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A SURVEY OF TEACHER ATTITUDES TOWARD THE VALUE  
AND AVAILABILITY OF AUDIO-VISUAL EQUIPMENT,  
MATERIALS AND SERVICES IN TWO SELECTED SCHOOLS  
(TITLE)

BY

JERRY L. FELGENHOUR

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

SPECIAL PROBLEMS IN AUDIO-VISUAL EDUCATION  
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1967  
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*August 2, 1967*  
DATE

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	ii
LIST OF TABLES . . . . .	iv
CHAPTER	
I INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	3
Scope of the Study . . . . .	3
Method of the Study and Treatment of the Data . . . . .	3
Hypotheses . . . . .	4
II FINDINGS OF THE CHECKLIST QUESTIONNAIRES . . . . .	5
The Attitude Checklist . . . . .	5
Buzzard Laboratory School . . . . .	5
Mark Twain School . . . . .	6
The Availability Checklist . . . . .	22
Buzzard Laboratory School . . . . .	22
Mark Twain School . . . . .	23
III SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	36
Summary . . . . .	36
Conclusions . . . . .	36
Recommendations . . . . .	37
APPENDIX A . . . . .	39
APPENDIX B . . . . .	42
APPENDIX C . . . . .	45
BIBLIOGRAPHY . . . . .	47

LIST OF TABLES

Table	Page
1. Number and Percentage of Laboratory School Teachers' Attitude Responses Toward Audio-Visual Equipment . . . . .	8
2. Number and Percentage of Mark Twain School Teachers' Attitude Responses Toward Audio-Visual Equipment . . . . .	10
3. Number and Percentage of Laboratory School Teachers' Attitude Responses Toward Audio-Visual Materials . . . . .	14
4. Number and Percentage of Mark Twain School Teachers' Attitude Responses Toward Audio-Visual Materials . . . . .	16
5. Number and Percentage of Laboratory School Teachers' Attitude Responses Toward Audio-Visual Services. . . . .	20
6. Number and Percentage of Mark Twain School Teachers' Attitude Responses Toward Audio-Visual Services. . . . .	21
7. Availability by Number and Per Cent of Audio-Visual Equipment by Laboratory School Teachers. . . . .	24
8. Availability by Number and Per Cent of Audio-Visual Equipment by Mark Twain School Teachers. . . . .	26
9. Availability by Number and Per Cent of Audio-Visual Materials by Laboratory School Teachers. . . . .	29
10. Availability by Number and Per Cent of Audio-Visual Materials by Mark Twain School Teachers. . . . .	31
11. Availability by Number and Per Cent of Audio-Visual Services by Laboratory School Teachers . . . . .	34
12. Availability by Number and Per Cent of Audio-Visual Services by Mark Twain School Teachers . . . . .	35

CHAPTER I  
INTRODUCTION

The term "instructional materials" is new to most teachers, but its meaning is simple and straight forward. It refers to a combination of audio-visual materials and printed matter to form a unified collection of all teaching resources.

The combination of printed and audio-visual materials in the classroom is nothing new. It is so common that most of us are probably not aware of it. Textbooks are full of illustrations, and storybooks would be uninteresting without pictures. Laboratory manuals contain drawings, and often pictures. Maps would be meaningless without legends and names. Practically all filmstrips contain explanatory captions. Sound motion pictures and sound filmstrips, of course, contain spoken commentary and dialogue. Field trips always involve oral explanations and often, written materials. Newer combinations occur in television, where we see a speaker on the screen or hear a commentary accompanying the picture.

The combination of printed and audio-visual materials is common today in the teaching materials available to the teacher. It appears that such combinations will become even more common in the future. All teaching materials have a special place in the classroom. Each one in a certain situation can make teaching more effective than any of the others. The chalkboard drawing is convenient and easily

changed. The feltboard is inexpensive and colorful, while the field trip is perhaps the nearest thing to the real experience. A good teacher who has all these materials at his command will use each one where it does the best job of teaching.

Integration of materials is not new, but the greatly intensified use of all types and combinations of materials is imminent.<sup>1</sup>

The availability of audio-visual equipment, materials, and services to the teacher at a time when they are needed will determine, to a large extent, the positive or negative attitudes of a teacher. It is expected that through this study, a clearer idea may be obtained of the actual importance of an Instructional Materials Center located within the school. An evaluation was made in order to determine teachers' attitudes toward audio-visual equipment, materials, and services in conjunction with their availability to the teachers.

