

TEACHER ATTITUDE TOWARD INDIVIDUALIZED
INSTRUCTION AND AFFECTIVE EDUCATION

by

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CHAPTER I

INTRODUCTION

Educational processes have undergone a number of changes in the past decades. Teachers have implemented various modes of teaching. The spectrum includes the span from the traditional mode to more contemporary modes.

In California significant changes in the instructional process have caused an abrupt interruption in the teaching styles of traditional basal reading and math programs. Change has been mandated for primary schools participating in the Early Childhood Education Act (Senate Bill 1302). This change is centered in individualized instruction and affective education.

Like the students they instruct, teachers possess varying skills in these two areas. They also have attitudes about teaching modes that affect their success.

School administrators must be sensitive to teacher attitudes when modifications of teaching modes are proposed. Changes in modes of teaching are usually threatening to teachers and can retard, if not irradicate, the development of new teaching skills.

Since teacher attitudes are critical to the acceptance of teaching modes, it becomes critical that school administrators advocating change be aware of teacher attitudes.

With the knowledge and understanding of teacher attitudes toward teaching styles, school administrators can then structure an inservice program that compliments the dynamics of change with the needs created by teacher attitude.

This study was designed to investigate teacher attitudes as they relate to two teaching modes. The two aspects of the problem studied were individualized instruction and affective education.

Earlier discussion focused on the dynamics of change and the effect it can have on teachers. One aspect that must be considered is the teacher's own self-concept. A basic assumption of the theory of the self-concept is that we behave according to our beliefs. If this assumption is true, then it follows that concepts teachers have of themselves are crucial factors in determining their effectiveness in the classroom.

Research evidence indicates that the teacher's attitude toward self and others are as important, if not more so, than techniques, practices, or materials (Combs, 1969).

Rogers (1965) reported that personality changes in therapy come about not because of such factors as professional qualifications and training, or knowledge or skill, or ideological orientation, but primarily because of the attitudinal characteristics of the relationship. Attitudes play an important role and we need to examine those teacher attitudes.

Caution not to damage teachers' concept of their performance must be exercised when new modes of teaching are introduced. Through inservice education teachers are continuously exposed to teaching modes. It is through this process that they gain knowledge and develop skills to apply newer education trends.

The purpose of this study was to determine teacher attitude toward two educational modes: individualized instruction and affective education.

CHAPTER II

RELATED RESEARCH

Students in any particular classroom can be expected to vary in their mental ability, past achievement, learning rate, motivation, interests, and mode of learning. It is not unusual to have a class of students ranging from near mentally retarded to genius and with achievement scores covering a half dozen grade levels (Gronlund, 1974).

When such a wide variation of learning ability is combined with motivation, interests, modes of learning, it becomes very apparent that regular classroom instruction in the traditional sense of the word does not effectively meet the needs of all students.

One frequently accepted manner of dealing with the problem created by the wide range of individual differences among students has been to use ability grouping. Although this might reduce variations within one dimension, such as achievement, it does little to provide a comparable reduction in variations in the other dimensions.

The wide range of individual differences among students makes it unlikely that group instruction alone, with or without ability grouping, can meet the myriad needs of the students. Some type of adaptation in the instructional program is needed so that more individualized learning experiences can accrue. Some teachers try to adapt their approach to a one-to-one basis. Often this modification takes the form of ability groups, or performance groups, or skill groups that are flexible and changed according to the need of the student. Generally, this is what is meant by individualizing classroom instruction.

Attention to individual differences in classroom instruction is not new. Approximately fifty years ago various plans were devised for adapting instruction to the individual needs of students (Washborne, 1925). Two of the best known of these early plans were the Dalton Plan (Dalton, Massachusetts) and the Winnetka Plan (Winnetka, Illinois). These plans introduced the use of student contracts and individually paced instructional units similar to those in common use today. In fact, the Winnetka Plan is still being used in Winnetka, Illinois (Gronlund, 1974).

More recent research seems to indicate that the individualized modes of learning can and do produce a higher achievement ranking for participating students.

Fesler (1975) summarized the findings of a study of the effects of the Follow Through Primary Education Project-Individually Prescribed Instruction (PEP-IPI) model. The project was designed to provide individualized instruction with emphasis on perceptual and motor abilities, language concepts, classifying skills, and reasoning abilities, to disadvantaged children in kindergarten through third grade. The individualization was accomplished through diagnosis of pupil achievement and implementation of prescriptions. The PEP-IPI children, when compared with their control groups, showed significant gains on standardized indices of achievement.

