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A SURVEY OF THE OPINIONS OF PUPILS AND TEACHERS  
CONCERNING THEIR HIGH SCHOOL  
AT RONAN, MONTANA

by

RUSSELL WALTER WASLEY

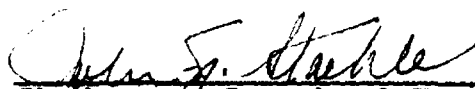
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for the degree of  
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## CHAPTER I.

### THE PROBLEM AND DEFINITION OF TERMS USED

Until recently, school administrators have judged the success and effectiveness of their school systems in terms of academic tests and the achievement of those students who continued their education after high school. However, the morale of both teachers and pupils may affect both the academic achievement of the students and the efficiency of the teachers. Frequently, opinions of the school are formed from the words of students and teachers. A few disgruntled students or a disgruntled teacher may give the impression that the school is run in a haphazard fashion. Dissatisfaction can spread to the parents and public with the result that the superintendent or principal or both will be replaced.

Even if these extremes of unfavorable criticism are not reached, a sound principle for the administration is to be aware of the practices or areas which cause dissatisfaction. Criticism does not always mean that changes should be made. Sometimes all that is needed to remove the dissatisfaction is explanation of the why of a procedure or clarification of the rule or practice.

The administrator should know whether the teachers feel that they are getting support from the office, that the

work load is equably apportioned, that they are directed instead of ordered, and that the rules are not unnecessarily complicated. All of these things affect the morale of the teacher and consequently his efficiency.

Since the attitudes formed by the pupil while he is in school may be carried into adult life, it is important to the administrator to know what his attitudes are.

The purpose of this survey was to provide specific, reliable data on the degree of satisfaction with Ronan High School of both pupils and teachers, and to determine the practices which might lower the morale and satisfaction with Ronan High School.

Importance of the study. Business and industry have become increasingly aware of the greater efficiency and reliability of data on attitudes of both customers and personnel. Officials of industry have found that morale has considerable bearing on the success of their businesses. Schools can well benefit from their experience by gathering data on the opinions, attitudes and morale of students and teachers.

According to some educators, the degree of learning is directly related to the attitude and morale of the learner. If there are too many situations within the school which are producing unfavorable attitudes and morale among the students, the effectiveness of the school system is impaired.

No previous study has been made of the attitudes and opinions of the pupils and teachers in Ronan High School. This inventory has been designed to ascertain, by systematic appraisal of the teacher and pupil opinion, how effectively the school is meeting the problems of administration, organization and supervision.

Heretofore, the only means of discovering attitudes by the administration has been through rumors and "word of mouth" opinions. These cannot be considered reliable for the following significant reasons. First, rumors, by their nature, often become changed before reaching the ears of the administration. Second, it is not very likely that true opinions about unfavorable conditions in the school will be expressed in the hearing of the administration. Third, there is the element of variable human reactions to situations under particular conditions at different times. Therefore, opinions and attitudes expressed at random times cannot be considered reliable.

Methodology of the survey. The Illinois Inventory of Teacher Opinion was given to the faculty of Ronan High School at a teachers' meeting. The conditions under which the inventory was given were as favorable to frank and reliable response as it was possible to arrange. There was no one present that would in any way affect the teacher's responses to the questions.

The Illinois Inventory of Pupil Opinion was used to secure data about pupil opinion. The survey was given on a day when absences were at a minimum. The pupils were assembled in the study hall and all were given the questionnaire at the same time. The questionnaire was administered during school time by a person who had no connection with the school system.

In giving the questionnaires to the pupils, it was emphasized that they were not to put their name on their paper. The purpose of the questionnaire was explained. The pupils were encouraged to use printing in writing their comments, so that there would be no means of identifying individuals by their handwriting.

The method of analysis of the pupil inventories differed somewhat from that of the teachers, because there were many more students than teachers; therefore, the possibilities for comparison were greater. Before tallying, the questionnaires were separated into four groups constituting the four high school classes. Each question was tallied, and the totals for each response were converted into percentages. In this way the general attitude was obtained.

The four class groups were then divided into three additional groups. These groups were as follows: "Thumbs-up," "thumbs-down" and "neutral." The questionnaires could have been divided into further groups of "no opinion" and "no response." Since there were so few of these, they would have had little significance in the total analysis.

Comparisons of the responses were made on the basis of sex, grade level, "thumbs-up," "thumbs-down" and "neutral" groups. Tables were made to show the responses to key questions in the main categories. Some of the free comments which were most pertinent were quoted. Graphs were made use of to give a clearer picture. Some of the questions were used for comparison of the opinions of the pupils with those of the teachers.

In analyzing the teachers' questionnaires, computing the group results as a whole gave a more valid picture than dividing them into "thumbs-up" and "thumbs-down" categories. With only eleven teachers to answer the questionnaire no significant conclusions would be gained by dividing them.

The responses to the teachers' questionnaire were of more questionable validity, due to the small number and the consequent doubt of complete anonymity. Still, enough information was given to make them of value.

Delimitations of the study. The limitations of a questionnaire study were recognized. However, since this was a

study of opinions and attitudes, the questionnaire was particularly fitted to gathering this type of data. The conditions under which it was given eliminated one of the major limitations of questionnaires--namely, insufficient return. Although the opinions and attitudes expressed in the questionnaires cannot be considered absolutely dependable, some valuable information on the satisfaction with general school practices can be gained. A large percentage of the pupils or teachers expressing dissatisfaction with some part of the school would indicate a need for attention. In some areas, even a small percentage of dissatisfied responses would warrant further study. Worthington<sup>1</sup> has this to say of the questionnaire:

The great disadvantage comes in the questionable quality of the data obtained . . . A blank filled carelessly or with mere guesswork is not dependable, although seasoned opinions are frequently of great value. . . . care must be taken not to give the data more refined treatment or more significance than the materials warrant.

#### DEFINITION OF TERMS

Terms used in this study are defined to make clear the author's usage.

The term attitude in popular usage is loosely used to

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<sup>1</sup>H. Carl Witherington, Educational Psychology (Boston: Ginn and Company, 1946), pp. 8-9.

apply to beliefs and opinions. An attitude, as used in this study, refers to the response or reaction to a specific situation. It is a potential will to act or an organization of wishes referring to this situation. Attitudes are acquired by experiences; sometimes by a number of experiences over a period of time, sometimes by a single experience.

Sims<sup>2</sup> states that attitude is a behavior pattern that is general, or the way that a person sets his mind in considering an object or a person. It is a valuation response. Because emotions are involved, it may be thought of as a person's emotional response toward objects or situations. It is a reaction that is favorable or unfavorable, and it is a prejudice for or against something or someone.

Briggs<sup>3</sup> says, "When pupils have formed judgments, these later function as attitudes or ideals or principles, and transfer to situations practically new."

Closely associated with attitudes are opinions. A simple definition of opinion is a belief or estimation. For this study the definition of Bogardus<sup>4</sup> that opinion may be a verbal expression of attitudes is applicable. Opinions re-

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<sup>2</sup>Newell Sims, The Problem of Social Change (New York: Thomas Y. Crowell Company, 1939), p. 28.

<sup>3</sup>Thomas H. Briggs, Improving Instruction (New York: The Macmillan Company, 1938), p. 509.

<sup>4</sup>Emory Bogardus, Contemporary Sociology, (Los Angeles: University of Southern California Press, 1932), p. 181.



ferred to in this study include free responses of the pupils and teachers.

Morale is a mental state or condition rendering a person capable of working successfully. The attitudes and opinions of the pupils and teachers offer a means of ascertaining the degree of satisfaction or dissatisfaction with the school and consequently the morale of the pupils and teachers.

In Hand's<sup>5</sup> questionnaires on pupil and teacher opinions, the respondents were classified into five groups. For this survey only three of the groups were used since the number of "no opinion" and "no response" replies were negligible. Thumbs-up was used to designate the group of respondents who answered specific key questions as satisfied or very well satisfied.

Thumbs-down designated the groups with an unfavorable attitude, as "dissatisfied" or "very much dissatisfied."

Neutral was used to designate the groups answering the key questions "about half and half."

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<sup>5</sup>Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 97.

## CHAPTER II

### REVIEW OF THE LITERATURE

Industry has been far ahead of education in the use of surveys and questionnaires to determine attitudes and opinions of their employees. The valuable results of their early surveys in the improvement of employee-management relations has encouraged them to expand and refine the use of opinion and attitude questionnaires. In recent years, it has become apparent to educators that they, too, could gain valuable information for the improvement of morale among teachers and students by the use of some form of opinion surveys.

Arthur H. Rice<sup>1</sup> reported in The Nation's Schools on the findings of a survey of the teachers in Hawaii. A similar survey was also given to sixteen thousand employees of the Los Angeles school system on March 17, 1953. These surveys were conducted through an outside independent agency with many years of experience and research of similar opinion measurements in business and industry. The Hawaiian survey revealed three categories in which the teachers reported the lowest per cent of satisfaction. These were: Pay (less than 32 per

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<sup>1</sup>Arthur H. Rice, "Teachers Speak Freely in Opinion Survey," The Nation's Schools, Vol. 51, No. 5 (May, 1953), pp. 49-51.

cent); Confidence in School Board Members (about 43 per cent); Adequacy of Provision for Pupil Individual Differences (about 33 per cent).

One of the questions asked in regard to such surveys that was answered in this article was: "What hope is there that some real action will follow after inventories have been taken?"

Industry and business have made use of these inventories to improve their personnel relations greatly. There's ample reason to believe that similar results will follow in the profession. After all, the greatest handicap to better morale--whether it's in business or in the professions--is the lack of knowledge as to where and what the problems are. Morale measurement locates these problems. Co-operation of school administration and teaching profession can go a long way toward solving them.<sup>2</sup>

The need for finding out what attitudes people have toward their schools is further emphasized by Hand,<sup>3</sup> professor of education at the University of Illinois, who says that a few people can give the impression that there is a great deal of acute dissatisfaction with the schools in their communities. The schools are inviting targets for the sharp criticism of a small minority without accurate knowledge of what the majority thinks about the school. Systematic polling can determine the attitudes of the majority and thus give

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<sup>2</sup>Ibid., p. 51.

<sup>3</sup>Harold C. Hand, "Is Your School A Sitting Duck?", NEA Journal, May, 1953, p. 282.

conclusive proof of the degree of satisfaction or dissatisfaction with the school.

Within the past few years, a number of studies have been made that are oriented with respect to the attitudes of students toward their teachers. According to a study made by Michael, Herrold and Cryan<sup>4</sup> greater attention should be given to the student's point of view regarding the factors that make secondary school experiences both enjoyable and beneficial than has been customary in the past. According to them, the advantages of having the questionnaires given directly to the students in a group are two-fold. First, a large percentage of returns are secured; and second, the student is more likely to express his own opinions with less opportunity to discuss his answers with his family or friends.

Six factors which affected the student's satisfaction with classroom activities were listed in the order of their relative importance. (1) Teacher's methods; (2) teacher's personality; (3) confidence in teacher; (4) good mark obtained in course; (5) short assignments; (6) no special emphasis on discipline.<sup>5</sup>

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<sup>4</sup>William B. Michael, Earle E. Herrold, Eugene W. Cryan, "Survey of Student-Teacher Relationships," Journal of Educational Research, 44: 657-73, May, 1951.

<sup>5</sup>Ibid., p. 659.

The boys and girls were evenly divided with respect to strict discipline and lengthy assignments. Both boys and girls preferred teachers who allowed voluntary answers. They also preferred teachers who participated in extracurricular activities.<sup>6</sup>

Paul R. Cobb<sup>7</sup> made a survey of the attitudes of high school seniors toward teachers and the teaching profession in 1950. One thousand questionnaires were returned and the responses indicated that the attitude of senior toward teachers and the teaching profession was favorable. Not a very large group indicated a desire to teach, however, as only 88 of the thousand were so favorable as to merit choosing teaching as a profession. The questionnaires used contained 66 questions which could be answered by underscoring words expressing their reaction to the questions. A value of from one to five was given to each possible answer, thus giving each answer a mathematical value.

In Solvay, New York, 430 senior high school boys and girls were asked to complete the statement, "If I were a teacher I would." Analysis of the three thousand and ten statements received in the survey indicated, among other

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<sup>6</sup>Ibid., pp. 657-73.

<sup>7</sup>Paul R. Cobb, "High School Senior Attitudes Toward Teaching and the Teaching Profession," The Bulletin of the National Association of Secondary-School Principals, 36:140-144, January, 1952,

things, ten general patterns of suggestions for better teaching. Nine hundred and seventy-two statements related to the category of "Understanding Adolescents."