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<sup>1</sup>Illinois Curriculum Program, Instructional Materials, Springfield Office of the Superintendent of Public Instruction, 1963, pp.7-8.

### Purposes of the Study

The purposes of this study were (1) to determine the teachers' attitudes in a specific elementary school which has an instructional materials center, toward audio-visual equipment, materials, and services as compared to those in a specific elementary school which does not have an instructional materials center, (2) to determine the availability of audio-visual equipment, materials, and services at the teachers' respective schools.

### Scope of the Study

This study was concerned only with the teachers' attitudes toward audio-visual equipment, materials, and services, and their availability in grades one through six of two Charleston, Illinois, elementary schools of approximately the same size: Eastern Illinois University Buzzard Laboratory School and Mark Twain Public School.

### Method of Study and Treatment of Data

The procedure for this study started with the construction of two checklists: an attitude checklist composed of equipment, materials, and services as recommended by The Department of Audio-Visual Instruction (DAVI). (See Appendix A.) The other checklist was an availability checklist which determined the availability of such equipment, materials, and services to the teachers in their respective schools. (See Appendix B.)

The attitude checklist responses used were as follows: Of Great Value, Of Some Value, No Opinion, Of Little Value, Of No Value.



These responses were used to make up a scale referred to as the Teacher Attitude Scale.

The availability checklist responses used were as follows: Yes, No, Do Not Have, and Do Not Know.

Upon completion of both checklists by the teachers of both participating schools, the information gathered was analyzed through the use of various statistical techniques with the findings tabulated and reported through the use of tables accompanied by a written summary.

### Hypotheses

#### Hypothesis I

Teachers from the Buzzard Laboratory School will have a significantly better understanding and knowledge of the equipment, materials, and services through the existence of the IMC than teachers from Mark Twain School, which is without IMC facilities and professional audio-visual staff.

#### Hypothesis II

Teachers from the Laboratory School will reflect a more favorable attitude toward audio-visual equipment, materials, and services than will the teachers from Mark Twain School.

#### Hypothesis III

There will be a direct relationship between the attitudes toward audio-visual equipment, materials, and services and the availability of audio-visual equipment, materials, and services.

## CHAPTER II

### FINDINGS OF TEACHER QUESTIONNAIRE CHECKLIST

The purpose of this study was to determine the relationship between teachers' attitudes toward audio-visual equipment, materials, and services and their availability. This study was conducted through the use of a checklist questionnaire. The questionnaire was used in both the Eastern Illinois University Buzzard Laboratory School and the Charleston Mark Twain Public School. The questionnaire was given to the school principals, who in turn distributed them to the teachers. A total of twenty-four teachers was used in the survey. Of the twenty-four teachers used, twenty responded to the questionnaire.

#### Attitude Responses Toward Audio-Visual Equipment

The first category of the questionnaire checklist was concerned with the Teachers' attitudes toward audio-visual equipment. Table I shows the tabulated results of the Laboratory School teachers' attitudes toward audio-visual equipment. An examination of the table showed that of the equipment listed: the 16mm projector, filmstrip projector, tape recorder, and projection screen were all rated to be either of great value or of some value. A total of ninety per cent rated each to be of great value, while ten per cent rated each to be of some value. All equipment was rated positively with the exception of the public address system. This was rated of no value by twenty per cent of the teachers and of little value by ten per

cent of the teachers. Forty per cent offered no opinion. As a whole, the teachers rated most of the equipment as being of either great value or some value. Few offered no opinion or of little or no value.

