents as exhibiting an interest in specific aspects of the education of their child rather than in the overall education. In addition, teachers may feel that these parents are generally less forthright than they ought to be in establishing and main-taining contacts with the teacher and the school.

## Differences in the Perceptions Teachers Have of the Expectations of Parents in the Three Areas

The reader is referred to Figure 2 for a list of items to be discussed in each grouping.

In the grouping, Area 2/Area 3-Area 1, the teachers may have perceived teacher behavior and the relationship the teacher has with the community as more important to the parents in the smaller communities found in Areas 2 and 3, since in these areas the teacher may live in the community and be associated with community activities which are occurring. In some cases, the teacher may be called upon to provide leadership in the various community groups and projects. However, in the larger communities of Area 1, a teacher may lead a life which is unknown to the parents of

of the students.

With respect to the items grouped under Area 1-Area 2/
Area 3, the teachers' perception of the provision for
individualized programs as being of more importance to
parents in Area 1 may reflect their perceptions of the
availability of programming in the larger center of Area 1,
and the lack of such in the smaller towns of Areas 2 and 3.
Teachers may also believe that parents in Area 1 are more
sophisticated and aware of the importance of individuali-
zation.

It is interesting that in Area 1, teachers perceived
the child's reaction to classroom instruction to be more
important than in the other Areas. This may also reflect a
feeling that parents are more educationally sophisticated,
and less likely to take for granted that the teacher is
doing the right things in the classroom.

The term grouping or streaming, found under the heading
of Area 1-Area 3-Area 2, may be explained as having been
perceived by teachers as most important to parents in Area 1
when consideration is given to the present practice of
grouping or streaming in Newfoundland school. Generally,
the larger schools, found in the larger centers, utilize
grouping or streaming because the school population is
large enough to allow for this. Therefore, since parents
in Area 1 are accustomed to grouping or streaming, teachers
may have perceived this to be of importance to them. In
Area 3, there were also some fairly large schools which

employed grouping or streaming of classes. Again, since
the parents were somewhat accustomed to the practice,
teachers may have perceived it to be of importance to them.
The schools in Area 2, however, were, for the most part,
smaller and, in some cases, overcrowded, therefore making
it more difficult to group or stream students.

It is difficult to project reasons why the standards
of acceptable homework are felt to be more important in
Area 3 than in Areas 1 and 2 unless, again, the parents in
that area, living in the least built up and educationally
advanced areas included in the study, are believed to have
more traditional expectancies, particularly in the more
visible aspects of the schooling of their children.

### Differences in the Perceptions Teachers Have of the Expectations of Parents with Primary-elementary School Students, and Those Parents with Secondary School Students

The reader is referred to Figure 3 for a list of the
items to be discussed in each grouping.

With respect to those items in the grouping High School
--Primary-elementary School, secondary school teachers may
have viewed the completeness of records as more important to
parents of secondary students because these students often
need to refer to records kept at school for completion of
job applications, for applications for future schooling,
and a host of other reasons pertaining to future aspirations.

Teachers may have perceived the experience of the
teacher, the teachers' knowledge of the substance of

teaching, and the method of instruction as more important to parents of secondary school students since high school teachers are typically involved in the teaching of one or two specific course areas, thus necessitating a sound knowledge base, awareness and use of varied methods, and experience in the area they are teaching, to help ensure that students are receiving adequate instruction. The frequency of teacher evaluation may also be linked to those items since teachers may have felt that parents view the evaluation of secondary school teachers as important so that the teacher will continue to develop expertise in the particular areas which are being taught by that teacher.

Secondary school teachers may have perceived the relationship the teacher has with the community as more important to parents of high school students since parents may view teachers as role models for their children. The ability of most students at this level to comprehend what is occurring around them, and to follow the teachers' behaviors as an example, is an important consideration.

The standard of pupil behavior maintained in the classroom may have been perceived as important to parents of secondary school students since older children are sometimes thought to present more discipline problems in the classroom. Thus, the standard of pupil behavior may be considered important because, if a certain standard is not maintained, impediments to effective classroom instruction may erupt.