Among the statements of interest are the following: "I would respect my pupils as individuals." "I would always let my pupils feel that I wanted their ideas and expressions and that I respected them and was interested in them."<sup>8</sup>

The treatment of subject matter was another category which received a large number of suggestions from the students. Some selected typical statements were: "I would make the subject matter the means to an end and remember the student is still more important." "I would not have a single standard for everyone to try to reach." "I would use some time to show the students how to study better."

These two categories are areas in which teachers generally feel adequate, yet a total of fourteen hundred and ninety eight statements were made about them.<sup>9</sup>

Otto Hughes and R. B. Norman reported at the thirty-sixth annual convention of Secondary School Principals on how to promote better student-teacher relations.

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<sup>8</sup>Howard H. Mosher, "If I Were a Teacher I would," The Nation's Schools, Vol. 49, No. 6, (June, 1952), p. 55-6.

<sup>9</sup>Ibid., p. 55.

Hughes<sup>10</sup> stated that:

If the secondary schools of America are to continue to make wide appeal to the youth of the country those charged with the responsibility of providing for the basic needs of youth must continue to explore every possible approach to desirable pupil-teacher relationships. Teachers need to be made aware of the responsibility of helping pupils understand teachers as well as to be alerted constantly to discovering ways of insuring a more friendly, co-operative spirit between pupils and teachers.

Norman<sup>11</sup> believes that human relations are the most important in our lives and probably the most difficult to solve, since they involve as many problems as there are individuals involved. These relations determine the learning situations in the school. There is little meaning to subject matter if human relations are bad. In discussing with students what they believed should be the relationship between teachers and pupils the students selected "Worker-Co-Worker" as the most nearly ideal.

There is probably ... no greater obstacle to the promotion of better teacher-student relations than poor teacher morale. According to some authorities, at no time in the history of secondary education in America have the working conditions of teachers been poorer ... Thirty five to forty students in the classroom are not uncommon. Where such conditions exist, where there is a lack of confidence that such conditions will be corrected, and where other conditions that are

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<sup>10</sup>Otto Hughes, "How Can We Promote Desirable Teacher Student Relationships?" The Bulletin of the National Association of Secondary-School Principals, 36:101, April, 1952.

<sup>11</sup>R. B. Norman, "How Can We Promote Desirable Teacher Student Relationships?", The Bulletin of the National Association of Secondary-School Principals, 36:102-112, April, 1952.

too numerous to name work to produce . . . frustrations, the morale of teachers will hit bottom. However good or bad working conditions may be for teachers, the morale of the classroom cannot rise above that of the teacher. Administrators engaged in the improvement of teacher student relations will give first priority to the task of building up within their teachers a high morale . . .<sup>12</sup>

Some of the characteristics selected by students and teachers as mutually desirable are listed about in the order of their importance:<sup>13</sup>

#### Teacher Characteristics

- |                                |                          |
|--------------------------------|--------------------------|
| 1. Friendliness                | 7. Democratic practices  |
| 2. Sympathetic understanding   | characterized by co-     |
| 3. Fairness                    | operative working        |
| 4. Unselfish interest in       | relations                |
| others                         | 8. Systematic planning,  |
| 5. A good sense of humor       | organization and         |
| 6. Judgment, tact, and         | presentation of sub-     |
| common sense                   | ject matter              |
|                                | 9. High morale . . . en- |
|                                | thusiasm and optimism    |
| 10. Ability to adapt teaching  |                          |
| to individual levels of pupils |                          |

#### Student Characteristics

- |                         |                              |
|-------------------------|------------------------------|
| 1. Friendliness         | 6. Courtesy and good manners |
| 2. Dependability        | 7. Good sportsmanship        |
| 3. Work attitude--      | 8. Modesty                   |
| seriousness of purpose  | 9. Worthy ambition           |
| 4. Co-operative or      | 10. Initiative               |
| partnership attitude    |                              |
| 5. Gratitude and appre- |                              |
| ciation                 |                              |

A study commission of the Michigan Elementary School Principals undertook the formulation of an evaluation scheme or device to use by elementary schools for self appraisal.

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<sup>12</sup>Ibid., p. 109.

<sup>13</sup>Ibid., p. 110.



To do this they asked principals to give their reactions to this question: "What factors would you include in an evaluation plan to be used in your building?"<sup>14</sup> Responses were received from 175 principals. A summary of some of the questions the principals indicated of importance included:

1. Are the grounds well kept?
2. Has sufficient playground space been provided with shade, desirable ground surface for games, and ample apparatus?
3. Are the toilets and drinking fountains clean and easily accessible?
4. Is there a minimum of interruptions in the classroom?
5. Is there a cooperative relationship among teachers, principals, and maintenance staff?
6. What is the attitude of teachers toward work--outside school hours--beyond assigned job?
7. Do the pupils show respect and responsibility for school and neighborhood property?
8. Is the course of study and grade placement of subject matter flexible and accommodated to the individual pupil?
9. Is cleanliness emphasized?
10. Is the building clean, properly heated, ventilated, and lighted?<sup>15</sup>

Four years ago Hazen R. Lawson<sup>16</sup> was concerned with the public relations in his school system. He was new in the community and felt an atmosphere of hostility. He used the

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<sup>14</sup>"The Principals Say--Take Inventory," Elementary Principals Department, Michigan Education Association, (1948), p. 7.

<sup>15</sup>Ibid., pp. 9-11.

<sup>16</sup>Hazen R. Lawson, "A School Community Survey," Montana Education, (April, 1952), p. 6.

Illinois Inventories of Parent, Teacher, and Pupil Opinion to find what specific areas were causing the dissatisfaction. Many improvements were made by putting the findings to work not only in the school program but from the financial standpoint.

The report of this survey was on the improvement made in school-community relationship more from the parent responses to the questionnaire than from the pupils and teachers. Lawson<sup>17</sup> says:

. . . . It will not solve all your problems. I do not think it would work twice in the same community. I do know for sure that it has bettered school-community relationship here tremendously. Any classroom teacher could make use of the above study in this manner. Give your class a blank sheet of paper. Ask them these three questions:

1. What do you like least about this class?
2. What do you like most about this class?
3. What would you suggest to make this a more successful class from your standpoint?

Talk over the results with your students. If they are right and you are wrong, change your methods. Then see if the teacher-pupil relationship doesn't improve considerably.

Many industries have used employee inventories developed by Science Research Associates of Chicago, sponsored by the Industrial Relations Center of the University of Chicago. According to Wheeler Hall, an Educators' Inventory has been developed which is in the process of validation so he requested

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<sup>17</sup>Ibid., pp. 34-35

that the material be kept confidential. This inventory was used in the Los Angeles and Hawaiian schools. The questions on morale are very similar to those used by industries in the areas covered. Among the areas covered in the questionnaires are supervision, work load, opportunities for advancement, sick leave provisions, participation in policy making, and salaries.<sup>18</sup>

Thirteen years of research and development of opinion inventories by Science Research Associates has given convincing proof that these inventories can be used to improve personnel relations both in industry and in education. Hall<sup>19</sup> in a letter accompanying material on their research says:

"We are sending ... a sample kit of our employee Inventory, which has gained much recognition with industries throughout the United States . . . it has been administered by approximately 800 industries to well over a million personnel."

General Motors has developed a number of approaches in ascertaining employee opinions and attitudes. The use of questionnaires has been one approach. At first these were given to selected groups and divisions of the company. The information gained proved of so much interest and value it

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<sup>18</sup>NEA "News Flash Supplement", Hawaii Education Association, 14:1, February, 1953.

<sup>19</sup>Personal Correspondence of the Author, Letter from Wheeler M. Hall, Chicago, Science Research Associates, May, 1953.

was decided to extend the survey to all of GMAC. The material used was designed by the Employee Research Section of General Motors and analyzed by them.<sup>20</sup>

Ford Motor Company began opinion surveys in the summer of 1946. Those surveys were much different from those in use now, for Ford has since established an Industrial Relations Survey and Research group which carries on continuous study to improve the surveys and the use of them. But the responses to the early ones encouraged Henry Ford II to believe they were of value. In dealing with human relationships opinion surveys help measure the success of the practices, policies, and procedures of the company.<sup>21</sup>

The approach used by Boeing Airplane Company in conducting opinion surveys was a little different from some of the other industries in that they used a private consultant and the questionnaires were mailed to the employees' homes. They also used a rather specialized survey for their vocational classes. O. C. Scott in his letter states:

. . . I personally have used the specialized survey in a university class with older students. While the answers sometimes are quite brutally frank, yet of course they can, therefore, be very revealing and helpful to the instructor.

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<sup>20</sup>L. N. Laseau, "What Do You Think?" News and Views, General Motors Acceptance Corporation, New York, March, 1953.

<sup>21</sup>D. G. Baird, "What Ford Gets From Its Employee Opinion Surveys," Mill and Factory, (January, 1952), pp. 141-143.

I have never heard of a high school using this approach before, and if your experience parallels that of industry's it should be very revealing and extremely helpful to all concerned.<sup>22</sup>

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<sup>22</sup>Personal Correspondence of the Author, Letter from O. C. Scott, Assistant Personnel Manager, Boeing Airplane Company, May, 1953.

## CHAPTER III

### FINDINGS FROM THE PUPILS SURVEY

The data and material used in this study were acquired through the use of questionnaires. The interpretation of answers to specific questions tends to reveal the attitudes and opinions of the pupils about Ronan High School.

Questionnaires were given to the students during school time. The purpose of the survey was explained to the pupils and their aid was requested in completing it. A copy of the questionnaire is in the appendix.

A total of 219 pupils completed questionnaires. The total number of pupils included in the study and the distribution by grades and sex is shown in Table I. This number represents nearly 88 per cent of the high school enrollment. The number of pupils in each of the three attitude or opinion groups (Thumbs-up, Thumbs-down, and Neutral) is shown in Table II.

At the beginning of the questionnaire are five questions on personal facts. The first two give the sex and age. The third question asked for the grades received on the last report card.

The fourth, or question D, asked, "How do you think you "get along" with your teachers, deans and principal?" Possible responses were: "Very well; pretty well; sometimes have

TABLE I  
NUMBER OF PUPILS INCLUDED IN THE STUDY

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Boys	38	25	17	23	103
Girls	35	27	31	23	116
Total	73	52	48	46	219

TABLE II  
NUMBER OF PUPILS IN "THUMBS UP," "THUMBS DOWN"  
AND "NEUTRAL GROUPS

Grade Sex	9		10		11		12		Total
	B.	G.	B.	G.	B.	G.	B.	G.	
Thumbs-up	27	28	15	18	10	21	14	9	142
Neutral	9	4	10	8	6	9	5	6	57
Thumbs-down	2	3	0	1	1	1	4	8	20



trouble; frequently have trouble."

The fifth question in the preliminary of the questionnaire was "How often do you get help and advice from your parents on any problems you have or things you are interested in?"

The first question of the questionnaire proper was used as the key question in separating the pupils into the three attitude groups. The number of pupils in each of these three groups were shown previously in Table II. The question was "In general, are you satisfied or dissatisfied with your school?" The grades from the preliminary question C were compared with the degree of general satisfaction to see if there was any relationship between low grades and dissatisfaction or high grades and satisfaction with school. There did not seem to be any correlation since those in the three groups, "thumbs-up," "thumbs-down" and "neutral," were almost equally divided with respect to the distribution of high and low grades.

The responses to Question D of the preliminary to the questionnaires were tabulated according to the three attitude groups. Table III gives the responses of the "thumbs-up" group. The majority of this group felt they got along "pretty well" (72 per cent) or "very well" (20 per cent) with none who said they frequently had trouble.

The "neutral" group in Table IV shows that the greatest percentage feel that they get along either "very well" or

TABLE III

REPLIES OF "THUMBS UP" PUPILS TO THE QUESTION:  
 "How do you think you get along with your teachers  
 deans and principal?"

(Data reported in percentages)

Grade Sex No. of cases	9		10		11		12		Total
	B.	G.	B.	G.	B.	G.	B.	G.	
	27	28	15	18	10	21	14	9	142
Very well	7	25	7	16	40	33	21	11	20
Pretty well	74	75	73	84	40	62	79	89	72
Sometimes have trouble	19	0	20	0	20	5	0	0	8
Frequently have trouble	0	0	0	0	0	0	0	0	0

TABLE IV  
 REPLIES OF "NEUTRAL" GROUP PUPILS TO THE QUESTION:  
 "How do you think you get along with your teachers  
 deans and principal?"