The Individually Prescribed Instruction (IPI) project was started in 1963 by the Learning Research and Development Center of the University of Pittsburgh and the Baldwin Whitehall Public Schools. The IPI program is a highly structured system of individualized instruction for kindergarten through grade six. It includes the subject areas of mathematics, reading, science, handwriting, and spelling. In the curriculum students are expected to meet hundreds of specific behavioral objectives. In each subject area these objectives are grouped into units with each unit representing specific topics at a particular level of difficulty. The units and the objectives with units, are arranged in sequential order.

Students are placed in the sequence of learning units in each subject area in terms of their current level of mastery. They work their way through the objectives of each unit by demonstrating mastery at a predetermined level of performance on each objective. The work on each unit follows prescribed methods and materials. In some cases students work individually, at other times they are involved in group work. Thus each student starts at the place in the sequence of units that is most appropriate for him and proceeds through the course material, objective by objective and unit by unit at the student's own pace.

Jerome Rookey (1973) studied the effectiveness of the Individually Prescribed Instruction (IPI) system. The purpose was to assess the levels of self-initiation, direction, and evaluation for differently treated pupils. Samples were comprised of the pupils and teachers from eight IPI and eight control schools. Fourth through sixth grade students were referred to as middle group pupils and third grade students as early pupils. The instruments used included: the teachers' checklist, the middle level pupil opinion form, and the early pupil form. Parents of fourth and fifth grade students also completed an opinionnaire. Results obtained showed that teachers' perception of teaching roles and teacher-pupil interaction was almost identical between the IPI and

and control groups. The IPI teachers had a significantly different positive attitude toward teacher aides. IPI pupils were found to be more motivated, self-directed, and independent than control pupils on the parents' opinionnaire. Middle level IPI pupils had significantly higher scores on measures of creative tendency, self-concept, and attitude toward school than control pupils. For early pupils, that control group had a higher attitude toward school while the IPI group had a higher self-concept.

The continuous study of individual differences among students and means of adapting instruction to these differences has been a major influence on the development of individualized instruction. From the time of Thorndike to the present, numerous research studies have been concerned with individual differences and numerous plans for implementing individual learning.

The extent to which schools have implemented programs of individualized instruction is indicated in a recent survey by Edling (1970). He identified 600 school districts in the United States that had some type of individualized program. These included both large and small school districts located in urban, suburban, and rural settings. Some of the programs were confined to the elementary, junior high, or high schools whereas others covered all grades. Although some programs focused

on particular subjects, others covered all areas of the curriculum. Edling (1971) made a detailed study of the forty-six representative programs and described the various individualized instructional procedures used in these schools. A further review of research in the area of individualized instruction indicates that (1) there is a small number of substantive and highly controlled studies comparing the achievement of students in traditional and individualized programs, (2) whatever evidence we have now tends to indicate that the achievement of students receiving individualized instruction is higher (Flournoy, 1973; Brousaard, 1971; Daugherty, 1973; Beul, 1973) or at least the same as those involved in traditional classes (Thompson & Marx, 1973), (3) children in individualized learning environments learn to use higher levels of freedom, decision-making and independent study skills (Esbensen, 1968), (4) testing and evaluation which are vital to student placement, individual prescriptions, and mastery assessment need significant improvement (Gezi, 1975). At the International Reading Association Conference held in Seattle in 1967, conclusions about individualized reading based on informal and controlled studies were presented (Sartain, 1967). The research indicated that there are no homogeneous classes, although various grouping plans have attempted to narrow the range of individual differences. Informal studies

by some teachers who have tried individualized programs in their classes reflect enthusiasm for the method.

In Wisconsin it was found that the Wisconsin Prototype System of Reading Skill Development (IPI model), combined with teacher inservice training, had an effect on the performance and attitudes of primary pupils and their teachers. Significant differences were obtained on student attitudes toward recreational reading. Teachers using the experimental program showed changes in classroom procedures during reading instructions significant at the .05 level (Askov, 1970).

In a later Wisconsin study (Askov, 1971), mean scores were significantly higher in the schools where individualization was systematically provided for than in the other schools. Teachers' attitudes also showed a positive movement when compared to earlier attitudes as measured by the teacher inventory. Too often teacher attitude is a forgotten ingredient in plans to implement a different program at the school or district level.

When teachers are asked to modify the mode of instruction, attitudinal considerations must be made. Studies have indicated that inservice education can and does have an effect on teachers and their teaching modes. Dossett (1964) found that workshops held under Title III of NDEA in Missouri contributed to the development of mathematical understandings and to a change in attitude

toward arithmetic. All workshop participants made statistically significant gains between pretests and posttests on the mathematical understandings and on the arithmetic attitude inventory, with the exception of the group of primary teachers.