With regards to the items grouped under Primary-
elementary School--High School, teachers may have perceived
the confidentiality of records as more important to the
parents of primary-elementary school students because quite
often the records of pupils at this school level contain
references to such information as the child's home life,
and problems the child might be experiencing, thus
necessitating greater confidentiality. The purpose for
standardized testing may be related to the perception that
most standardized testing is done at the primary level.
Frequently, testing relates to problems a child is exper-
iencing, and involves investigation of a sensitive nature.
Parents may question the use of time for administering such
tests when they appear to have little benefit for the child.

The provision for remedial and individualized programs
may be perceived by teachers to be of more importance to
parents of primary-elementary school children because it is
during the early years of education that it is very
important to provide programs for children so that they are
given a chance to overcome problems, or to partake of pro-
grams which will give them the best possible education.
Without provision for remedial and individualized programs
in the early grades, the benefits at the higher school
levels seem to be more difficult to achieve.

Teachers may have perceived the aesthetic appeal of
the classroom and the organization of the classroom as
more important to parents of primary-elementary school

students because often parents feel that emphasis should
be placed on displaying student work, particularly the
work of young children in the lower grades. An aestheti-
cally appealing classroom also provides stimulation, which
is often considered important in the younger years.

Special meetings and scheduled and unscheduled parent-
teacher contacts were also perceived by primary-elementary
school teachers as more important to parents of children at
this school level. The study by Lucas and Lusthaus (1978)
reported that elementary school parents perceived themselves
as having more overall participation in certain decisional
situations than did secondary school parents, and that
elementary parents were significantly more involved in
memberships in parent associations than were secondary
parents. Since primary-elementary parents may be more
involved in their child's school, the teachers viewed these
contacts as important to them.

## Recommendations

This study has limited practical use as it presently
stands. It does provide a picture of the view teachers
presently have about the parents they expect to arrive
as a consequence of off-shore oil development. As a
practical matter, individual teachers can test their own
views against the prevailing views of their colleagues.
In a similar fashion, school administrators and incoming
parents can use this study to better appreciate the beliefs

now held by teachers.  The fact that this study has
reported the central tendency of teacher belief, and
considerable variations) exist from teacher to teacher,
must be considered in the interpretation of the findings.

As it stands, this study will not permit a projection
of the outcomes for the teacher, if a major in-migration of
oil development families does occur.  In the area of home-
school relationships, much more information is required.
First, and perhaps foremost, information is required on the
accuracy of present teacher beliefs about incoming parents.
Studies need to be conducted to ascertain just how incoming
parents feel about those aspects of teaching which were
investigated in this study and how the incoming parents view
the educational system in Newfoundland.

This study provided some information which might prove
helpful in predicting areas which might provoke stress in
parent-teacher interactions.  Further studies are required
to validate these predictions.

Given that areas of stress and pressure for change can
be identified, studies should be undertaken to determine
the attitudes of teachers toward change in these areas.
Also, the teachers' belief in their ability to affect
change in these areas should be investigated.

In any study of teaching, the ultimate focus must be
on the teacher and the child.  Studies should be undertaken
to determine the characteristics of children who might
enter Newfoundland schools as a result of oil development,

how they are different from children now enrolled in these
schools, and the possible consequences for both groups of
children in light of the information presented in this
study.

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APPENDICES

APPENDIX A

Q-Sort Categories, Items, and Item Descriptors

Category A                              Homework Requirements

01 - Amount of Homework Assigned

The amount of homework students are required to
complete each night on the average.

21 - The Standards of Acceptable Homework

The criteria the teacher uses to judge the accept-
ability of homework assignments, e.g., neatness,
completeness, turned in on time.

41 - Scheduling of Homework

The way in which homework is scheduled; e.g., spread
over the week, concentrated on school nights, con-
centrated on the weekend.

Category B                              Testing Techniques

06 - Format of Tests

The manner in which test questions are stated, e.g.,
multiple choice, objectives, essay.

12 - Amount of Notice Before Testing

The length of time the teacher allows for students
to prepare for an examination, e.g., one night, one
week.

29 - Frequency of Testing

How often unit and term tests are given.

Category C                              Classroom Instruction

11 - Equipment Utilized

The type of equipment used by the teacher, e.g.,
overhead projector, tape recorder, and the frequency
of use.

Category C (Cont'd)

### 14 - Method of Instruction

The type of instruction the teacher uses in the classroom, e.g., lecture, discussion.

### 30 - Child's Reaction to Classroom Instruction

The feelings the child has toward school, and the way material is presented in the classroom, e.g., bored, interested.