Table 2 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 1, it was found that the 16mm projector, record player, copy machine, projection screen, duplicator, transparency maker, and overhead projector were rated to be either of great value or of some value. The 16mm projector was rated of great value by ninety per cent of the teachers and of some value by ten per cent of the teachers. The record player, copy machine, projection screen, and duplicator were rated of great value by eighty per cent of the teachers and of some value by twenty per cent. The transparency maker was rated of great value or of some value by seventy per cent and thirty per cent respectively, while the overhead projector was rated of great value by sixty per cent and of some value by forty per cent. From this it can be seen that only the 16mm projector and the projection screen were rated equally by both groups of teachers. It was noted in Table 1 that the 8mm single concept projector, microprojector, video tape recorder, and the photographic camera were seldom in the areas of great value and of some value. The microprojector was rated of great value or of some value by only twenty per cent of the teachers. The 8mm single concept projector, video tape recorder and photographic camera were

rated by only forty per cent of the teachers.

TABLE 1

NUMBER AND PERCENTAGE OF LABORATORY SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL EQUIPMENT

EQUIPMENT	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Projector	9	90	1	10	0	0	0	0	0	0
2. 8mm Single Concept Projector	0	0	5	50	3	30	0	0	1	10
3. Filmstrip Projector	9	90	1	10	0	0	0	0	0	0
4. Slide Projector	3	30	6	60	0	0	1	10	0	0
5. Microprojector	0	0	5	50	1	10	2	20	0	0
6. Public Address System	1	10	2	20	4	40	1	10	2	20
7. Record Player	6	60	4	40	0	0	0	0	0	0
8. Tape Recorder	9	90	1	10	0	0	0	0	0	0
9. Video Tape Recorder	8	80	1	10	1	10	0	0	0	0
10. Overhead Projector	7	70	3	30	0	0	0	0	0	0

TABLE 1 (Continued)

NUMBER AND PERCENTAGE OF LABORATORY SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL EQUIPMENT

EQUIPMENT	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Opaque Projector	2	20	5	50	0	0	2	20	0	0
12. Dry Mount Press	0	0	8	80	2	20	0	0	0	0
13. Copy Machine	6	60	4	40	0	0	0	0	0	0
14. Camera	1	10	8	80	1	10	0	0	0	0
15. Screen	9	90	1	10	0	0	0	0	0	0
16. Duplicator	8	80	2	20	0	0	0	0	0	0
17. Transparency Maker	6	60	4	40	0	0	0	0	0	0

TABLE 2

NUMBER AND PERCENTAGE OF MARK TWAIN SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL EQUIPMENT

EQUIPMENT	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Projector	9	90	1	10	0	0	0	0	0	0
2. 8mm Single Concept Projector	3	30	1	10	3	30	0	0	0	0
3. Filmstrip Projector	5	50	4	40	1	10	0	0	0	0
4. Slide Projector	4	40	4	40	2	20	0	0	0	0
5. Microprojector	1	10	1	10	2	20	0	0	0	0
6. Public Address System	5	50	3	30	0	0	1	10	0	0
7. Record Player	8	80	2	20	0	0	0	0	0	0
8. Tape Recorder	5	50	5	50	0	0	0	0	0	0
9. Video Tape Recorder	3	30	1	10	2	20	0	0	0	0
10. Overhead Projector	6	60	4	40	0	0	0	0	0	0

TABLE 2 (Continued)

NUMBER AND PERCENTAGE OF MARK TWAIN SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL EQUIPMENT

EQUIPMENT	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Opaque Projector	2	20	7	70	1	10	0	0	0	0
12. Dry Mount Press	4	40	5	50	1	10	0	0	0	0
13. Copy Machine	8	80	2	20	0	0	0	0	0	0
14. Camera	1	10	3	30	3	30	2	20	1	10
15. Screen	8	80	2	20	0	0	0	0	0	0
16. Duplicator	8	80	2	20	0	0	0	0	0	0
17. Transparency Maker	7	70	3	30	0	0	0	0	0	0



### Attitude Responses Toward Audio-Visual Materials

The second category of the questionnaire checklist was concerned with the teachers' attitudes toward audio-visual materials. Table 3 shows the tabulated results of the Laboratory School teachers' attitudes toward audio-visual materials. An examination of the table showed that of the materials listed; 16mm films, transparencies, pictures, records, and tapes were rated to be either of great value or of some value. A total of ninety per cent rated them to be of some value. Tapes were rated of great value by eighty per cent of the teachers and of some value by twenty per cent. Pictures and transparency originals were rated of great value by seventy per cent of the teachers and of some value by thirty per cent. Transparencies and records were rated of great value by sixty per cent of the teachers and of some value by forty per cent.