Dutton and Hammond (1966) also analyzed the workshop approach. They varied the activities between two comparable districts by using a formal workshop with a college professor of mathematics as an instructor in one and a district planned inservice workshop using the district's own staff in the other. Although both school districts found that the inservice program helped elementary teacher make significant improvements in their understanding of mathematical concepts, the gains in the unstructured district staff workshop were greater than in the more structure grouping. The district workshop provided many opportunities for individual teachers to work on specific difficulties rather than to repeat work that had been studied before.

Weaver (1962) analyzed the effects on pupils of an inservice program for teachers. The teachers were involved in an intensive study of John C. Flanagan's Personal and Special Development Program. The students who were in the classes under these teachers made significantly greater gains in adjustment than students of teachers in the control group did. The experimental

teachers seemed to have been stimulated by the inservice meetings to read more professional literature which related directly to their ultimate involvement with the individual student.

Positive results similar to those in mathematics and other skill areas were noted in inservice courses for teachers responsible for art and music instruction. Reed (1964) found that beginning teachers need specific help in meeting problems identified by them as urgent: provisions for the talented student, evaluation and classroom control or discipline. Beginning teachers made little provision for the talented students and seemed to have difficulty within the classroom because of an air of friction. The experienced teachers were observed to have developed procedures that made for effective teaching. Inservice education aided in the development of skills to handle the problems of beginning teachers. Glasgow (1961) found that it was possible to improve a program in music through inservice education conducted by elementary teachers. Primarily by developing some basic skills, he eliminated fear and stimulated interest. Teachers who have had improper or inadequate training in music can be helped to achieve competence through classes in applied music fundamentals.

If, through inservice, teacher attitude can be modified, the next logical question would be, does

teacher inservice have an effect on student achievement or behavior. In recent years Rosenthol and Jacobson have stimulated much research in the area. Their findings have been very conclusive and evident that indeed, teachers attitudes about themselves and about their students does have a direct bearing on the way they deal with their students and how well their students perform instructional tasks.

Gagne (1972) tested the discriminative cue hypothesis by attempting to train pupils to increase effort following a high expectancy condition and to reduce effort following a low expectancy condition. Fourth grade high IQ, low achievers were used as subjects in the study. The results of the experiment support the hypothesis that children can learn to behave differentially to different adult expectancies when the expectancies are followed by consistently different outcomes; thus the discriminative cue function proposed for expectancy conditions is supported.

Lowlor (1974) studies the attitude of elementary school students toward science as a school subject. This study was undertaken in order to determine the effects of an inservice teacher training program in the use of Science Curriculum Improvement Study program. Children in grades two through six from four suburban school districts were tested. Children were asked to complete an

attitude test or questionnaire appropriate to their grade and reading levels. Significant differences were searched for by the use of the t test. Additional data analyses involved Scheffe multiple comparisons. Attitudes of students working with teachers participating in the in-service program were more favorable to science than attitudes of children with non-participating teachers.

The relationships between teacher behavior, pupil behavior, and pupil achievement were the focus of a study by Bemis (1970). In this study, the Southwestern Cooperative Educational Laboratory Interaction Observation Schedule was developed. Using this instrument, pupil behaviors were isolated to assess the degree to which pupils (1) receive, (2) respond to, and (3) value a stimulus; in this case, the teacher. Teacher behaviors were categorized as either tension-reducing or tension-increasing for pupils. The subjects of observation were 15 teachers and 296 first graders in Title I schools. Pupils were pre and posttested on the Lee-Clark Reading Readiness Test. Statistical analyses of 18 teacher behaviors and 29 pupil behaviors included computation of canonical correlations, factor analysis, and multiple regression analyses. Results indicated that there was a significant relationship between teacher and pupil behavior, and there is a significant relationship between pupil classroom behavior and pupil cognitive behavior as measured by a standardized test.

In California, Dell studied the effects of an individualized instruction workshop and its related follow-up program on the attitudes and behavior of selected elementary teachers and their students. Participants were teachers in a four day workshop on individualizing instruction. The workshop included training in classroom procedures, managing physical facilities, utilizing human resources, and developing techniques for encouraging students to be self-managing. Evaluation methods, questionnaires, and observation indicated a favorable change in teacher behavior.

Summarily, the need for inservice programs to upgrade the performance of teachers has been stated in numerous articles. Moffett (1963) emphasized in his works the continuing obsolescence of knowledge and methods of teaching. Without planned programs for improving their skills, teachers will not have learned of the potentialities of individualized instruction.

Childress (1965) determined that inservice programs were looked upon as a natural continuation of professional preservice education, as an obligation for teachers, and as a necessity for educational planning.