Category D                          Grouping

### 10 - Provision for Remedial Programs

The availability of remedial programs in the classroom to benefit groups of students who are experiencing difficulty in a specific area of the curriculum, e.g., reading, mathematics.

### 25 - Provision for Individualized Programs

The availability of individualized programs, within the classroom, for these students who have some special need, e.g., physically handicapped, gifted.

### 37 - Grouping or Streaming

The grouping or streaming of students into classes according to academic ability.

Category E                          Home-School Relations

### 05 - Special Meetings

The availability of special meetings involving teachers and parents, to inform parents of school procedures and events, e.g., school rules, new curricula, fund raising events.

### 23 - Scheduled Parent-Teacher Contacts

The availability of scheduled parent-teacher contacts for discussion of the child's academic progress, and general school concerns, e.g., parent nights.

Category E (Cont'd)

### 32 - Unscheduled Parent-Teacher Contacts

The availability of unscheduled parent-teacher contact time to discuss specific concerns the parent or teacher may have concerning the problems of a child. This could include home visits, telephone, parent visits after school.

Category F                    Classroom Discipline

### 19 - Methods of Classroom Discipline

The means by which the teacher maintains discipline in the classroom, e.g., reprimands, ignoring undesirable behavior, sending child to principal.

### 40 - The Ability of the Teacher to Control Pupil Behavior

The ability of the teacher to control pupil behavior in the classroom.

### 42 - Standard of Pupil Behavior Maintained in the Classroom

The amount of noise, talking, and movement which is present in the classroom.

Category G                    Record Keeping

### 07 - Confidentiality of Records

The confidentiality of records kept on the child, i.e. the degree of access to the record.

### 18 - Purpose of Records

The reason for maintaining school records, e.g., for future disciplinary action, for assistance in placement into programs, for transference to future schools the child may attend.

Category G (Cont'd)

### 22 - Completeness of Records

The degree to which the child's record is kept up
to date by the teacher.

Category H                    Professional Characteristics of
                              the Teacher

### 27 - Teacher's Knowledge of the Substance of Teaching

The knowledge the teacher has of the academic areas
which are being taught by the teacher, e.g., reading,
mathematics, social studies.

### 28 - Teacher's Attitude Toward Children

The overall dedication to the teaching of students
which the teacher possesses, e.g., concern for the
child, interest in the child, attitude toward the child.

### 43 - Experience of the Teacher

The number of years the teacher has been teaching,
and the number of years the teacher has been teaching
a specific subject, or in a specific level, i.e.,
primary, elementary, secondary.

Category I                    Teacher Evaluation

### 09 - Instructional Criteria Used to Evaluate Teachers

Consideration of instructional variables in the
evaluation of the teacher, e.g., examination of pupil
work, student academic performance, teaching methods.

### 36 - Frequency of Teacher Evaluation

How often evaluation of teachers is carried out, e.g.,
monthly, bi-annually.

### 44 - Non-Instructional Criteria Used to Evaluate Teachers

Consideration of non-instructional variables in the

Category I (Cont'd)

evaluation of the teacher, e.g., level of classroom
discipline maintained by the teacher, the teacher's
participation in extra-curricular activities,
parents' opinions.

Category J                Standardized Testing

04 - Amount of Time Used for Standardized Testing

How often standardized testing takes place in the
classroom, e.g., monthly, bi-annually.

17 - Nature of Standardized Testing

The type of standardized tests which are administered,
e.g., achievement tests, intelligence tests.

39 - Purpose for Standardized Testing

The purpose of the standardized tests administered,
e.g., class placement, grouping, individual diagnosis
and remediation.

Category K                Physical Appearance of the Classroom

16 - Structural Aspects of the Classroom

The structural aspects of the classroom, e.g., size of
the room, adequacy of lighting and heating, carpet,
painting, fixed or moveable walls.

20 - Organization of the Classroom

The lay-out of the classroom, e.g., seating arrangement,
library corner, science corner, shelving.

24 - Aesthetic Appeal of the Classroom

The attractiveness of the classroom, e.g., display of
pupil work, decorations, plants, neatness.

Category L          Personal Characteristics of the Teacher

03 - <u>The Relationship the Teacher has with the
     Community</u>

The degree to which the teacher becomes involved in
the community as a leader or a helper.