(Data reported in percentages)

Grade Sex No. of cases	9		10		11		12		Total
	B.	G.	B.	G.	B.	G.	B.	G.	
	9	4	10	8	6	9	5	6	57
Very well	0	0	10	0	0	11	0	50	9
Pretty well	44	50	20	75	83	67	60	33	54
Sometimes have trouble	56	50	60	25	17	11	40	17	34
Often have trouble	0	0	10	0	0	11	0	0	3

"pretty well." However, there is a marked increase in the per cent who answered that they "sometimes have trouble."

The "thumbs down" group comprises only a small portion of the total number of pupils in the survey, but it may be of significance that in this group the largest percentage were responses of "sometimes have trouble" as indicated in Table V.

The fifth question in the preliminary of the questionnaire or Question E was considered worthy of note since it may indicate that there is some correlation between the amount of help pupils feel they receive from the parents and their feeling of satisfaction with their high school. In Table VI nearly half of the "thumbs up" or satisfied group answered that they almost always or usually got help and advice from the parents on problems or things they were interested in. About one third of the "neutral" group and only one fourth of the "thumbs down" group answered that they almost always or usually received help and advice from the parents. Fifty per cent of the "neutral" group indicated that they seldom or never received help from parents. Since individual opinions and attitudes differ on what constitutes help from the parents, the fact that the "neutral" and "thumbs down" groups indicated a larger per cent in the seldom or never and half the time responses may not be important.

The general satisfaction with the school of all the

TABLE V

REPLIES OF "THUMBS DOWN" GROUP PUPILS TO THE QUESTION:

"How do you think you get along with your teachers,  
deans and principal?"

(Data reported in percentages)

Grade Sex No. of cases	9		10		11		12		Total
	B. 2	G. 3	B. 0	G. 1	B. 1	G. 1	B. 4	G. 8	
Very well	0	34	0	0	0	0	0	25	8
Pretty well	0	0	0	0	0	100	0	63	23
Sometimes have trouble	100	66	0	100	100	0	75	12	65
Often have trouble	0	0	0	0	0	0	25	0	4

TABLE VI  
 REPLIES OF THE THREE ATTITUDE OR OPINION GROUPS  
 TO THE QUESTION:  
 "How often do you get help and advice from your  
 parents on any problems you have or things you are  
 interested in?"

(Data reported in percentages)			
Group Number	Thumbs up 142	Neutral 57	Thumbs down 20
Always, almost always, usually	42	31	25
Half the time	23	19	48
Seldom, never or almost never	25	50	27

pupils is reported in Table VII. This table indicates that 64 per cent of the pupils were satisfied with the school. This makes up the "thumbs up" group. Twenty-four per cent were "about half and half" making up the "neutral group. Ten per cent were dissatisfied making up the "thumbs down" group.

Question 2 was "How many of your teachers know your abilities, interests, and special needs as well as they should?" Later in this study this data will be shown in a graph for comparison with the teacher's responses. In this chapter the data is reported in Table VIII. The data in this table do not add up to a hundred per cent. In this and some subsequent tables the responses of "no opinion" and "no reply" have been omitted as it is believed they contribute nothing of value to the over all picture.

Of the possible responses, 21 pupils or 9 per cent said all or almost all of their teachers knew their abilities, interests and special needs as well as they should. Fifty two pupils or 24 per cent answered that most of the teachers knew them as well as they should. Thirty five pupils or sixteen per cent thought about half of the teachers knew them as well as they should. The largest single group (sixty one or 28 per cent) felt few of the teachers knew them as well as they should. Twenty four or 11 per cent felt none or almost none of the teachers knew their interests and

TABLE VII  
 REPLIES OF ALL HIGH SCHOOL PUPILS TO THE QUESTION:  
 "In general, are you satisfied or dissatisfied  
 with your school?"

(Data reported in percentages)

Sex No. of cases	Boys 103	Girls 116	Total 219
Very well satisfied	5	8	13
Satisfied	25	26	51
About half and half	12	12	24
Dissatisfied	3	6	9
Very much dissatisfied	.5	.5	1
No opinion	2		2



TABLE VIII

## REPLIES OF PUPILS TO THE QUESTION:

"How many of your teachers know your abilities,  
interests, and special needs as well as they should?"

(Data reported in percentages)

Grade	9	10	11	12	Total
No. of cases	73	52	48	46	219
All or almost all	12	4	12	9	9
Most	34	17	16	24	24
About half	12	21	16	17	16
Few	18	42	25	30	28
None or almost none	10	6	23	11	11

abilities as well as they should.

Question 3 asks "In general are you satisfied or dissatisfied with the way you are treated by the teachers and other school officials?" The responses to this question were favorable on the whole with only 14 pupils or 6 per cent answering that they were dissatisfied. Of the remaining pupils 136 or 62 per cent were satisfied with the way they were treated by teachers and other school officials. There were 61 or 28 per cent of the pupils who answered that they were about half and half satisfied.

The feeling of belonging may have considerable effect on the degree of satisfaction with the school. Question 4 asks if the pupils felt they were "one of the gang" in their school. This question was tabulated by the three opinion groups. The "thumbs up" group is reported in Table IX. Sixty-one per cent answered yes in this group and 37 per cent were uncertain, answering "yes" and "no." Table X shows the "neutral" group with 52 per cent feeling uncertain as to whether they belonged or were wanted. Thirty-one per cent answered "yes" and 17 per cent felt they were not "one of the gang." In the "thumbs down" group as shown in Table XI half of the pupils felt they did not belong.

Question 5 asks how often do the teachers and other school officials treat the pupil fairly. Nearly 86 per cent felt that they were treated fairly most of the time. Some

TABLE IX  
 REPLIES OF "THUMBS UP" GROUP PUPILS TO THE QUESTION:  
 "Do you feel that you are "one of the gang" in your  
 school?"

(Data reported in percentages)

Grade	9		10		11		12		Total
Sex	B.	G.	B.	G.	B.	G.	B.	G.	
No. of cases	27	28	15	18	10	21	14	9	142
Yes	33	54	73	55	90	57	79	44	61
Yes and no	59	46	27	45	10	33	21	56	37
No	8	0	0	0	0	10	0	0	2

TABLE X

REPLIES OF "NEUTRAL GROUP PUPILS TO THE QUESTION:

"Do you feel that you are "one of the gang" in your  
school?"

(Data reported in percentages)

Grade	9		10		11		12		Total
Sex	B.	G.	B.	G.	B.	G.	B.	G.	
No. of cases	9	4	10	8	6	9	5	6	57
Yes	45	25	20	13	67	22	20	33	31
Yes and no	44	50	80	50	17	67	60	50	52
No	11	25	0	37	16	11	20	17	17

TABLE XI

REPLIES OF "THUMBS DOWN" GROUP PUPILS TO THE QUESTION:

"Do you feel that you are "one of the gang" in your  
school?"

(Data reported in percentages)

Grade	9		10		11		12		Total
Sex	B.	G.	B.	G.	B.	G.	B.	G.	
No. of cases	2	3	0	1	1	1	4	8	20
Yes	0	33	0	0	0	0	25	88	21
Yes and no	50	67	0	0	0	0	75	12	29
No	50	0	0	100	100	100	0	0	50

of the free responses indicate those practices which the pupils felt were unfair. These can only be evaluated with reservations.

"Sometimes they don't hear both sides of the story when a person gets into trouble." (ninth grade boy)

"Sometimes they give too much homework all at one time." (eleventh grade girl)

"Sometimes they are unreasonable such as punishing the whole class for what one person did." (tenth grade girl)

"I think that it should be necessary, in a school this size, that all teachers know the interests, abilities and personalities of each of the students that they come into contact with and to show no partialities in school." (twelfth grade girl)

Question 6 asks if the teachers are too changeable in their discipline. One hundred and one or 46 per cent of the pupils answered that they thought the teachers were too changeable. One third were undecided and 21 per cent said no.

Question 8 asks whether the discipline is too strict or not strict enough. The replies are reported in Table XII. Over half of the pupils felt the discipline was about right. Later in this study the pupil's responses will be shown in comparison with the teachers. Some of the comments indicate areas of discipline criticized by the pupils.

"The teachers aren't consistent in their discipline.

TABLE XII

REPLIES OF ALL PUPILS TO THE QUESTION:

"In general, is the discipline in your school too  
strict or not strict enough?"

(Data reported in percentages)

Grade	9	10	11	12	Total
Number of cases	73	52	48	46	219
Too strict	20	13	4	11	12
About right	69	72	54	41	59
Too Lax	4	9	38	35	22
No opinion	7	6	4	11	7

One week they say we can't do something, the next we can do it, at least get away with it anyway." (eleventh grade girl)

"The school acts as if it is afraid that someone's parents will jump down their necks if they discipline the kids." (twelfth grade girl)

"I think the discipline concerning school skipping is not strict enough. If it were, there would be less of it. The students don't seem to fear the penalty for school skipping." (tenth grade girl)

"That kids that smoke in the bath-room should be kicked out. Because they are endangering other people of the school." (ninth grade boy)

"Some of the kids get all of it, and others not any." (eleventh grade girl)

"They are not strict enough about most things, I mean in preventing things to happen. When these things do happen they run the punishment so far into the ground that one feels like doing what was wrong over again." (twelfth grade girl)

"One of our teachers especially treats us like little kids but maybe we act like it to them." (ninth grade girl)

"They are not strict enough about the destruction of school property." (ninth grade girl)

"Rules seem to be made only to be broken! They are seldom enforced." (eleventh grade girl)

Question 9 asks how many of the teachers really seem



to care about the pupil as a person who needs individual understanding and attention. The classifications of replies were all or most, half, few, none and no opinion." The replies were: all or most, 29 per cent; half, 15 per cent; few, 33 per cent; none, 11 per cent; and no opinion, 12 per cent.

Question 10 asks "In general, how often do the pupil in your school treat one another fairly and kindly?" This question was analyzed in the three attitude groups. The majority of the "thumbs up" group as shown in Table XIII felt that they treated one another fairly and kindly most of the time. Table XIV indicated the opinion of the neutral group. Those who felt they usually treated one another fairly represented 36 per cent. The pupils who felt they were fair and kind to each other about half the time represented 46 per cent of this group.

The "thumbs down" group as indicated in Table XV show the largest group about equally divided between responses of "about half the time" (34 per cent) and "seldom" (33 per cent). Some of the reasons as given in the comments by the pupils were:

"The main thing is that there are social groups, if you don't belong you're out, and if you do, you're in. There are also groups at the other end of the line that aren't very good--it's difficult to stay between." (twelfth grade girl)

TABLE XIII

REPLIES OF "THUMBS UP" GROUP PUPILS TO THE QUESTION:

"In general, how often do the pupils in your school  
treat one another fairly and kindly?"

(Data reported in percentages)

Grades Sex Number of cases	9		10		11		12		Tot.
	B.	G.	B.	G.	B.	G.	B.	G.	
	27	28	15	18	10	21	14	9	142
Always or nearly always	14	4	27	5	10	5	22	11	12
Usually	30	79	46	67	50	71	57	78	60
About half the time	41	11	20	28	40	24	7	11	23
Seldom	11	3	0	0	0	0	7	0	3
Almost never	4	3	7	0	0	0	0	0	2

TABLE XIV

REPLIES OF "NEUTRAL" GROUP PUPILS TO THE QUESTION:

"In general, how often do the pupils in your school  
treat one another fairly and kindly?"

(Data reported in percentages)

Grade Number of cases	9		10		11		12		Total
	B. 9	G. 4	B. 10	G. 8	B. 6	G. 9	B. 5	G. 6	
Always or nearly always	0	0	0	13	0	0	0	17	4
Sually	33	25	50	0	33	56	40	50	36
About half the time	33	75	30	75	50	33	60	17	46
Seldom	22	0	10	12	0	0	0	16	8
Almost never	0	0	0	0	17	0	0	0	2

TABLE XV

REPLIES OF "THUMBS DOWN" GROUP PUPILS TO THE QUESTION:

"In general, how often do the pupils in your school  
treat one another fairly and kindly?"

(Data reported in percentages)

Grade Sex Number of cases	9		10		11		12		Tot. 20
	B. 2	G. 3	B. 0	G. 1	B. 1	G. 1	B. 4	G. 8	
Always or nearly always	0	34	0	0	0	0	0	13	7
Usually	50	0	0	0	0	0	0	75	18
About half the time	50	0	0	100	0	0	75	12	34
Seldom	0	33	0	0	100	100	0	0	33
Almost never	0	33	0	0	0	0	0	0	5

"If they hear a story about someone they jump to conclusions instead of giving the fellow a chance to clear himself." (ninth grade girl)

"They sometimes tell things around school about someone that may hurt the person it is about--and sometimes they aren't true things." (ninth grade girl)

Question 11, "How much help do your teachers usually give you in your schoolwork?" was answered favorably by 66 per cent of the pupils. Of the remaining 34 per cent, the replies were divided between "about half" 9 per cent, "some" eleven per cent, "little" 5 per cent with those having no opinion 9 per cent.