Supervisors and administrators must reaffirm their commitment and practices that will recognize and foster individuality in the teacher, develop self-understanding, allow for self-fulfillment, and provide for growth in the

ability to live and to work harmoniously with others (Openshaw, 1962). The inservice program which is well conceived will make the learning process the focus of organizational efforts designed to serve the needs and purposes of the individual teacher, and at the same time take advantage of the particular characteristics of the situation in which the school operates.

The works of Haan (1964), Flanders (1962, 1963), and Venditti (1966) have indicated the positive aspects that experience in group relations may have an effect on teacher attitudes and activities, and how new activities can be developed through inservice education.

This review of literature has produced data that reaffirms the impact individualized education and the importance of inservice education to helping to achieve that mode of instruction. What remains is an examination of affective education and its effect on pupils. Charles Brown (1974) tells us that it is affective education that will permit us to feel unconditional acceptance, of each other, and will maintain a creative balance between the urge to create and the urge to destroy. The most important thing for all teachers to know is the character of emotion. A heightened awareness of our values is the first step toward expressing those values through behavior and actions. Otto (1967) supports the concept of affective education to bring about this heightened awareness.

Maslow (1943) quoting Rabbi Hillel points out that "If I am not for myself, who will be for me? If not now, when?" There must be included in teaching and learning, each moment, from each subject, the need for developing a sense of self-worth. How we see ourselves, our self-image; how we perceive ourselves, our self-concept; what we know of ourselves, our self-awareness; how we like ourselves, our self-esteem; how we stand up to things, our ego strength; when we know we are whole, our identity; these constitute the spoken or unspoken question we all answer constantly.

Weinstein (1970) in his book *Toward Humanistic Education* (1970) attempts to develop a model which will utilize the student's affective concerns to motivate him to learning in a cognitive way. The model directs the reader's attention first to the instructional procedures which aid the teacher in diagnosing the student's interest and in teaching traditional materials on such a basis.

Effective teachers are those who are, shall we say, "Human" in the fullest sense of the word. They have a sense of humor, are fairly empathetic, more democratic than autocratic, and apparently are more able to relate easily and naturally to students on either a one-to-one or group basis (Hamacheck, 1971, p. 341).

So wrote Don Hamacheck in an article on the characteristics of effective teachers. His claim can be supported by other research. Spaulding (1963) found

that in classrooms where the teacher was socially integrative and learner supportive, elementary school children's self-concepts were likely to be more positive.

In a study by Cogan (1972) high school teachers who were warm and considerate received an unusual amount of original poetry and art from their students.

Reed (1962) found that teachers who were rated high in warmth had a positive effect on their pupils' interest in science. Getzel and Jackson (1963) noted that students rated teachers' empathy and fairness as more important to effective teaching than mastery of subject matter.

Definitions

Throughout this study several terms will be utilized. While each of these terms are subject to independent meaning and interpretation, for the purposes of this study the following definitions will be used.

Primary School - This term refers to school children and personnel working in grades kindergarten, one, two, and three.

Intermediate School - This term refers to school children and personnel working in grades four, five, and six.

Junior High School - This term refers to school children and personnel working in grades seven and eight.

Individualized Instruction - Since adapting instruction to individual needs may take many different forms, individualized instruction should not be thought of as one particular method. It may range from minor modifications in group instruction to completely independent learning. Individualized instruction may permit variation in any of the following: rate of learning, the objectives pursued or the materials to be used. Individualized instruction may be used in all subjects or in some subjects, or only with particular students (Gronlund, 1974).

Affective Education - This term refers to a theme of learning that emphasizes a feeling tone, an emotion, or a degree of acceptance or rejection. Objectives in affective education may vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience (Bloom, 1964). Affective education also refers to choosing freely among alternatives after thoughtful consideration of the consequences of each alternative (Roth, 1966).

Hypothesis

Three hypotheses were developed for this study.

1. There will be a significant difference between individualized instruction mean scores and affective education mean scores.

2. There will be a significant difference between Primary School teachers' mean scores on individualized

instruction items when compared to the mean score of teachers from the Intermediate and Junior High Schools.

3. There will be a significant difference between Primary School teachers' mean scores on affective education items when compared to the mean score of teachers from the Intermediate and Junior High Schools.

CHAPTER III

METHODS AND PROCEDURES

Sample

The location of the school district is in a Southern California rural community of 6,000 population. The average daily attendance, which varies from one hundred to two hundred students because of migrant families, was maintained at approximately 1,780 to 1,820.

In the district there are three schools: Primary School, kindergarten through grade three; Intermediate School, grade four through grade six; and Junior High School, grades seven and eight.