In Table 3 the teachers' ratings for lamination materials and Chartex backed materials showed that forty and fifty per cent respectively gave no opinion as to their value. As a whole, the teachers rated most of the materials as being of great value or of some value. Several teachers offered no opinion, but few offered of little or no value.

Table 4 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 3, it was found that records, spirit masters, filmstrips, and transparency originals were rated to be either of great value

or of some value. Records were rated to be of great value by one hundred per cent of the teachers. Spirit masters were rated of great value by seventy per cent of the teachers and of some value by thirty per cent. Filmstrips and transparency originals were rated of great value by sixty per cent of the teachers and of some value by forty per cent.

It was noted in Table 4 that the chartex ratings ran parallel to those in Table 3 in that few teachers rated it to be of great value or of some value. Lamination materials ratings were opposite to those in Table 3, in that sixty per cent of the teachers rated them to be of great value with thirty per cent of the teachers rating them to be of some value. As a whole, most of the teachers rated the materials to be of great value or of some value with few teachers offering no opinion, of little value, or no value.

TABLE 3

NUMBER AND PERCENTAGE OF LABORATORY SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL MATERIALS

MATERIALS	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Films	9	90	1	10	0	0	0	0	0	0
2. 8mm Single Concept Films	0	0	6	60	2	20	0	0	1	10
3. 2x2 Slides	1	10	8	80	0	0	1	10	0	0
4. Filmstrips	9	90	1	10	0	0	0	0	0	0
5. Transparencies	6	60	4	40	0	0	0	0	0	0
6. Pictures	7	70	3	30	0	0	0	0	0	0
7. Dry Mount Tissue	0	0	8	80	1	10	0	0	0	0
8. Lamination Materials	0	0	5	50	4	40	0	0	0	0
9. Chartex	0	0	2	20	5	50	1	10	0	0
10. Records	6	60	4	40	0	0	0	0	0	0

TABLE 3 (Continued)

NUMBER AND PERCENTAGE OF LABORATORY SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL MATERIALS

MATERIALS	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Tapes	8	80	2	20	0	0	0	0	0	0
12. Copy Materials	4	40	5	50	0	0	0	0	0	0
13. Spirit Masters	7	70	2	20	1	10	0	0	0	0
14. Transparency Originals	7	70	3	30	0	0	0	0	0	0



TABLE 4 (Continued)

NUMBER AND PERCENTAGE OF MARK TWAIN SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL MATERIALS

MATERIALS	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Tapes	4	40	4	40	0	0	0	0	0	0
12. Copy Materials	5	50	3	30	0	0	0	0	0	0
13. Spirit Masters	7	70	3	30	0	0	0	0	0	0
14. Transparency Originals	6	60	4	40	0	0	0	0	0	0

### Attitude Responses Toward Audio-Visual Services

The third category of the questionnaire checklist was concerned with the teachers' attitudes toward audio-visual services. Table 5 shows the tabulated results of the Laboratory School teachers' attitudes toward audio-visual services. An examination of the table showed that of the services listed; consultation, film ordering, in-service training, and duplication were all rated to be either of great value or of some value. Consultation was rated of great value by ninety per cent of the teachers and of some value by ten per cent. Film ordering was also rated of great value by ninety per cent of the teachers. In-service training and duplication were rated of great value by eighty per cent of the teachers and of some value by twenty per cent. Receiving the lowest rating of the services listed was tape dubbing, which had an of great value rating of ten per cent and an of some value rating of forty per cent.

Table 6 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 5, it was found that consultation, in-service training, duplication, transparency production, and spirit master production were rated to be either of great value or of some value. Duplication was rated to be of great value by one hundred per cent of the teachers. Transparency production was rated of great value by ninety per cent of the teachers and of some value by ten per cent. Spirit master production was rated of great value by eighty per cent of the

teachers and of some value by twenty per cent. In-service training was rated of great value by seventy per cent and of some value by thirty per cent. Consultation was rated of great value by sixty per cent of the teachers and of some value by forty per cent.

It was noted in Table 6 that tape dubbing and film ordering were seldom rated of great value or of some value. As a whole, the teachers rated most of the services as either being of great value or of some value. Few offered no opinion or of little or no value.