The majority of the students felt they did too little homework as indicated by Question 12 in which 52 per cent replied they did too little. Thirty two per cent thought they did about the right amount. Only 8 per cent felt they did too much homework.

One hundred and sixty pupils or 74 per cent felt the school should try to give help with social problems they face in everyday living. Twenty three of the pupils (11 per cent) replied that the school should not try to help with social problems. Fifteen per cent were uncertain.

While the majority thought the school should try to give help with their social problems, only 36 per cent felt they were getting as much help as they needed. Some pupils

felt this kind of help should come from home, but if they did not get any help at home the school should supply it. Among things they felt they needed help with in order of frequency are:

1. How to make friends
2. How to get along with people
3. Social graces or etiquette
4. Getting along in the world after school
5. How to get a job after school
6. Guidance on choice of vocation

There were only two pupils who emphatically stated that it was not the business of the school to help with social problems.

Question 16 asks "All things considered, how much do you think you are getting out of your schoolwork?" Seventy-seven per cent answered they were getting less from their school work than they could get. Fifteen per cent felt they were getting about all they could get. The main reason given by 134 pupils for not getting as much as they should was "I don't study hard enough." The next reason most frequently listed was "I do too much work outside school."

Question 18 was "How much of what you are studying do you think will be useful to you in everyday living?" Fifty-four per cent answered that most of what they were studying would be useful, 28 per cent felt about half would be useful. Only 15 per cent felt that considerably less than half would be useful. It is of interest to compare the responses of the ninth and tenth grade pupils with the responses of the eleventh

and twelfth grade pupils. Of the ninth and tenth grade pupils, 44 per cent felt that most of what they studied would be useful while 63 per cent of the eleventh and twelfth grade pupils felt most of what they were studying would be useful in everyday living. This difference in attitude may be attributed to the growing maturity of the upper class groups.

Question 20 was "Are you satisfied or dissatisfied with the teaching methods used in your school?" The report of this question can be found in Table XVI. Comments of the pupils indicate some of the things they are dissatisfied with.

"Not enough individual reciting or class-work done by the students as a whole." (twelfth grade boy)

"Bone head English for whole class." (tenth grade boy)

"By explaining only half of the work." (tenth grade boy)

"For one thing the teacher should make all the students listen instead of talking. It handicaps the ones that are trying." (twelfth grade girl)

Question 21 asks what things, if any, the pupils think they should be learning that are not being taught in their school. Among the things mentioned are those below in order of frequency:

1. Sociology--sex, marriage, family living
2. Driver training
3. More foreign language
4. Trade school
5. Manual training
6. Spelling
7. Psychology
8. More secretarial training

TABLE XVI  
 REPLIES OF PUPILS TO THE QUESTION  
 "Are you satisfied or dissatisfied with the teaching  
 methods used in your school?"

(Data reported in percentages)

Grade	9		10		11		12		Tot.
Sex	B.	G.	B.	G.	B.	G.	B.	G.	
Number of cases	38	35	25	27	17	31	23	23	219
Very well satisfied	6	5	0	0	4	0	5	0	2
Satisfied	41	26	30	22	19	37	28	17	28
About half and half	10	44	51	69	74	59	27	57	49
Dissatisfied	23	13	5	5	0	4	17	22	11
Very dissatisfied	17	0	0	4	0	0	23	4	6
No opinion	3	12	14	0	3	0	0	0	4



The next two questions were about the amount of money required to fully take part in school life. Question 22 asks if it took too much money. Fifty-two per cent felt it took too much money to take part fully in school life. Thirty-three per cent felt it required about the right amount. The remaining 15 per cent had no opinion.

Question 23 asked if the amount of money required made it too hard on those with little money to spend. Fifty-five per cent said that those with little money were handicapped. Eighteen per cent felt it did not handicap anyone. Twenty-seven per cent were uncertain. The three things those with little money missed most as listed by the pupils were:

1. Getting the school yearbook, newspaper, class rings.
2. Going on trips sponsored by the school
3. Going to parties, dances, and ball games.

Although 61 per cent of the pupils were satisfied with the lunch arrangements, a great many comments suggested room for improvement. The kind of criticism differed by grade level. Ninth grade respondents had only two reasons for being dissatisfied. "There was not enough food and it took too long to get it." Tenth grade respondents had the same two criticisms with the addition of the lack of variety in the menu. The eleventh and twelfth grade respondents were more concerned with the lack of discipline in the lunch line, the lack of balance in the meals and unsanitary conditions in which the food was cooked and served.

Responses to Question 30 on how much help the pupils received from the librarian indicated considerable dissatisfaction. Only 26 per cent felt they received all the help they needed; 21 per cent answered they received most of the help needed; 18 per cent received some of the help needed; 24 per cent received very little of the help needed. Some of the comments indicated in what respects the pupils felt improvement was needed.

"Help in finding material for references. The librarians seem to be very poorly informed." (twelfth grade girl)

"A better system and more attentive librarians." (tenth grade girl)

"Help such as where to find the needed material. I find that they don't know much more about it than I do." (eleventh grade girl)

"They never can tell without a lot of fuss and bother where a book is--they tell you to look in the files yourself." (twelfth grade girl)

Question 31 was "In general, how proud of your school are you?" The responses to this question showed that the pupils interpreted their feeling of pride in different ways, so that evaluation would be difficult. Some were proud of the new building; some were proud of the scholastic records made by graduates; some were proud of the records in extra-curricular competition; some felt pride in the reputation

the school had in other towns. Eighty-eight per cent were proud of their school. Those that were not proud of their school (12 per cent) mentioned most frequently the lack of sportsmanship of a few, which gave a poor impression; and the marring of the new building.

Responses to Question 32 showed that 61 per cent went to as many school activities as they would like to. Of the 35 per cent who said they did not go to as many as they would like, the reason most frequently given was lack of money. The next reason most frequently given was that they did not know how to take part.

The last three questions asked for comment on: What the pupil liked most about the school; what they liked least; and suggestions for the improvement of the school. These varied widely from the individual teachers liked or disliked to the new building and to not being able to use the south door.

Examples of what pupils liked best were:

"I like the sense of belonging. My teachers are all quite nice." (eleventh grade girl)

"That you can be on the honor list and learn an awful lot, if you want to." (twelfth grade girl)

"We are given opportunity to obtain a good education. However, I wish there were some way to make the students realize that they are in school for their own good, not just

to "work" for the teachers." (eleventh grade girl)

"The attitude it seems to leave with you, a feeling that all is well and that life is wonderful." (twelfth grade boy)

"The teachers are hand in hand with the pupil helping them all they can." (ninth grade boy)

Some of the comments of what one thing they most disliked were:

"Some of the more popular kid's run the school while the others just don't do anything." (ninth grade boy)

"That not enough of the kids are coming to school for an education." (twelfth grade girl)

"The way the students treat it by marking and ruining school property." (ninth grade girl)

"The discipline is simply horrible. The faculty and supervisors act like they are afraid of the students."

Question 39 gave room for the pupil to offer any suggestions concerning things that should be done to improve the school. Some of these follow:

"Less passes, meetings and noise. Rotation of teachers, do not let them become a tradition." (twelfth grade boy)

"More discipline, courtesy and respect as well as more emphasis on education!" (eleventh grade girl)

"I don't know how it could be done, but I feel our attitude toward the school and education should be improved

and a greater stress be put on honors--that athletics (school pets) should be required to keep as high, or higher, grade and moral level, than most other students." (twelfth grade girl)

"The discipline of the students should be improved. Subjects should be more conveniently arranged. Instead of concentrating on the senior, some attention should be paid to the lower class man to help him or her prepare for the future." (twelfth grade girl)

"It seems to me as tho a kid should be asked what he would best like to be when he was a frosh instead of waiting until the senior year. It would get him to thinking and he could choose subjects better that might interest him later." (twelfth grade girl)

### Summary

In general the pupils are satisfied with Ronan High School. Nearly one fourth or 24 per cent are "about half and half."

The majority of the pupils (86 per cent) felt that the teachers and other school officials treated them fairly.

More than half of the pupils felt the discipline was about right. Twenty-two per cent felt it was too lax. Twelve per cent felt it was too strict.

Two thirds of the pupils did not feel they were getting as much help from the school in solving their social problems

as they should. The greatest need indicated by free responses was getting along with people and vocational guidance.

The pupils felt they were getting less from their school work than they could get. The main reason given by one hundred and thirty four pupils for not getting as much from their school work as they should was that they did not study hard enough.

Thirty per cent of the pupils were satisfied with the teaching methods used in their school. Forty-nine per cent were about "half and half." Seventeen per cent were dissatisfied.

Forty-two per cent of the pupils felt they did not get as much help as they needed from the librarians. Twenty-six per cent felt they received all the help needed. Twenty-one per cent received some of the help and 18 per cent felt they received some of the help needed.

One hundred and seventy-nine or 82 per cent of the pupils were proud of their school.

## CHAPTER IV

### WHAT THE TEACHERS OF RONAN HIGH SCHOOL THINK OF THEIR SCHOOL

The material and data used in this chapter was secured by means of a questionnaire given to all of the teachers of Ronan High School at a teachers' meeting. The purpose of the study was explained and the aid of the teachers was requested in completing it. Since there were only eleven teachers in the high school, the belief is that the responses would have been more frank and complete had the preliminary questions on personal facts been omitted. However, the responses do give material of value in determining attitudes and opinions of the teachers.

Table XVII gives the number of teachers included in the study and their distribution by sex and age. Seven men and four women answered questionnaires. Nine were in their 30's or under with only two 40 or over.

The questions were all analyzed for the general picture of teacher morale, since dividing the group in any way would not serve any valid purpose because of the small number involved. The key questions showing general satisfaction or dissatisfaction were tallied and the results shown in graph form in Figure I. Fourteen of the questions reported in this graph are specifically concerned with the teacher's relation-

TABLE XVII  
NUMBER OF TEACHERS INCLUDED IN THE STUDY

	Under 30	In 30's	In 40's	50 or over	Total
Men	2	4	1	0	7
Women	1	2	0	1	4
Total	3	6	1	1	11



## WHAT RONAN TEACHERS THINK OF THEIR SCHOOL

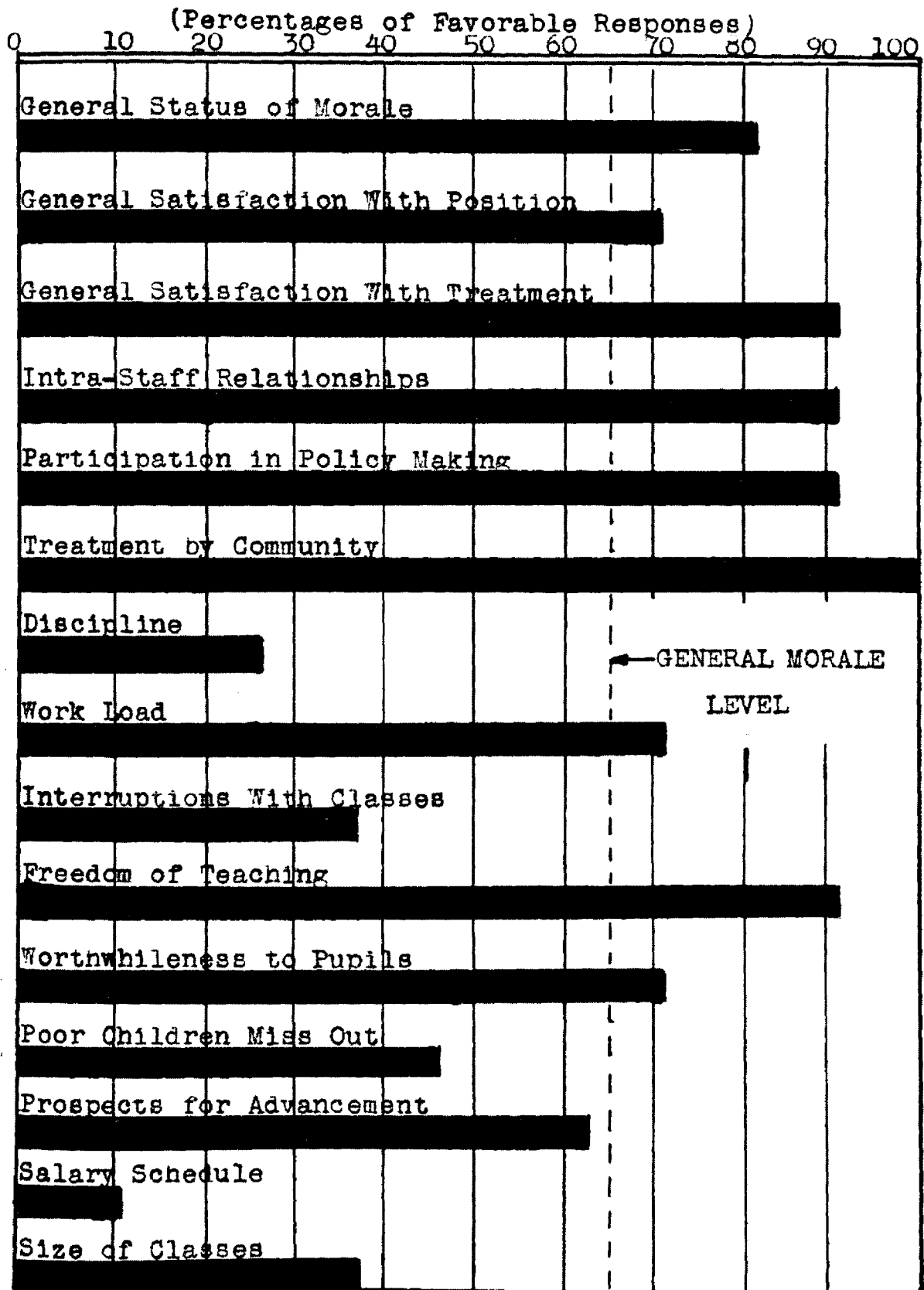


Figure 1

ship to his position and his satisfaction with it. The responses are reported in percentages of favorable opinion on each of the questions.