A total of sixty-six teachers participated in the survey. Of these, forty-three were women and twenty-three were men. The ethnic distribution was sixty-one Anglo teachers and five Mexican-American teachers.

The teaching experience of the teachers ranged from one year to twenty-five years, and the experience distribution is as follows: 1-3 years experience, fifteen teachers; 4-6 years experience, sixteen teachers; 7-9 years experience, four teachers; 10-12 years experience, four teachers; over 12 years experience, twenty-seven teachers.

Since September of 1974, the school district has focused its inservice education program on two teaching modes: individualized instruction and affective education.

Development of the Survey

To evaluate teacher attitude regarding individualized instruction and affective education, a survey was developed by teachers and principals. Teachers who were successful while individualizing their program were identified by principals based on observation. Seven teachers were identified. The psychologist for the district, who had a major role in the inservice program, met with the identified teachers to construct the survey.

The teachers who were identified as successful in individualized instruction techniques were asked to list thirty activities that in their opinion would lead to a successful teaching program.

After three meetings, a composite list in the form of a survey was ready for distribution. The final survey consisted of thirty items (see Appendix).

Prior to administering the survey, numerous training sessions on the two teaching modes were conducted. Each session was conducted by a teacher or teachers who had exhibited skills in the desired area. Most sessions were presented along the lecture-discussion-make

materials format. When available, units of credit through California State College at Bakersfield were offered.

Since the original direction dealt with Early Childhood Education, more inservice emphasis was placed upon the primary school staff. Attendance at workshops was optional but observations indicate that more primary teachers participated in the individualized instruction and affective education inservice programs than other intermediate and junior high school teachers.

Administration of Survey

The survey was distributed by each building principal through the teachers' mail boxes. This distribution procedure followed normal channels of communication within the district.

The survey, completed anonymously, also asked the teachers to indicate their current teaching assignment. Sixty-six teachers returned the survey to their building principal.

From the survey, the following comparisons of scores were made:

- A. Mean score of district teachers for each item
- B. Mean score of Primary School teachers for each item on the survey.
- C. Mean score of Intermediate School teachers for each item on the survey
- D. Mean score of Junior High School teachers for each item on the survey

CHAPTER IV

FINDINGS AND DISCUSSION

The findings of the study produced interesting data. Little conclusive evidence has been determined in past studies regarding teacher attitudes toward individualization or affective education. For this reason, it is important to note that each survey item in the study was assigned a label that dealt with one of the two modes of instruction studied.

The project findings were compared on a grid of factors. Those factors included the following:

1. Each item on the survey was designated by the appropriate letter within parenthesis as being an activity that promoted:
 - (I) Individualized Instruction (N=14)
 - (A) Affective Education (N=9)
 - (A/I) Affective and Individualized (N=5)
 - (0) Neither (not appropriate N=3)
2. Mean scores for each school were compared to district mean scores.
3. Items on the survey were ranked from high mean score to low mean score as determined by the district mean score.
4. Mean scores were compared between the various school mean scores.

One of the district objectives in conducting a survey on teacher attitude was simply to identify through

mean scores, the attitude of teachers as related to individualized instruction and affective education. Hopefully, some impact of past inservice sessions would be observable in the data produced by the survey. Attitudes displayed by teachers in a particular school were of interest to the district. Thus, mean scores for each school were developed and not just a district mean score.

Survey Mean Scores

Survey Item	Dist. Mean Score	Prim. Mean Score	Int. Mean Score	Jr. High Mean Score
5. Recognize each child as an individual with feelings and needs. Provide positive reinforcement to build up the self-image of the student. (A)	4.8	4.9	4.8	4.9
3. Important concepts and tasks should be repeated and reinforced in as many ways as possible. (I)	4.8	4.9	4.8	4.8
25. Listen to children with sincerity, honesty, and interest, display empathy. (A)	4.7	4.8	4.8	4.5
16. A positive teacher attitude is important to learning. Being happy, friendly, and cooperative are important to establishing a positive teacher-child relationship. (A)	4.6	4.6	4.6	4.8

Survey Item	Dist. Mean Score	Prim. Mean Score	Int. Mean Score	Jr. High Mean Score
22. Provide work at the child's level of ability and achievement. Teach to the needs of the child. (I)	4.7	4.8	4.8	4.5
29. The teacher should be flexible in approaches and methods. Alternative methods must be used to insure that learning is going to take place with each student. (I)	4.6	4.6	4.6	4.8
26. Establish standards, rules and regulations for the classroom. Make certain these are enforced. This makes for a good learning environment. (O)	4.6	3.5	4.8	4.8
15. The classroom learning process should develop thinking skills, curiosity, and questioning skills. These are the self-starters of learning.	4.6	4.6	4.5	4.6
9. Each child should be able to realize and experience daily success in his academic work. (I)	4.5	4.7	4.3	4.3
17. Working with small groups or in a one-to-one teacher-child relationship is very helpful to insure learning. (I)	4.5	4.8	4.5	3.8
2. Allow students to work with fellow classmates as partners or small groups so they can learn from one another. (I)	4.3	4.5	4.2	4.0