08 - <u>Personality and Appearance of the Teacher</u>

The characteristics of the teacher as a person, e.g.,
honesty, sincerity; and the general grooming of the
teacher, e.g., manner of dress, cleanliness, neatness,
posture.

15 - <u>Teacher Behavior</u>

The manner in which teachers conduct their personal
lives, e.g., interpersonal relationships, involvement
in the church, types of entertainment.

Category M               Resource/Referral Contacts

13 - <u>Teacher's Use of Resource/Referral Contacts
     Outside the School</u>

The use the teacher makes of resource/referral contacts
outside the school, e.g., doctors, clergy, policemen.

33 - <u>Teacher as a Primary Resource for Dealing with
     Special Problems of Students</u>

The teacher deals with most problems students may
encounter of a personal/social/educational nature,
e.g., selecting courses, learning problems.

45 - <u>Teacher's Use of School Based Resource/
     Referral Sources</u>

The use the teacher makes of resource/referral sources
within the school, e.g., guidance counsellor,
specialist teachers.

Category N                    Student Evaluation

### 26 - The Nature of the Grade Assigned to Tests and Other Pupil Work

The type of grade assigned by the teacher to tests and other pupil work, e.g., numerical grade, letter grade, points.

### 31 - Generalizability of Grades

The extent to which grades assigned to students can be generalized: from teacher to teacher at the same grade level in the same school; from school to school within the Province; from schools in the Province to schools outside the Province.

### 38 - The Overall Evaluation of a Course

The weight given to tests, projects, assignments, and other pupil work, to arrive at a final grade.

Category O                    Curriculum Offerings

### 02 - The Availability of Basic Courses

The availability of basic courses: in primary/elementary school, the teaching of science and social studies; in high school, the availability of options in science; social studies, and math. In both primary/elementary, and high school, having courses in these area at the ability level of the students.

### 34 - The Availability of Other Courses

The availability of other courses: in primary/elementary, and high school, the teaching of art, music, physical education, French, religion, industrial arts, home economics, family life, and career education.

### 35 - The Availability of Extra-Curricular Activities

The availability of extra-curricular activities within the school, e.g., clubs, sports, social events, yearbook, newspaper.

APPENDIX B

# Procedures for Q-Sort <sup>(1)</sup>

The purpose of this procedure is to ascertain how important you feel certain factors related to education are to the parents of the children you are presently teaching.

Procedures: Enclosed is a package of fifteen (15) sets of cards. Each set has a different letter assigned to it. Each card in each set has a number, a heading, a description, and the letter which designates the set to which the card belongs. Also enclosed is an answer sheet.

Step #1: Please check to see that you have fifteen sets of cards as follows:

| | | | |
|---|---|---|---|
| 1 | Set A | 3 cards |
| 2 | Set B | 3 cards |
| 3 | Set C | 3 cards |
| 4 | Set D | 3 cards |
| 5 | Set E | 3 cards |
| 6 | Set F | 3 cards |
| 7 | Set G | 3 cards |
| 8 | Set H | 3 cards |
| 9 | Set I | 3 cards |
| 10 | Set J | 3 cards |
| 11 | Set K | 3 cards |
| 12 | Set L | 3 cards |
| 13 | Set M | 3 cards |
| 14 | Set N | 3 cards |
| 15 | Set O | 3 cards |

Step #3: Consider the following:

There are many factors related to education, and the teaching of children. Which factors do you perceive to be of most and least importance to the parents of the students you are presently teaching?

Procedures for Q-Sort [1]

Page 2

Step #3: Take each set of cards in turn. For each set, sort the cards according to how you perceive the importance of the factors in that set to be to the parents of the students you presently teach. Put the cards in order with the most important on top, and the least important on the bottom.

Take Set K as an example. If you feel that the Organization of the Classroom is most important to the parents of children you presently teach, it would go on top of the pile. If you feel that the Structural Aspects of the Classroom is least important to the parents of children you present teach, you would put it on the bottom of the pile. The remaining card would go in between the other two.

Step #4: Now that you have sorted the fifteen sets of cards, choose any three sets. Look at the three cards on top. Pick the card that you think is most important to the parents of the children you teach. Remove that card and turn it upside down. Look at the remaining cards. Pick the most important, remove it and place it upside down with the others. Continue this until all nine cards in the three sets have been removed. You should now have a stack of nine cards, the most important on top, and the least important on the bottom. Repeat this process until you have five stacks of nine cards each.