In answer to Question 32, which asks how the teacher would rate his morale at the present time, 82 per cent rated morale as high. Eighteen per cent rated their morale fair.

Question 66 asks "All things considered, are you satisfied or dissatisfied with your present teaching position?" Eighteen per cent responded they were very well satisfied. Sixty four per cent of the respondents were satisfied. Nine per cent answered "about half and half." Nine per cent did not answer.

The next question on general satisfaction was Question 35, which asked if the teachers were satisfied with the way they were treated in the school. Ninety one per cent were satisfied. Nine per cent answered "about half and half."

Two questions were asked about intra-staff relationships. Question 34 asked if the teacher felt he was "one of the gang" so far as the rest of the faculty was concerned. Question 60 asked to what degree unpleasant personal relationships among the teaching staff interfered with the efficient functioning of the school. The percentage of favorable responses was the same for both questions. Ninety one per cent felt they were "one of the gang," with only 9 per cent uncertain. Ninety one per cent felt unpleasant personal

relationships interfered little or not at all. Nine per cent answered they interfered considerably.

Question 55 asked if the teacher felt he was consulted sufficiently in policy making. Ninety-one per cent felt they were consulted sufficiently. Nine per cent felt they were consulted sufficiently about half the time.

Although 73 per cent of the teachers felt they did not know the pupil's parents as well as they would like, they were unanimous in their satisfaction with the way they were treated outside of school by the people of the community.

Question 8 asked if the discipline was too strict or not strict enough. Seventy-three per cent felt it was not strict enough. Twenty-seven per cent felt it was about right.

The teachers seemed to feel that the total work load compared quite favorably with that of the other teachers. Seventy-three per cent felt they were about in the middle with regard to the total work load. Twenty-seven per cent felt that three fourths of the teachers did less work than they did.

Sixty-three per cent felt that administrative detail, such as, checking attendance, signing slips and so on, took up too much class time. Thirty-seven per cent felt these interruptions were not excessive.

Ninety-one per cent felt they had the academic freedom necessary for the most effective teaching according to their

responses to Question 44. Nine per cent answered that for the most part they did not have the academic freedom necessary for the most effective teaching.

The question analyzed for how worthwhile the school was to the pupils was Question 41 which asked "All things considered, how good a job do you think the school in which you teach is doing?" Seventy-two per cent felt the school was doing a good job. Twenty-eight per cent felt the school was doing a fair job.

Question 23 asked if the amount of money required to take part in school activities handicapped the poorer pupils. Forty-six per cent of the respondents felt that pupils with little money were handicapped. Eighteen per cent felt that those with little money were not handicapped. Thirty-six per cent were uncertain. One comment on this question was, "The ones who are interested get the money needed."

Sixty-three per cent of the respondents were satisfied with their prospects for advancement. Eighteen per cent were "half and half" and 9 per cent were dissatisfied.

Only 12 per cent of the respondents were satisfied with the salary schedule. Fifty-eight per cent were about "half and half" and 30 per cent were dissatisfied. Reasons given for the dissatisfaction were; "Too low, and don't follow it," "Don't have an effective one," "Too low."

Sixty-three per cent of the teachers said the classes

were too large. Thirty-seven per cent felt that most of them were about right.

The preceding questions were evaluated with respect to the teachers' general satisfaction with the school as a whole. The following questions deal with the teacher's relationship to the pupils.

Question 24 asked "How many of the pupils in your classes do you understand ( in terms of abilities, interests, and special needs) as well as you should? Nine per cent of the teachers felt they knew all or almost all of the pupils as well as they should. Sixty-four per cent felt they knew most of the pupils, 18 per cent felt they knew about half, and nine per cent felt they knew few of the pupils as well as they should.

Responses to Question 5 on how often do teachers and other school officials treat the pupils fairly indicated that 91 per cent felt the pupils were treated fairly most of the time. Nine per cent said they were treated fairly about half the time. Pupil preference was given as one of the ways in which teachers were unfair in their treatment of pupils.

Question 11 asked "How much help do you feel you give your pupils with their schoolwork?" Nine per cent felt they gave all the help needed, 73 per cent felt they gave most of the help needed and 9 per cent felt they gave some help needed.

Comments on the kind of help needed that the pupils were

not getting included:

"There is not time enough because of the size of the classes, to give the individual attention necessary."

"How to study and read."

"Encouragement from home--interest in their school work as well as their activities."

"Assignments geared to individuals needs."

Ninety-one per cent of the teachers felt the school should try to give the pupils help with the social problems of everyday life. Nine per cent were uncertain. Although most of the teachers felt the school should give help with social problems, 46 per cent felt the school was giving little help needed. Thirty-six per cent felt the school gave considerable help. Some of the problems the pupils needed help with as given by the teachers were:

"Shyness, in many cases, children that are misfits because of physical defects, background, etc., are not taught to overcome difficulties."

"How to overcome special personality problems such as shyness, lack of home interest, etc."

In response to Question 16, ninety-one per cent of the teachers felt the pupils were getting less from their school work than they could get. The main reason given was that the pupils did not study hard enough. Other reasons, listed in order of frequency given, were: Not enough opportunities

for rapid learners; we can't give them enough individual help; we can't give enough attention to slow learners; they spend too much time on student activities; and they are not interested in schoolwork.

Question 21 asked "Are there things that you think pupils should be learning right now, which are not being taught in your school?" Nine per cent thought there were none. Seventy-three per cent thought there were a few things. The remainder had no opinion. Following is a list of things mentioned most frequently:

1. Vocational work (Shop and Home Economics)
2. Occupational Information
3. International Relations
4. Respect and Manners

The last three questions of the teacher's questionnaire were the same as those in the pupil's questionnaire. Question 67 was "What is the one thing you most like about your school?" Examples of these follow:

"Freedom in presenting subject matter."

"Fine spirit of cooperation and friendliness among faculty members and between faculty and students."

"Administrative attitude concerning teachers. We are, on the whole, treated with consideration."

Question 68 was "What is the one thing you most dislike about your school?" Some of these were:

"The high school facilities are too scattered."

"Need higher goals and standards of achievement scholastically and socially."

"Too many pupils in some classes. Individual attention cannot be given."

"Discipline of students in general particularly in regard to attendance."

Question 69 asked for suggestions concerning things that should be done to improve the school. Among those given were:

"Unify it all under one roof."

"Much stricter regulations on discipline and attendance and larger deposit fees will make more respect for school property."

"An effort should be made to determine exactly how parents feel about excess absences. This is the weak spot in my opinion. It is next to impossible to teach a student who is absent a good deal. Thus, many of our graduates are not well educated, and this, in turn, reflects adversely on the efficiency of our school."

### Summary

The teachers felt the salary schedule is inadequate and too low.

The majority of the teachers felt the discipline is too lax, particularly in respect to absenteeism.

Interruptions in classes, particularly for routine



administrative detail, lowered the effectiveness of classes.

The teachers felt the classes are too large for the most part.

The teachers expressed general satisfaction with their position and the relationship between the faculty and the administration.

All were very well satisfied with the treatment by the community.

Many of the teachers felt the pupils needed more help with social problems, which they did not have the time to give.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Making observations and generalizations from the information gathered by questionnaire on the attitudes and opinions of the pupils and the teachers about their high school at Ronan, Montana were possible.

A review of the objectives of this study indicates the following:

1. To determine the attitudes and opinions of the pupils about Ronan High School.
2. To determine the attitudes and opinions of the teachers about Ronan High School.
3. To determine the areas of satisfaction and dissatisfaction of the teachers.
4. To determine the areas of satisfaction and dissatisfaction of the pupils.

The data were collected by means of questionnaires given at the school to the pupils and teachers.

The pupils and teachers were generally satisfied with their school. A comparison of the percentages of general satisfaction of the pupils and the teachers responses to the questionnaire indicated that the teachers were 22 per cent more satisfied than the pupils.

Further comparison of responses to specific questions

indicate other areas in which opinions of the pupils and teachers differ to a considerable degree. These differences are shown in graph form. The greatest divergence in opinion was on the question "How many teachers seem to really care about you as a person?" as indicated in Figure 2.

Figure 3 shows the difference between pupils and teachers on the question "In general, is the discipline in your school too strict or not strict enough?"

A wide difference in opinion was indicated in the responses to the question "How many of your teachers know your abilities, interests, and special needs as well as they should?" This difference is indicated in Figure 4.

Both teachers and pupils indicated that the pupils were not getting as much help with social problems as they needed.

Teachers and pupils felt there was a need for more shop work and for vocational guidance.

Pupils indicated a desire for courses in marriage, sex, and family living.

This study is by no means complete or conclusive. It does reveal some areas which merit further study. Maximum value might be gained from the findings by reporting them to the teachers and pupils with opportunity for open discussion.

To be most effective, the study should be expanded to include the parents and all of the teachers in the system.

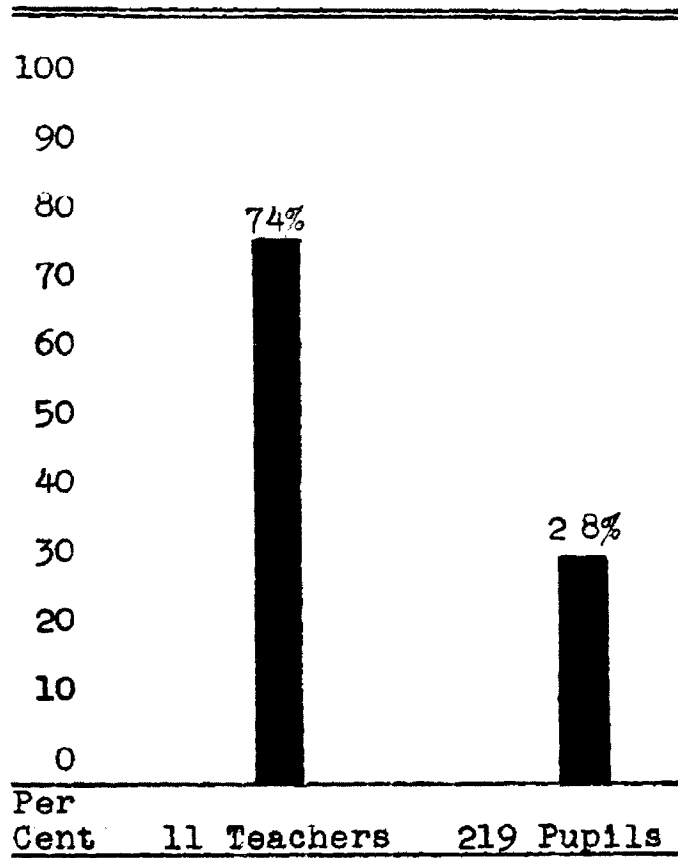


Figure 2

DO THE TEACHERS REALLY SEEM TO CARE  
ABOUT THE PUPIL AS A PERSON?