Survey Item	Dist. Mean Score	Prim. Mean Score	Int. Mean Score	Jr. High Mean Score
14. See that children develop friends. Children will learn better when they feel accepted and are socially secure. (A)	4.3	4.2	4.5	3.4
1. Provide learning experiences in a "fun" way by involving the child in games that allow for movement, feeling, hearing, and seeing. (A/I)	4.2	4.5	3.8	4.0
4. Instill excitement in the learning atmosphere of the classroom through interest centers, reading centers, learning centers, listening centers, and centers for independent study. (A/I)	4.2	4.7	3.8	3.4
11. The use of a skilled aide or trained parent volunteer can be helpful in the classroom learning process. (I)	4.1	4.6	3.8	3.7
24. Provide opportunity for the child to self-evaluate himself and his work. (A)	4.1	3.8	4.5	3.1
27. Learning by observations is an important method to use. (Field trips, classroom experiments, etc.) (O)	4.1	4.3	4.2	3.8
28. A soft tone of the teacher's voice can be conducive to good listening-learning skills. (A)	4.0	4.2	3.8	3.6
12. Use some form of Behavior Modification in the daily learning process to help insure academic learning. (A/I)	3.9	3.7	4.4	3.8

Survey Item	Dist. Mean Score	Prim. Mean Score	Int. Mean Score	Jr. High Mean Score
18. Noise, distractions, and confusions should be kept at a minimum in the classroom. (Z/I)	3.9	3.8	4.0	4.2
7. Provide opportunity for each child to experience self-directed problem-solving experiences. (A)	3.8	3.6	4.2	3.6
13. The use of students as "buddies" can be helpful in working with slow learning students. (A)	3.8	3.9	3.3	3.9
21. Provide many classroom activities so the children can move from one learning task to another. (I)	3.8	3.2	3.8	3.6
6. The classroom teacher should have complete daily lesson plans. (I)	3.7	3.6	3.8	3.7
10. An individualized learning program is an effective means to academic learning. (I)	3.7	3.9	4.0	2.8
20. Frequent teacher-parent conferences are important to learning. If a positive teacher-parent relationship is maintained the student is more motivated to achieve and learn. (A/I)	3.6	3.5	3.5	3.8
8. A constant daily monitoring and re-evaluation of the child's achievement is essential to effective learning. (I)	3.5	3.5	3.7	2.9

Survey Item	Dist. Mean Score	Prim. Mean Score	Int. Mean Score	Jr. High Mean Score
23. Allow the students to correct their own papers. This makes for a good learning experience. (I)	3.4	3.2	3.8	3.6
30. A check list of progress for each child's daily work is an important way to motivate learning.	3.2	3.2	3.6	3.0
6. The teacher should correct all daily work completed by the students. (I)	2.6	2.7	2.2	3.0
19. Use peer pressure to help slower students with specific learning skills. (O)	1.9	1.9	1.9	1.9

Analysis of the Results of the Survey

The first hypothesis stated that there would be a difference in the mean scores of individualized instruction and affective education. This hypothesis was not supported. Individualized instruction items acquired a mean score of 3.81 while affective education items acquired a score of 3.84. After the district mean scores were examined, mean scores of teachers at each school in the district were compared.

There was little difference when the mean score of the primary school staff was compared to the mean score of the intermediate school staff. The average mean score

for each staff on the individualized instruction items were as follows:

Primary Staff	3.97
Intermediate Staff	3.85
Junior High Staff	3.62

When the five survey items listed as affective/individualized were added into the average mean score, slight increase in the mean score occurred. There was no change in the ranking of the three school staffs.

The new mean scores were as follows:

Primary Staff	3.99
Intermediate Staff	3.86
Junior High Staff	3.67

It should be noted that affective/individualized items, when added to the mean scores, seemed to have little impact on the mean score of individualized instruction items.

A hypothesis proposed that the primary school staff would achieve a higher mean score on the affective education items than the intermediate and junior high staffs. The average mean score for each school staff was:

Intermediate Staff	4.35
Primary Staff	4.34
Junior High Staff	4.08

There appears to be little attitude difference between the primary and intermediate staff, thus disprov-

ing a part of the hypothesis. The primary staff mean score, however, was higher than the junior high staff mean score.