Step #5: Place all five stacks of cards in front of you so you can conveniently read the top card. The order or placement of the stacks is not important.

Step #6: Take the answer sheet. From the top card of the five stacks of cards, select the one which you feel is the very most important to the parents of the students you presently teach. The card selected must be one of the cards on TOP.

Step #7: Write the number of the card selected in the first blank in number one on the answer sheet. Put that card aside, face down. Do not consider it again.

Procedures for Q-Sort (1)

Page 3

Step #8:    Again, consider the five cards on top of each
            stack of cards. Pick the most important of the
            cards on top, and write its number in the second
            blank in number one on the answer sheet. You
            may pick from the same stack as last time if you
            wish. Put that card aside, face down.

Step #9:    Repeat the process. Pick the most important card.
            Again, if you wish, it may be from the same stack
            as last time. This time, write the number in the
            first blank in number two on the answer sheet.
            Put that card aside, face down.

Step #10:   Continue as before. Fill in all the blanks in
            number two. Then fill in the blanks in number
            three, and so forth. The last spaces will be
            those cards which are least important of all.

## ANSWER SHEET (1)

1.  The two most important       __ __

2.  The three next most important    __ __ __

3.  The five next most important    __ __ __ __

4.  The eight next most important   __ __ __ __ __ __

5.  The nine next most important   __ __ __ __ __ __ __

6.  The eight next most important   __ __ __ __ __ __

7.  The five next most important    __ __ __ __

8.  The three next most important    __ __ __

9.  The two least important      __ __

## QUESTION SHEET (1)

Please answer in relation to the parents of the students you presently teach.

1. What percentage of parents initiate contact with you, about some aspect of schooling, or the child, during the school year? _____

2. Of those initiating contact with the school, how many such contacts do the parents initiate on the average during a school year? _____

3. What percentage of parents of the children in your classes must you contact during the school year about individual aspects of schooling for their child? _____

4. Of those parents who are contacted concerning individual aspects of schooling for their child, how many such contacts do you initiate on the average during a school year? _____

5. Approximately how many general invitations are made to parents to visit the teacher or school during the school year? _____

6. When general invitations to visit the teacher or the school are extended during the school year,

   a) What percentage of mothers only come? _____

   b) What percentage of fathers only come? _____

   c) What percentage of both parents come? _____

7. Please make any additional comments that relate to the nature of your teacher/parent relationships.

   _____

   _____

   _____

   _____

   _____

   _____

## INFORMATION SHEET (1)

Please indicate the following:

1. Name of community in which you teach:

   _____

2. Level at which you teach (where your concentration of subject areas exists):

   Primary/Elementary (K-8) _____

   Secondary (9-11) _____

3. Years of teaching experience which you have:

   _____

## Procedures for Q-Sort (2)

The purpose of this procedure is to ascertain how important you feel certain factors related to education would be to the parents moving to Newfoundland to work in oil related jobs.

Procedures: Enclosed is a package of fifteen (15) sets of cards. Each set has a different letter assigned to it. Each card in each set has a number, a heading, a description, and the letter which designates the set to which the card belongs. Also enclosed is an answer sheet.

Step #1: Please check to see that you have fifteen sets of cards as follows:

| | | |
|---|---|---|
| 1 | Set A | 3 cards |
| 2 | Set B | 3 cards |
| 3 | Set C | 3 cards |
| 4 | Set D | 3 cards |
| 5 | Set E | 3 cards |
| 6 | Set F | 3 cards |
| 7 | Set G | 3 cards |
| 8 | Set H | 3 cards |
| 9 | Set I | 3 cards |
| 10 | Set J | 3 cards |
| 11 | Set K | 3 cards |
| 12 | Set L | 3 cards |
| 13 | Set M | 3 cards |
| 14 | Set N | 3 cards |
| 15 | Set O | 3 cards |

Step #2: Consider the following:

There are many factors related to education, and the teaching of children. Which factors do you perceive would be of most and least importance to the parents moving to Newfoundland to work in oil related jobs? Please make your judgements based on your present knowledge and beliefs about "oil families".

Procedures for Q-Sort (2)

Page 2

Step #3:     Take each set of cards in turn. For each set,
             sort the cards according to how you perceive
             the importance of the factors in that set would
             be to the parents moving to Newfoundland to work
             in oil related jobs.