TABLE 5

NUMBER AND PERCENTAGE OF LABORATORY SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL SERVICES

SERVICES	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. Duplication	8	80	2	20	0	0	0	0	0	0
2. Transparency Production	5	50	4	40	0	0	0	0	0	0
3. Spirit Master Production	6	60	2	20	1	10	0	0	0	0
4. Single Copy Prints	1	10	8	80	0	0	0	0	0	0
5. Film Ordering	9	90	0	0	1	10	0	0	0	0
6. Tape Dubbing	1	10	4	40	3	30	0	0	0	0
7. In Service Training	8	80	2	20	0	0	0	0	0	0
8. Consultation	9	90	1	10	0	0	0	0	0	0

TABLE 6

NUMBER AND PERCENTAGE OF MARK TWAIN SCHOOL TEACHERS'  
ATTITUDE RESPONSES TOWARD AUDIO-VISUAL SERVICES

SERVICES	OF GREAT VALUE		OF SOME VALUE		NO OPINION		OF LITTLE VALUE		OF NO VALUE	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. Duplication	10	100	0	0	0	0	0	0	0	0
2. Transparency Production	9	90	1	10	0	0	0	0	0	0
3. Spirit Master Production	8	80	2	20	0	0	0	0	0	0
4. Single Copy Prints	5	50	0	0	1	10	0	0	0	0
5. Film Ordering	2	20	3	30	0	0	0	0	0	0
6. Tape Dubbing	2	20	1	10	2	20	0	0	0	0
7. In Service Training	7	70	3	30	0	0	0	0	0	0
8. Consultation	6	60	4	40	0	0	0	0	0	0

Availability of Audio-Visual Equipment

The fourth category of the questionnaire checklist was concerned with the teachers' appraisal of the availability of audio-visual equipment. Table 7 shows the tabulated results of the Laboratory School teachers' appraisal of the availability of audio-visual equipment. An examination of the table showed that of the equipment listed; the 16mm projector, slide projector, record player, tape recorder, and opaque projector were available to all teachers (100 per cent). Ninety per cent of the teachers listed the filmstrip projector and overhead projector as being available, while eighty per cent of the teachers listed the copy machine, duplicator, and transparency maker as available. Forty per cent of the teachers listed the public address system as not available in their school, while thirty per cent listed the 8mm single concept projector as not available.

Table 8 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 7, it was found that only the 16mm projector was available to all teachers (100 per cent). As in Table 7, ninety per cent of the teachers listed the filmstrip projector, overhead projector, and duplicator as being available. Eighty per cent listed the opaque projector and the dry mount press as available. Those listed as not available by forty per cent of the teachers were the 8mm single concept projector and the video tape recorder. Thirty per cent of the teachers stated that the 8mm single concept projector

was not available.

It was noted in Table 8 that as a whole, most of the equipment was said to be available in the school for the teachers' use.

TABLE 7

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
EQUIPMENT BY LABORATORY SCHOOL TEACHERS

EQUIPMENT	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Projector	10	100	0	0	0	0	0	0	0	0
2. 8mm Single Concept Projector	3	30	0	0	3	30	1	10	0	0
3. Filmstrip Projector	9	90	0	0	0	0	0	0	0	0
4. Slide Projector	10	100	0	0	0	0	0	0	0	0
5. Microprojector	3	30	2	20	1	10	3	30	0	0
6. Public Address System	5	50	0	0	4	40	1	10	0	0
7. Record Player	10	100	0	0	0	0	0	0	0	0
8. Tape Recorder	10	100	0	0	0	0	0	0	0	0
9. Video Tape Recorder	7	70	2	20	1	10	0	0	0	0
10. Overhead Projector	9	90	1	10	0	0	0	0	0	0

TABLE 7 (Continued)

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
EQUIPMENT BY LABORATORY SCHOOL TEACHERS

EQUIPMENT	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Opaque Projector	10	100	0	0	0	0	0	0	0	0
12. Dry Mount Press	7	70	1	10	0	0	1	10	1	10
13. Copy Machine	8	80	1	10	0	0	1	10	0	0
14. Camera	6	60	2	20	0	0	2	20	0	0
15. Duplicator	8	80	1	10	1	10	0	0	0	0
16. Transparency Maker	8	80	2	20	0	0	0	0	0	0