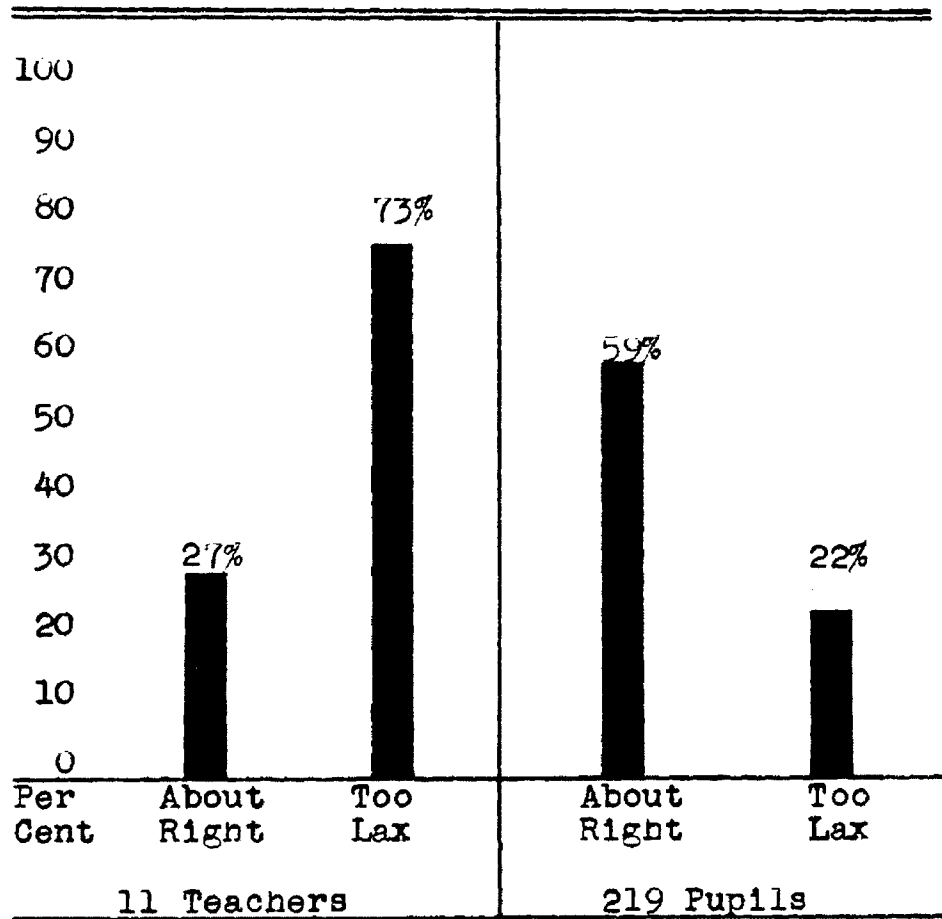


Figure 3

IS THE DISCIPLINE IN YOUR SCHOOL  
TOO STRICT OR NOT STRICT ENOUGH?

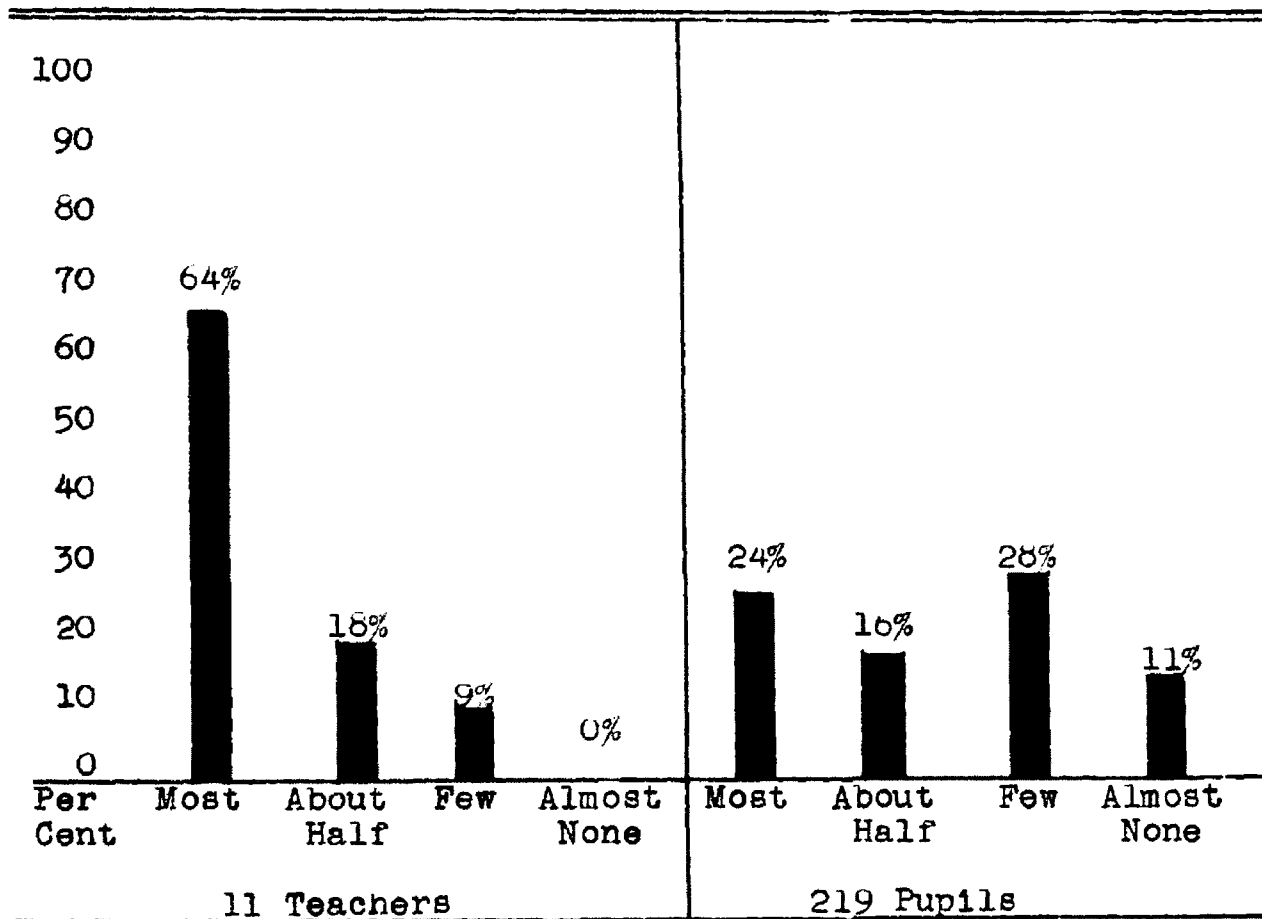


Figure 4

HOW MANY TEACHERS KNOW PUPILS ABILITIES, INTERESTS,  
AND SPECIAL NEEDS AS WELL AS THEY SHOULD?

In order to use the findings of this study to best advantage the attitudes and opinions of the parents should be ascertained.

A continuous program for keeping informed of the attitudes and opinions of teachers and pupils by opinion surveys would help the administration meet problems more effectively before they become acute.

Improvement of teacher's salaries would raise teacher morale.

Smaller classes would give the teachers more time for individual help to the pupils.

A clarification of the over all discipline policy would secure more consistent discipline.

More courses in Shop and Manual Training would fill a need felt by many pupils.

Courses in homemaking and family living are indicated as desirable.

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## APPENDIX B

## DIRECTIONS

How do you feel about the situation in which you work? That is what we are asking you to tell us by filling out this inventory.

It is easy to do. In most cases you merely check the answer that tells how you feel. DO NOT PUT YOUR NAME ON THIS PAPER. Nobody wants to know "who says what." PRINT IN BLOCK LETTERS whenever any writing is necessary. This will further guarantee anonymity.

There are no identifying marks of any sort on this inventory. You should feel perfectly free to exchange the blank inventory you now hold with any of your colleagues, or choose your own inventory from the extra copies which are available. When you turn in the inventory, you are free to shuffle it into the pile in any way you like.

Only three items of personal information are requested. No one can be identified by his responses to these three questions.

Say what you really think. The administration intends to take seriously what you say: so put down what you honestly think or feel.

Use either a pencil or a pen. Borrow a pencil or a pen from a colleague if the one you have is uniquely characteristic in any way (e.g., green ink, broad stub, etc.).

Answer all the questions. Your opinion is desired concerning each of the points covered

## PERSONAL FACTS

(This information is needed in order to report the main body of the survey findings intelligently.)

AA. What is your sex? (Check one.)

- ☐ 1) Male.
- ☐ 2) Female.

B. In what age group do you belong? (Check one.)

- ☐ 1) I am under 30 years of age.
- ☐ 2) I am in my 30's.
- ☐ 3) I am in my 40's.
- ☐ 4) I am 50 years of age or older.

C. What school level do you teach? (Check one.)

- ☐ 1) Elementary School.
- ☐ 2) Junior High School.
- ☐ 3) Senior High School.
- ☐ 4) High School (if schools organized on 8-4 plan).

## YOUR OPINIONS

1. In general, are you satisfied or dissatisfied with the school in which you teach?

- ☐ 1) Very well satisfied. (Check one.)
- ☐ 2) Satisfied.
- ☐ 3) About half and half.
- ☐ 4) Dissatisfied.
- ☐ 5) Very much dissatisfied.
- ☐ 6) I have no opinion.

2. How many of your fellow teachers understand their pupils' abilities, interests, and special needs as well as they should? (Check one.)

- ☐ 1) All or almost all.
- ☐ 2) Most.
- ☐ 3) About half.
- ☐ 4) Few.
- ☐ 5) None or almost none.
- ☐ 6) I have no opinion.

Reproduced by Permission from World Book Company from "What People Think About Their Schools" by Harold Hand.

3. In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other officials of your school? (Check one)

- 1. Very well satisfied.
- 2. Satisfied.
- 3. Half and half.
- 4. Dissatisfied.
- 5. Very much dissatisfied.
- 6. I have no opinion.

4. In your opinion, how many of your pupils feel that they are "one of the gang" (that they "belong," that they "count" for something, and that they are "wanted" by the other pupils) in your school? (Check one)

- |                            |                              |
|----------------------------|------------------------------|
| -----1. All or nearly all. | -----4. Few                  |
| -----2. Most.              | -----5. None or almost none. |
| -----3. About one half.    | -----6. I have no opinion.   |

5. a. In general, how often do the teachers and other officials of your school treat the pupils fairly? (Check one)

- |                                  |                                |
|----------------------------------|--------------------------------|
| -----1. Always or almost always. | -----4. Seldom.                |
| -----2. Usually                  | -----5. Never or almost never. |
| -----3. About half the time.     | -----6. I have no opinion.     |

b. If there are ways that the teachers and other school officials are unfair to pupils, tell them here. \_\_\_\_\_

6. How many, if any, of the teachers in your school are too changeable in their discipline (sometimes too strict, sometimes not strict enough? (Check one)

- |                            |                              |
|----------------------------|------------------------------|
| -----1. All or almost all. | -----4. Few                  |
| -----2. Most.              | -----5. None or almost none. |
| -----3. About half.        | -----6. I have no opinion.   |

7. Do differences in discipline among the teachers in your school (some too strict, others not strict enough) keep the pupils from getting as much as they could from their schoolwork? (Check one.)

- |                   |            |
|-------------------|------------|
| ____1. Yes.       | ____3. No. |
| ____2. Uncertain. |            |

8. a. In general, is the discipline in your school too strict or not strict enough? (Check one.)

- |                               |  |
|-------------------------------|--|
| ____1. It is much too strict. | ____4. It is not strict enough.          |
| ____2. It is too strict.      | ____5. It is nowhere near strict enough. |
| ____3. It is about right.     | ____6. I have no opinion.                |

b. If there are things about the discipline in your school that you don't like, what are they? \_\_\_\_\_

9. How many of the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention. (Check one.)

- |                           |                             |
|---------------------------|-----------------------------|
| ____1. All or almost all. | ____4. Few.                 |
| ____2. Most.              | ____5. None or almost none. |
| ____3. About half.        | ____6. I have no opinion.   |

10. a. In general, how often do the pupils in your school treat one another fairly and kindly? (Check one.)

- |                                 |                           |
|---------------------------------|---------------------------|
| ____1. Always or almost always. | ____4. Seldom.            |
| ____2. Usually.                 | ____5. Almost never.      |
| ____3. About half the time.     | ____6. I have no opinion. |

10. Cont. b. If the pupils in your school are unfair or unkind to one another, tell what they do that you don't like. \_\_\_\_\_

11. a. How much help do you feel you give your pupils with their schoolwork? (Check one.)

- |  |   |
|--|---|
| <input type="checkbox"/> 1. All of the help needed.        | <input type="checkbox"/> 4. Some of the help needed.        |
| <input type="checkbox"/> 2. Most of the help needed.       | <input type="checkbox"/> 5. Very little of the help needed. |
| <input type="checkbox"/> 3. About half of the help needed. | <input type="checkbox"/> 6. I have no opinion.              |

B. If you think your pupils need more help with their schoolwork, what kind of help do they need that they are not getting? \_\_\_\_\_

12. On the average, do the pupils in your school spend too much or too little time on homework each school day? (Check one.)