             Take Set K as an example. If you feel that the
             Organization of the Classroom would be most
             important to the parents moving to Newfoundland
             to work in oil related jobs, it would go on top
             of the pile. If you feel that the Structural
             Aspects of the Classroom would be least important
             to these parents, you would put it on the bottom
             of the pile. The remaining card would go in
             between the other two.

Step #4:     Now that you have sorted the fifteen sets of
             cards, choose any three sets. Look at the three
             cards on top. Pick the card that you think would
             be the most important to the parents moving to
             Newfoundland to work in oil related jobs. Remove
             that card and turn it upside down. Look at the
             remaining cards. Pick the most important, remove
             it and place it upside down with the others. You
             may pick from the same stack as last time if you
             wish. Continue this until all nine cards in the
             three sets have been removed. You should now
             have a stack of nine cards, the most important on
             top, and the least important on the bottom.
             Repeat this process until you have five stacks of
             nine cards each.

Step #5:     Place all five stacks of cards in front of you so
             you can conveniently read the top card. The
             order or placement of the stacks is not important.

Step #6:     Take the answer sheet. From the top card of the
             five stacks of cards, select the one which you
             feel would be the very most important to the
             parents moving to Newfoundland to work in oil
             related jobs. The card selected must be one of
             the cards on TOP.

Procedures for Q-Sort [2]

Page 3

Step #7:  Write the number of the card selected in the
first blank in number one on the answer sheet.
Put that card aside, face down. Do not consider
it again.

Step #8:  Again, consider the five cards on top of each
stack of cards. Pick the most important of the
cards on top, and write its number in the second
blank in number one on the answer sheet. You may
pick from the same stack as last time if you wish.
Put that card aside, face down.

Step #9:  Repeat the process. Pick the most important card.
Again, if you wish, it may be from the same stack
as last time. This time, write the number in the
first blank in number two on the answer sheet.
Put that card aside, face down.

Step #10:  Continue as before. Fill in all the blanks in
number two. Then fill in the blanks in number
three, and so forth. The last spaces will be
those cards which are least important of all.

ANSWER SHEET (2)

1. The two most important    __ __

2. The three next most important    __ __ __

3. The five next most important    __ __ __ __ __

4. The eight next most important    __ __ __ __ __ __ __ __

5. The nine next most important    __ __ __ __ __ __ __ __ __

6. The eight next most important    __ __ __ __ __ __ __ __

7. The five next most important    __ __ __ __ __

8. The three next most important    __ __ __

9. The two least important    __ __

## INFORMATION SHEET (2)

Please indicate the following:

1. Name of community in which you teach:

   _____

2. Level at which you teach (where your concentration of subject areas exists):

   Primary/Elementary (K-8) _____

   Secondary (9-11) _____

3. Years of teaching experience which you have:

   _____

## QUESTION SHEET (2)

Please answer in terms of what you think parent/school contacts will be like with parents who move to Newfoundland as part of the offshore oil development.

1. What percentage of these parents will initiate contact with you about some aspect of schooling, or their children, sometime during the school year?  _____

2. Of those parents initiating contact, how many contacts do you think these parents will make with you, on the average, during the school year?  _____

3. What percentage of these parents do you think that you will have to initiate contact with during the school year?  _____

4. Of those parents that you will have to contact, how often, on the average, do you think you will have to contact them during the school year?  _____

5. About how many general invitations to visit school (for report cards, program explanation, etc.) will be required for these parents during a school year?  _____

6. When general invitations to visit the teacher or school are extended to these parents,

   a) What percentage of mothers only will come? _____

   b) What percentage of fathers only will come? _____

   c) What percentage of both parents will come? _____

7. Please make any additional comments you wish about what you think home/school relationships with "oil development" parents will be like.

   _____

   _____

   _____

   _____

## Procedures for Q-Sort (3)

The purpose of this procedure is to ascertain how you, as a teacher, view the importance of certain factors which are related to teaching.

**Procedures:**  Enclosed is a package of fifteen (15) sets of cards. Each set has a different letter assigned to it. Each card in each set has a number, a heading, a description, and the letter which designates the set to which the card belongs. Also enclosed is an answer sheet.