When the affective/individualized items were added to the average mean score the following changes occurred:

Primary Staff	4.23
Intermediate Staff	4.18
Junior High Staff	3.99

As has been seen in past comparisons, the primary staff now had a slightly higher mean score than the intermediate and junior high staff mean score.

An interesting trend, for which there was no hypothesis, became apparent when "Not Appropriate" items were compared. Three items on the survey were included that had little or no value to individual instruction or affective education.

19. Use peer pressure to help slower students with specific learning skills.
26. Establish standards, rules, and regulations for the classroom. Make certain these are enforced. This makes for a good learning environment.
27. Learning by observation is an important method to use.

When the mean scores of these three items were compared, it was found that junior high staff and the primary staff had exchanged their customary positions by

being ranked with the highest mean score (primary staff) and the lowest mean score (junior high staff). The scores were as follows:

Junior High Staff	4.1
Intermediate Staff	3.6
Primary Staff	3.2

CHAPTER V

CONCLUSIONS AND DISCUSSION

This project attempted to report information on teacher attitudes related to individualized instruction and affective education. From the data, the following conclusions can be drawn.

It would appear the primary staff and the intermediate staff perceive individualized instruction as being more important to teaching than the junior high staff. However, since there is little difference between the intermediate and primary staff mean scores, it appears that the district inservice emphasis with primary teachers did not have the effect on those teachers one could expect.

It could also mean that the intermediate staff, in pursuing professional growth, are receiving individualized instruction information through local college and extension classes. A review of those teachers' records produced only limited evidence, however, this could be a partial explanation why there is little difference between the average mean score of the two staffs.

It appears the junior high staff does not feel that individualized instruction is as important to the

learning process as the primary and intermediate staff. From this survey one might conclude that a staff of departmentalized junior high school teachers may need more inservice to implement a program of individualized instruction.

As the data illustrated, teachers in each school listed affective education activities as being important to learning. It appears that teachers in all three schools have been influenced by sources of information about affective education. Those sources would include the district inservice program, college and extension courses and professional books or journals.

Although the primary purpose of the paper was to determine teacher attitudes based on mean scores, individual survey items, when examined singularly, manifest interesting data on which to base further conclusions.

Survey item number twenty-six deals with establishing rules, regulations, standards, and then enforcing them. This activity is recommended by most teacher education programs and would be subscribed to by this author. What is interesting, is that the junior high staff ranked this item as the seventh most important item, only .1 of a mean score less than the most important item.

While this activity may lead to good discipline, it might also foster an over emphatic attitude on con-

sistency, and build inflexibility into the teachers' modes of teaching. Flexibility on the teachers part is one of the primary prerequisites of a successful individualized program. If this junior high staff were to change teaching modes, an administrator might carefully consider an inservice program that first creates an atmosphere of receptive attitudes and flexibility, before introducing individualized instruction to this junior high staff.

Another potential problem area if change were advocated, might be found in item four. This item refers to building excitement and interest into the learning atmosphere through various interest centers. Whereas the primary school ranked it as the seventh most important item, the intermediate staff and junior high staff ranked it as the twenty-third and twenty-fifth most important activity.

The inference drawn from this item would be that in two schools an observer would most likely find teachers who are more interested in teaching cognitive data than in teaching pupils. In the third school, this observer would find teachers who are attempting to accommodate the various learning modes displayed by their pupils through various learning centers.

The differences in staff opinions can be viewed again on close examination of item number eighteen:

Noise, distraction, and confusion should be at a minimum in the classroom. Normal expectations in an individualized classroom are that there would be some distraction since individuals or groups of students would be performing different tasks, that is, not all working on the same assignment at the same time. Since multiple assignments would create corresponding multiple stimuli, one would expect some noise or distraction as individuals or groups of students succeed at the assigned task.

The junior high staff felt that noise and distraction should be held at a minimum. The item received a high mean score and was ranked in the top third of all items.

The primary staff, recipients of more inservice in this area, ranked this time in the lower third of all items. Obviously, mobility, noise, and minor distractions were of little significance to the primary school staff.

A district mean score of 3.7 on a scale of one to five was generated for item number ten: An individualized learning program is an effective means to academic learning. Although an advocate of individualized instruction might have hoped for a higher mean score, this average score might be deceiving.

A reason can be found when the junior high staff mean score is examined. The staff, consistent with

earlier items on individualized instruction, achieved a mean score of 2.8 and a ranking of thirty on a thirty item test.

The evidence clearly indicates individualized instruction, to be effective at the junior high level, would require an inservice program that concerned itself with teacher attitude as well as teacher education.