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Much too much.          | <input type="checkbox"/> 4. Too little.        |
| <input type="checkbox"/> 2. Too much.               | <input type="checkbox"/> 5. Much too little.   |
| <input type="checkbox"/> 3. About the right amount. | <input type="checkbox"/> 6. I have no opinion. |

13. On the average, how much homework do you attempt to require of each pupil each day? (Check one.)

- |   |   |
|---|---|
| <input type="checkbox"/> 1. None.                 | <input type="checkbox"/> 4. Between 1 and 1½ hours. |
| <input type="checkbox"/> 2. Less than ½ hour.     | <input type="checkbox"/> 5. Between 1½ and 2 hours. |
| <input type="checkbox"/> 3. Between ½ and 1 hour. | <input type="checkbox"/> 6. More than 2 hours.      |

14. Should the school try to give pupils help with the social problems they face in their everyday life? (Check one.)

- |                                 |  |
|---------------------------------|--|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 3. Uncertain. |
| <input type="checkbox"/> 2. No. |  |

15. a. How much help does the school usually give the pupils in solving their social problems? (Check one.)

- |   |   |
|---|---|
| <input type="checkbox"/> 1. All or almost all of the help needed.   | <input type="checkbox"/> 3. Little of the help needed |
| <input type="checkbox"/> 2. Considerable amount of the help needed. | <input type="checkbox"/> 4. No Opinion.               |

b. If you think the pupils should be given more help in solving their social problems, tell what problems they need help with. \_\_\_\_\_

16. a. All things considered, how much do you think the pupils in your school are getting out of their schoolwork? (Check one.)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. About all that ; they could get.   | <input type="checkbox"/> 3. Considerably less than they could.     |
| <input type="checkbox"/> 2. Somewhat less than they could get. | <input type="checkbox"/> 4. A great deal less than they could get. |
| <input type="checkbox"/> 5. I have no opinion.                 |  |

b. If you feel that the pupils aren't getting as much out of their schoolwork as they could get, what do you think the reasons are? (Check all that tells why.)

- |  |
|--|
| <input type="checkbox"/> 1. They don't study hard enough.                    |
| <input type="checkbox"/> 2. The work is too hard.                            |
| <input type="checkbox"/> 3. They don't seem to understand the assignments.   |
| <input type="checkbox"/> 4. We can't give them enough individual help.       |
| <input type="checkbox"/> 5. We can't give enough attention to slow learners. |
| <input type="checkbox"/> 6. Not enough opportunities for rapid learners.     |

Cont. next page.

16 b Cont.

7. They have too much schoolwork to do (assignments too large, or too many subjects).  
8. They do too much work outside school.  
9. They spend too much time on student activities (parties, clubs, athletics.)  
10. They are not interested in schoolwork.  
11. Other reasons. (Tell what.) \_\_\_\_\_
- 

17. In general, do the pupils in your school have to do too little or too much work in order to "keep up" in their studies? (Check one.)

- |                            |                       |
|----------------------------|-----------------------|
| 1. Much too little.        | 4. Too much.          |
| 2. Too little.             | 5. Much too much.     |
| 3. About the right amount. | 6. I have no opinion. |

18. a. How much of what the pupils in your school are studying do you think will be useful to them in everyday living? (Check one.)

- |   |
|---|
| 1. Practically everything they are studying.              |
| 2. Most of what they are studying.                        |
| 3. About half of what they are studying.                  |
| 4. Considerably less than half of what they are studying. |
| 5. Very little of what they are studying.                 |
| 6. I have no opinion.                                     |

b. If you think that some of the things the pupils are studying will not be useful in everyday living, what are these things? \_\_\_\_\_

---

19. a. How many of the pupils in your school take part in as many student activities (clubs, parties, plays, athletics, etc.) as you think they should.

- |                       |                         |              |
|-----------------------|-------------------------|--------------|
| 1. All or almost all. | 4. Few.                 | (Check one.) |
| 2. Most.              | 5. None or almost none. |              |
| 3. About half.        | 6. I have no opinion.   |              |

b. If some pupils are not taking part in as many student activities as you think they should, what are the reasons? \_\_\_\_\_

---

20. a. How free do you feel to use the teaching methods that you believe to be most effective? (Check one.)

- |  |
|--|
| 1) I have as much freedom as I want in this respect.                 |
| 2. I have somewhat less freedom than I want in this respect.         |
| 3. I have considerably less freedom than I want in this respect.     |
| 4. I have none or almost none of the freedom I want in this respect. |

b. If you don't have as much freedom as you want, what restrictions as to methods do you think should be removed? \_\_\_\_\_

---

21. a. Are there things that you think pupils should be learning right now, which are not being taught in your school? (Check one.)

- |                       |
|-----------------------|
| 1. No, none.          |
| 2. Yes, a few things. |
| 3. Yes, many things.  |
| 4. I have no opinion. |

b. If there are things that you think the pupil should be learning which are not being taught in your school, tell what these things are. \_\_\_\_\_

---

22. a. How do you feel about the amount of money the pupils need in order to take part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.)

(Check one)

- ☐ 1. It takes far too much money.
- ☐ 2. It takes too much money.
- ☐ 3. It takes about the right amount of money.
- ☐ 4. I have no opinion.

b. Tell any kinds of requests or needs for money in the school which you think be eliminated. \_\_\_\_\_

23. a. Does the amount of money required to take part in the school's program and activities make it too hard for pupils who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Uncertain.

b. If you feel that pupils with little money to spend are handicapped, tell how. (Check all in which pupils with little money are handicapped.)

- ☐ 1. Getting textbooks and supplies.
- ☐ 2. Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
- ☐ 3. Taking part in athletics.
- ☐ 4. Going to parties, dances, and ball games.
- ☐ 5. Joining clubs and taking part in other activities.
- ☐ 6. Using cafeteria or other lunch facilities.
- ☐ 7. Going on trips or excursions sponsored by the school.
- ☐ 8. Getting the school yearbook, newspaper, class rings, etc.
- ☐ 9. Other. (Tell what.) \_\_\_\_\_

24. How many of the pupils in your class or classes do you understand (in terms of abilities, interests, and special needs.) as well as you think you should?

- ☐ 1. All or almost all.
- ☐ 2. Most.
- ☐ 3. About half.
- ☐ 4. Considerably less than half.
- ☐ 5. None or almost none.
- ☐ 6. I have no opinion.

25. a. Does your school have as much equipment and as many facilities as it needs? (Check one.)

- ☐ 1. It has everything it needs.
- ☐ 2. It has most of what it needs.
- ☐ 3. It has very little of what it needs.
- ☐ 4. I have no opinion.

b. If you think that the school needs more equipment or facilities, tell what it needs. \_\_\_\_\_

26. Do you think that the school in which you teach is over-crowded? (Check one.)

- ☐ 1. No, it is not overcrowded.
- ☐ 2. Yes, it is somewhat overcrowded.
- ☐ 3. Yes, it is seriously overcrowded.
- ☐ 4. I have no opinion.

27. Are the rooms, halls, rest rooms, playgrounds, and other parts of your school kept clean? (Check one.)

- ☐ 1. Yes, always clean.
- ☐ 2. Yes, usually clean
- ☐ 3. No, sometimes dirty
- ☐ 4. No, always dirty.
- ☐ 5. no opinion

b. If some parts of the school are not kept as clean as you would like, tell what is not kept clean. \_\_\_\_\_

28. In your opinion, how often are parents treated considerately when they visit the school? (Check one.)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Always or nearly always. | <input type="checkbox"/> 4. Seldom.            |
| <input type="checkbox"/> 2. Usually.                 | <input type="checkbox"/> 5. Almost never.      |
| <input type="checkbox"/> 3. About half the time.     | <input type="checkbox"/> 6. I have no opinion. |

29. Do you welcome visits by parents? (Check one.)

- |  |                                 |
|--|---------------------------------|
| <input type="checkbox"/> 1. Yes.       | <input type="checkbox"/> 3. No. |
| <input type="checkbox"/> 2. Uncertain. |                                 |

30. a. In general, do you know your pupils' parents as well as you would like?

- |                                  |  |              |
|----------------------------------|--|--------------|
| <input type="checkbox"/> 1. Yes. | <input type="checkbox"/> 3. Uncertain. | (Check one.) |
| <input type="checkbox"/> 2. No.  |  |              |

b. If you don't know the parents as well as you would like, what suggestions do you have for getting better acquainted? \_\_\_\_\_

31. a. In general, are you satisfied or dissatisfied with the way you are treated outside school by the people of the community? (Check one.)

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Very well satisfied.    | <input type="checkbox"/> 3. About half and half. |
| <input type="checkbox"/> 2. Pretty well satisfied.  | <input type="checkbox"/> 4. Dissatisfied.        |
| <input type="checkbox"/> 5. Very much dissatisfied. |  |

b. If there are ways that you are treated that you don't like, tell what they are. \_\_\_\_\_

32. Do you feel that the school does a good job or a poor job of telling the parents about the work of the school? (Check one.)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Very good. | <input type="checkbox"/> 4. Poor.              |
| <input type="checkbox"/> 2. Good       | <input type="checkbox"/> 5. Very poor.         |
| <input type="checkbox"/> 3. Fair.      | <input type="checkbox"/> 6. I have no opinion. |

33. How would you rate your own morale at the present time? (Check one.)

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> 1. Very high. | <input type="checkbox"/> 3. Fair. |
| <input type="checkbox"/> 2. High.      | <input type="checkbox"/> 4. Low.  |
| <input type="checkbox"/> 5. Very low.  |                                   |

34. In general, do you feel that you are "one of the gang" so far as the faculty of your school is concerned? (Check one.)

- |  |
|--|
| <input type="checkbox"/> 1. Yes, I feel that I "belong," that I "count" for something, and that I am "wanted."         |
| <input type="checkbox"/> 2. Yes and no; I wonder about this; I am not certain.   |
| <input type="checkbox"/> 3. No, I feel that I am more or less of a "nobody" or an "outsider" and that I don't "count." |

35. All things considered, are you satisfied or dissatisfied with the way you are treated in the school in which you teach? (Check one.)

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Very well satisfied.    | <input type="checkbox"/> 3. About half and half. |
| <input type="checkbox"/> 2. Satisfied.              | <input type="checkbox"/> 4. Dissatisfied.        |
| <input type="checkbox"/> 5. Very much dissatisfied. |  |

36. How often can you find enough time to prepare adequately for your teaching?

- |  |  |              |
|--|--|--------------|
| <input type="checkbox"/> 1. Always or almost always. | <input type="checkbox"/> 3. About half | (Check one.) |
| <input type="checkbox"/> 2. Usually.                 | <input type="checkbox"/> 4. Seldom.    |              |
| <input type="checkbox"/> 5. Never or almost never.   |  |              |



37. How much do you like or dislike your present teaching assignment? (Check one.)

- ☐ 1. I like it very much. ☐ 3. About half and half.  
☐ 2. I like it. ☐ 4. I dislike it.  
☐ 5. I dislike it very much.

38. In general, how do you feel about supervising the student activities (clubs, plays, parties, etc.) which have been assigned to you this year? (Check one.)

- ☐ 1. I like to supervise all of them. ☐ 3. I don't like to supervise any of them.  
☐ 2. I like to supervise some of them. ☐ 4. I am not in charge of any student activity.

39. Do you feel that you have too many or too few student activities to supervise this year? (Check one.)

- ☐ 1. I have too many. ☐ 3. I have too few.  
☐ 2. I have about the right number. ☐ 4. I am not in charge of any student activity.

40. How do you feel about your advisement or counseling load? (Check one.)

- ☐ 1. It is much too heavy. ☐ 3. It is about right.  
☐ 2. It is somewhat too heavy. ☐ 4. I should like to have more advising or counseling.  
☐ 5. I don't do any advising or counseling.

41. All things considered, how good a job do you think the school in which you are teaching is doing? (Check one.)

- ☐ 1. Very good. ☐ 3. Fair.  
☐ 2. Good. ☐ 4. Poor.  
☐ 5. Very Poor.

42. a. In general, how much help are you able to give your pupils with the social problems they face in their everyday life? (Check One.)

- ☐ 1. All of the help needed. ☐ 4. Some of the help needed.  
☐ 2. Most of the help needed. ☐ 5. Very little of the help needed.  
☐ 3. About half of the help needed. ☐ 6. I have no opinion.

b. If you are not giving your pupils all the help they need with these problems what are the reasons? (Check all that apply.)