**Step #1:**  Please check to see that you have fifteen sets of cards as follows:

| | | |
|---|---|---|
| 1 | Set A | 3 cards |
| 2 | Set B | 3 cards |
| 3 | Set C | 3 cards |
| 4 | Set D | 3 cards |
| 5 | Set E | 3 cards |
| 6 | Set F | 3 cards |
| 7 | Set G | 3 cards |
| 8 | Set H | 3 cards |
| 9 | Set I | 3 cards |
| 10 | Set J | 3 cards |
| 11 | Set K | 3 cards |
| 12 | Set L | 3 cards |
| 13 | Set M | 3 cards |
| 14 | Set N | 3 cards |
| 15 | Set O | 3 cards |

**Step #2:**  Consider the following:

There are many factors related to education, and the teaching of children. Which factors do you think are of the most, and least importance.

Procedures for Q-Sort (3)

Page 2

Step #3:    Take each set of cards in turn. For each set,
sort the cards according to how you perceive
the importance of the factors in that set to be.

Take Set K as an example. If you feel that the
Organization of the Classroom is most important,
it would go on top. If you feel that Structural
Aspects of the Classroom are least important,
put this card on the bottom. Put the remaining
card between the other two.

Step #4:    Now that you have sorted the fifteen sets of
cards, choose any three sets. Look at the three
cards on top. Pick the card that you think is
most important. Remove that card and turn it
upside down. Look at the remaining cards. Pick
the most important, remove it and place it upside
down with the others. You may pick from the same
stack as last time if you wish. Continue this
until all nine cards in the three sets have been
removed. You should now have a stack of nine
cards, the most important on top, and the least
important on the bottom. Repeat this process
until you have five stacks of nine cards each.

Step #5:    Place all five stacks of cards in front of you so
you can conveniently read the top card. The order
or placement of the stacks is not important.

Step #6:    Take the answer sheet. From the top card of the
five stacks of cards, select the one which you
feel is the very most important. The card
selected must be one of the cards on top.

Step #7:    Write the number of the card selected in the
first blank in number one on the answer sheet.
Put that card aside, face down. Do not consider
it again.

Procedures for Q-Sort (3)

Page 3

Step #8:    Again, consider the five cards on top of each
            stack of cards.  Pick the most important of the
            cards on top, and write its number in the second
            blank in number one on the answer sheet.  You
            may pick from the same stack as last time if you
            wish.  Put that card aside, face down.

Step #9:    Repeat the process.  Pick the most important
            card.  Again, if you wish, it may be from the
            same stack as last time.  This time, write the
            number in the first blank in number two on the
            answer sheet.  Put that card aside, face down.

Step #10:   Continue as before.  Fill in all the blanks in
            number two.  Then fill in the blanks in number
            three, and so forth.  The last spaces will be
            those cards which are least important of all.

## ANSWER SHEET (3)

1.  The two most important     __ __
2.  The three next most important     __ __ __
3.  The five next most important     __ __ __ __
4.  The eight next most important     __ __ __ __ __ __
5.  The nine next most important     __ __ __ __ __ __ __
6.  The eight next most important     __ __ __ __ __
7.  The five next most important     __ __ __ __
8.  The three next most important     __ __ __
9.  The two least important     __ __

INFORMATION SHEET (3)

Please indicate the following:

1.  Name of community in which you teach:

    _____

2.  Level at which you teach (where your concentration
    of subject areas exists):

    Primary/Elementary (K-8) _____

    Secondary (9-11) _____

3.  Years of teaching experience which you have:

    _____

## QUESTION SHEET (3)

Please answer in terms of what you think ideal parent/school contacts should be like to best support your teaching, taking into account your total experience as a teacher.

1. What percentage of parents should initiate contact with you about some aspect of schooling, or their children, during the school year?                                        _____

2. Of those parents who should initiate contact with you, how many contacts, on the average, should they make during the school year?                                        _____

3. What percentage of parents should you have to initiate contact with during the school year?                                        _____

4. Of those parents you should contact, how many times, on the average, should you have to do this during the school year?                                        _____

5. How many general invitations to visit the school (for report cards, program explanation, etc.) should be issued to parents during a school year?                                        _____

6. When general invitations to visit the teachers or school are extended to parents,

   a) What percentage of mothers only should come?   _____

   b) What percentage of fathers only should come?   _____

   c) What percentage of both parents should come?   _____

7. Please make any additional comments you wish about your views of certain factors related to teaching.

   _____

   _____

   _____

   _____

   _____