Recommendations for Further Study

It is recommended that further study of teachers and their attitudes include the following:

1. A statistical analysis should be applied to the data.
2. A larger sample should be involved in the project.
3. A more precise instrument should be developed.

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APPENDIX

HELP IMPROVE TEACHING

The following is a list of thirty techniques or ways for developing classroom learning. Would you read each one and check your rating or evaluation for each one? The rating is on a scale of 1 to 5 with one (1) indicating that you do not consider the item important for effective classroom learning and five (5) indicating that you consider the item extremely important and most essential for classroom learning.

Your cooperation in completing this evaluation is very much appreciated.

Place a check (✓ or x) under the rating that you give each item:

	<u>NOT IMP.</u>		<u>EXT. IMP.</u>		
	1	2	3	4	5
1. Provide learning experiences in a "fun" way by involving the child in games that allow for movement, feeling, hearing, and seeing:					
2. Allow students to work with fellow classmates as partners or small groups so they can learn from each other:					

	<u>NOT IMP.</u>			<u>EXT. IMP.</u>	
	1	2	3	4	5
3. Important concepts and tasks should be repeated and reinforced in as many ways as possible:	—	—	—	—	—
4. Instill excitement in the learning atmosphere of the classroom through interest centers, reading centers, learning centers, listening centers, and centers for independent study:	—	—	—	—	—
5. Recognize each child as an individual with feelings and needs. Provide positive reinforcement to build up the students self-image:	—	—	—	—	—
6. The classroom teacher should have complete daily lesson plans:	—	—	—	—	—
6. A. The teacher should correct all daily work completed by the students:	—	—	—	—	—
7. Provide opportunity for each child to experience self-directed problem-solving experiences (self-directed learning):	—	—	—	—	—
8. A constant daily monitoring and re-evaluation of the child's achievement is essential to effective learning:	—	—	—	—	—
9. Each child should be able to realize and experience daily success in his academic work:	—	—	—	—	—
10. An individualized learning program is an effective means to academic learning:	—	—	—	—	—
11. The use of a skilled aide or trained parent volunteer can be helpful in the classroom learning process:	—	—	—	—	—

	<u>NOT IMP.</u>		<u>EXT. IMP.</u>		
	1	2	3	4	5
12. Use some form of Behavior Modification (Reinforcement) in the daily learning process to help insure academic learning:	---	---	---	---	---
13. The use of students as "buddies" can be helpful in working with slow learning students or any student requiring remedial help:	---	---	---	---	---
14. See that children develop friends. A child will learn better when they feel accepted and are socially secure:	---	---	---	---	---
15. The classroom learning process should develop thinking skills, curiosity, and questioning skills. These are the self-starters for learning:	---	---	---	---	---
16. A positive teacher attitude is important to learning. (Being happy, friendly, cooperative, being fair, and understanding and establishing a positive teacher-child relationship):	---	---	---	---	---
17. Working with small groups or on a one-to-one teacher-child relationship is very helpful to insure learning:	---	---	---	---	---
18. Noise, distractions, and confusions should be at a minimum in the classroom:	---	---	---	---	---
19. Use peer pressure to help slower students with specific learning skills:	---	---	---	---	---
20. Frequent teacher-parent conferences are important to learning. If a positive teacher-parent relationship is maintained, the student is more motivated to achieve and learn:	---	---	---	---	---

	<u>NOT IMP.</u>			<u>EXT. IMP.</u>	
	1	2	3	4	5
21. Provide many classroom activities so the children can move from one learning task to another:	—	—	—	—	—
22. Provide work at the child's level of ability and achievement. (Teach to the needs of the child:	—	—	—	—	—
23. Allow the students to correct their own papers. This makes for a good learning experience:	—	—	—	—	—
24. Provide opportunity for the child to self-evaluate himself. (What do you think you can do to improve your work? etc.):	—	—	—	—	—
25. Listen to children with sincerity, honesty, and interest. Display empathy. This provides a relationship that encourages learning:	—	—	—	—	—
26. Establish standards, rules, and regulations for the classroom. Make certain these are enforced. This makes for a good learning environment:	—	—	—	—	—
27. Learning by observations is an important method to use. (Field trips, classroom experiments, etc.):	—	—	—	—	—
28. A soft tone of the teacher's voice can be conducive to good listening-learning skills:	—	—	—	—	—
29. The teacher should be flexible in approaches and methods. Alternative methods must be used to insure that learning is going to take place with each student:	—	—	—	—	—
30. A check list or progress report for each child's daily work is an important way to motivate learning:	—	—	—	—	—

** PLEASE INDICATE GRADE LEVEL BEING TAUGHT: _____ GRADE