- ☐ 1. I don't have enough time.  
☐ 2. I'm not well enough trained.  
☐ 3. The pupils I'm not helping adequately don't want any help from me.  
☐ 4. I'm not supposed to do this in our school.  
☐ 5. We do not have the necessary facilities.  
☐ 6. Other. (Tell what.) \_\_\_\_\_

43. How much of your time is spent in "police" duties (hall duty, cafeteria or playground supervision, etc.)? (Check one.)

- ☐ 1. Far too much. ☐ 3. About the right amount.  
☐ 2. Too much. ☐ 4. I have no "police" duties.

44. a. Do you feel that you have the academic freedom necessary for the most effective teaching? (Check one.)

- ☐ 1. Yes, entirely so. ☐ 3. No, for the most part.  
☐ 2. Yes, for the most part. ☐ 4. No, I feel that I am severely restricted  
☐ 5. I have never thought about this.

b. If you feel that your academic freedom is not complete, in what ways and by whom is it limited? \_\_\_\_\_

45. Do you feel that the total work load (teaching, advising, supervising activities--"everything") is as equitably divided as possible among the teachers in your school?

- ☐ 1. Yes. ☐ 3. No (Check one.)  
☐ 2. Uncertain.

46. Do you feel that you teach too many or too few class periods each week? (Check one.)
- |                                   |  |
|-----------------------------------|--|
| <u>    </u> 1. Far too many.      | <u>    </u> 3. About the right amount. |
| <u>    </u> 2. Somewhat too many. | <u>    </u> 4. Somewhat too few.       |
| <u>    </u> 5. Far too few.       |  |

47. In your opinion, how does your total work load compare with that of the other teachers in your school? (Check one.)

- |   |
|---|
| <u>    </u> 1. I think I am carrying the lightest total work load.  |
| <u>    </u> 2. I think I am in the bottom $\frac{1}{4}$ in this regard ( $\frac{3}{4}$ do more work than I do.) |
| <u>    </u> 3. I think I am in the middle $\frac{1}{2}$ in this regard.   |
| <u>    </u> 4. I think I am in the top $\frac{1}{4}$ in this regard ( $\frac{3}{4}$ do less work than I do.)    |
| <u>    </u> 5. I think I am carrying the heaviest total work load in our school.                                |

48. a. How valuable do you find the teachers' meetings, conferences, committee work, etc., carried on in your school to be? (Check one.)

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| <u>    </u> 1. Of great value.        | <u>    </u> 3. Of some value.   |
| <u>    </u> 2. Of considerable value. | <u>    </u> 4. Of little value. |
| <u>    </u> 5. Of no value.           |                                 |

b. If you feel that these things are not so valuable as they might be to you, how do you think they could be improved? \_\_\_\_\_

---

49. a. How much of your time is taken up by faculty meetings, committee work, conferences, or other types of school meeting? (Check one.)

- |                                   |  |
|-----------------------------------|--|
| <u>    </u> 1. Far too much.      | <u>    </u> 3. About the right amount.             |
| <u>    </u> 2. Somewhat too much. | <u>    </u> 4. We need more of this in our school. |
| <u>    </u> 5. I have no opinion. |  |

b. If you feel that too much of your time is taken up in this way, what changes do you feel should be made? \_\_\_\_\_

---

50. a. How often do you find it necessary to spend your own money for teaching materials or other supplies in order to do what you think should be done in your classes? (Check one)

- |                                      |
|--------------------------------------|
| <u>    </u> 1. Never or almost never |
| <u>    </u> 2. Seldom                |
| <u>    </u> 3. Sometimes             |
| <u>    </u> 4. Often                 |
| <u>    </u> 5. Very often            |

b. If you have found it necessary to spend any of your own money for teaching materials or supplies, how do you feel about it? (Check one)

- |   |
|---|
| <u>    </u> 1. I don't mind doing this.                 |
| <u>    </u> 2. I do not think I should have to do this. |
| <u>    </u> 3. I strongly resent having to do this.     |

c. If you have found it necessary to spend any of your own money for teaching materials or supplies, how much do you estimate that you have spent for this purpose so far this school year? (Check One)

- |   |
|---|
| <u>    </u> 1. Less than five dollars.        |
| <u>    </u> 2. Five to nine dollars.          |
| <u>    </u> 3. Ten to fourteen dollars.       |
| <u>    </u> 4. Fifteen to nineteen dollars.   |
| <u>    </u> 5. Twenty to twenty-nine dollars. |
| <u>    </u> 6. Thirty to thirty-nine dollars. |
| <u>    </u> 7. Forty to forty-nine dollars.   |
| <u>    </u> 8. Fifty or more dollars.         |

51. How do you feel about the size of your class or classes? (Answer either part a or part b.)

- ☐ It is too large
- ☐ It is about right
- ☐ It is too small

a. Answer here if you are an elementary-school teacher. (Above)

b. Answer here if you are a secondary-school teacher. (Check One)

- ☐ 1. They are all too large.
- ☐ 2. Most of them are too large.
- ☐ 3. Most of them are about right.
- ☐ 4. Most of them are too small.
- ☐ 5. They are all too small.

52. a. Do you feel that routine administrative detail (checking attendance, signing slips, completing reports, records, forms, etc.) take up too much of your time? (Check One)

- ☐ 1. Yes.
- ☐ 2. No
- ☐ 3. Uncertain.

b. If you feel that too much of your time is used for this purpose, in what ways do you believe the routine should be changed? \_\_\_\_\_

53. In general, how many disciplinary problems do you have to contend with in your school? (Check One)

- ☐ 1. A great many.
- ☐ 2. A fairly large number.
- ☐ 3. Few or very few.

54. a. In general, how much help do you get from the administration with your disciplinary problems? (Check One)

- ☐ 1. All or almost all of the help I need.
- ☐ 2. Most of the help I need.
- ☐ 3. Some of the help I need.
- ☐ 4. Very little of the help I need.
- ☐ 5. None or almost none of the help I need.

b. If you are not getting all the help you need with your discipline problems, what kind of help do you need and from whom? \_\_\_\_\_

55. a. In general, do you feel that you are or are not sufficiently consulted about proposed school policies that affect you or your work? (Check one.)

- ☐ 1. I am always or nearly always consulted sufficiently.
- ☐ 2. I am usually consulted sufficiently.
- ☐ 3. About half the time I am consulted sufficiently.
- ☐ 4. I am seldom consulted sufficiently.
- ☐ 5. I am never or almost never consulted sufficiently.

b. If you are consulted in this regard, how often are your wishes given as much consideration as they merit by the administration? (Check one.)

- ☐ 1. Always or almost always.
- ☐ 2. Usually.
- ☐ 3. About half the time.
- ☐ 4. Seldom.
- ☐ 5. Never or almost never.

c. If you are not consulted in this regard, do you think you should be?

- ☐ 1. Yes, definitely.
- ☐ 2. Yes, but I don't feel strongly about it.
- ☐ 3. I don't care either way. (Check one.)
- ☐ 4. No, I would rather not be consulted.
- ☐ 5. No, definitely not.

56. a. In general, are you satisfied or dissatisfied with the way your supervisor(s) treat(s) you? (Check one.)

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Very well satisfied. | <input type="checkbox"/> 4. Dissatisfied.           |
| <input type="checkbox"/> 2. Satisfied.           | <input type="checkbox"/> 5. Very much dissatisfied. |
| <input type="checkbox"/> 3. About half and half. | <input type="checkbox"/> 6. I have no supervisor.   |

b. If there are things your supervisor(s) does (do) that you don't like, tell what these things are you don't like. \_\_\_\_\_

---

57. a. How much help do you get from your supervisor(s)? (Check one.)

- |  |   |
|--|---|
| <input type="checkbox"/> 1. All of the help I need.  | <input type="checkbox"/> 3. Some of the help I need.        |
| <input type="checkbox"/> 2. Most of the help I need. | <input type="checkbox"/> 4. Very little of the help I need. |
| <input type="checkbox"/> 5. I have no supervisor.    |   |

b. If you feel that you could use more supervisory help, what kinds of help do you need? \_\_\_\_\_

---

58. a. Are you satisfied or dissatisfied with the ways pupil progress is evaluated in your school? (Check one.)

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Very well satisfied. | <input type="checkbox"/> 4. Dissatisfied.           |
| <input type="checkbox"/> 2. Satisfied.           | <input type="checkbox"/> 5. Very much dissatisfied. |
| <input type="checkbox"/> 3. About half and half. | <input type="checkbox"/> 6. I have no opinion.      |

b. If you are dissatisfied with the ways pupil progress is evaluated, what changes do you feel should be made? \_\_\_\_\_

---

59. Which, if any, of the following tasks do you feel should not be considered a part of a teacher's normal duties? (Check all that you feel are "over and above" normal teaching duties.)

- ☐ 1. Taking or selling tickets at school activities.
  - ☐ 2. Occasional evening duties such as supervising dances, parties, etc.
  - ☐ 3. Occasional Saturday excursions with students.
  - ☐ 4. Conferences with parents after school hours.
  - ☐ 5. Attending P.T.A. and other school-sponsored meetings involving the public.
  - ☐ 6. Faculty meetings after school hours.
  - ☐ 7. Class sponsorship.
  - ☐ 8. Coaching dramatics, debates, etc.
  - ☐ 9. Sponsoring extracurricular activities.
  - ☐ 10. Coaching athletics.
  - ☐ 11. Other. \_\_\_\_\_
- 

60. To what degree do unpleasant personal relationships among the members of your teaching staff interfere with the effective functioning of the school? (Check one.)

- |  |   |
|--|---|
| <input type="checkbox"/> 1. A great deal.  | <input type="checkbox"/> 3. Some.                 |
| <input type="checkbox"/> 2. Considerably.  | <input type="checkbox"/> 4. Little or not at all. |
| <input type="checkbox"/> 5. I am not aware of any unpleasantness in these relationships. |   |

61. How often do you succeed in conducting your class or classes in a democratic manner? (Check one.)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Always or almost always. | <input type="checkbox"/> 4. Seldom.                                |
| <input type="checkbox"/> 2. Usually.                 | <input type="checkbox"/> 5. Never or almost never.                 |
| <input type="checkbox"/> 3. About half the time.     | <input type="checkbox"/> 6. I don't believe in this sort of thing. |

62. a. All things considered, are you satisfied or dissatisfied with the way you are treated by the "administration" of your school? (Check one.)

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Very well satisfied.    | <input type="checkbox"/> 3. About half and half. |
| <input type="checkbox"/> 2. Satisfied.              | <input type="checkbox"/> 4. Dissatisfied.        |
| <input type="checkbox"/> 5. Very much dissatisfied. |  |

b. If there are things that the administration does that you don't like, tell what these are. \_\_\_\_\_

63. a. Do you feel that your class or classes are too often interrupted by such things as phone calls, pupils excused, bulletins to be read, scheduled or unscheduled assembly programs, etc.? (Check one.)

\_\_\_\_\_ 1. Yes. \_\_\_\_\_ 2. No

b. If you feel that there are too many interruptions, what suggestions can you give for reducing the number of interruptions? \_\_\_\_\_

64. Are you satisfied or dissatisfied with your prospects for advancement in the teaching profession? (Check one.)

\_\_\_\_\_ 1. Very well satisfied.

\_\_\_\_\_ 4. Dissatisfied.

\_\_\_\_\_ 2. Satisfied.

\_\_\_\_\_ 5. Very much dissatisfied.

\_\_\_\_\_ 3. About half and half.

\_\_\_\_\_ 6. I have no particular desire to

\_\_\_\_\_ 7. I do not intend to remain in the improve my present status.  
teaching profession.

65. a. Are you satisfied or dissatisfied with the salary schedule in your school?

\_\_\_\_\_ 1. Very well satisfied.

\_\_\_\_\_ 3. About half and half. (Check one.)

\_\_\_\_\_ 2. Satisfied.

\_\_\_\_\_ 4. Dissatisfied.

\_\_\_\_\_ 5. Very much dissatisfied.

b. If there are things about your salary schedule that you don't like, tell what these things are. \_\_\_\_\_

66. All things considered, are you satisfied or dissatisfied with your present teaching position? (Check one.)

\_\_\_\_\_ 1. Very well satisfied.

\_\_\_\_\_ 3. About half and half.

\_\_\_\_\_ 2. Satisfied.

\_\_\_\_\_ 4. Dissatisfied.

\_\_\_\_\_ 5. Very much dissatisfied.

67. What is the one thing you most like about your school?

68. What is the one thing you most dislike about your school?

69. If you have any suggestions to offer concerning things you think should be done to improve your school, write them here. \_\_\_\_\_