TABLE 8

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
EQUIPMENT BY MARK TWAIN SCHOOL TEACHERS

EQUIPMENT	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Projector	10	100	0	0	0	0	0	0	0	0
2. 8mm Single Concept Projector	1	10	4	40	3	30	0	0	1	10
3. Slide Projector	6	60	2	20	2	20	0	0	0	0
4. Filmstrip Projector	9	90	1	10	0	0	0	0	0	0
5. Microprojector	2	20	1	10	2	20	0	0	2	20
6. Public Address System	7	70	1	10	1	10	0	0	0	0
7. Record Player	8	80	1	10	1	10	0	0	0	0
8. Tape Recorder	8	80	0	0	1	10	0	0	1	10
9. Video Tape Recorder	2	20	4	40	2	20	0	0	0	0
10. Overhead Projector	9	90	1	10	0	0	0	0	0	0

TABLE 8 (Continued)

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
EQUIPMENT BY MARK TWAIN SCHOOL TEACHERS

EQUIPMENT	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Opaque Projector	8	80	2	20	0	0	0	0	0	0
12. Dry Mount Press	8	80	2	20	0	0	0	0	0	0
13. Copy Machine	7	70	1	10	0	0	0	0	1	10
14. Camera	5	50	3	30	2	20	0	0	0	0
15. Duplicator	9	90	0	0	0	0	0	0	0	0
16. Transparency Maker	6	60	2	20	0	0	0	0	0	0



### Availability of Audio-Visual Materials

The fifth category of the questionnaire checklist was concerned with the teachers' appraisal of the availability of audio-visual materials. Table 9 shows the tabulated results of the Laboratory School teachers' appraisal of the availability of audio-visual materials. An examination of the table showed that of the materials listed only filmstrips were available to all teachers (100 per cent). Ninety per cent of the teachers listed 16mm films, transparencies, pictures, records, and tapes as being available for their use. Forty per cent of the teachers indicated that they did not know whether 2x2 slides and lamination materials were available for their use.

Table 10 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 9, it was found that lamination materials were the only materials listed as available by all the teachers (100 per cent). Filmstrips, transparencies, and copy materials were listed as available by ninety per cent of the teachers. Forty per cent of the teachers listed 2x2 slides as not available for their use.

TABLE 9

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
MATERIALS BY LABORATORY SCHOOL TEACHERS

MATERIALS	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Films	9	90	1	10	0	0	0	0	0	0
2. 2x2 Slides	3	30	2	20	1	10	4	40	0	0
3. Filmstrips	10	100	0	0	0	0	0	0	0	0
4. Transparencies	9	90	1	10	0	0	0	0	0	0
5. Pictures	9	90	0	0	0	0	1	10	0	0
6. Dry Mount Tissue	6	60	0	0	0	0	2	20	1	10
7. Lamination Materials	4	40	1	10	0	0	4	40	1	10
8. Chartex	3	30	0	0	1	10	5	50	0	0
9. Records	9	90	1	10	0	0	0	0	0	0
10. Tapes	9	90	1	10	0	0	0	0	0	0

TABLE 9 (Continued)

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
MATERIALS BY LABORATORY SCHOOL TEACHERS

MATERIALS	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Copy Materials	8	80	1	10	0	0	1	10	0	0
12. Spirit Masters	7	70	1	10	0	0	0	0	0	0

TABLE 10

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
MATERIALS BY MARK TWAIN SCHOOL TEACHERS

MATERIALS	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. 16mm Films	8	80	1	10	1	10	0	0	0	0
2. 2x2 Slides	2	20	4	40	2	20	1	10	0	0
3. Filmstrips	9	90	1	10	0	0	0	0	0	0
4. Transparencies	9	90	1	10	0	0	0	0	0	0
5. Pictures	7	70	1	10	1	10	1	10	0	0
6. Dry Mount Tissue	8	80	2	20	0	0	0	0	0	0
7. Lamination Materials	10	100	0	0	0	0	0	0	0	0
8. Chartex	1	10	2	20	1	10	0	0	1	10
9. Records	8	80	2	20	0	0	0	0	0	0
10. Tapes	7	70	1	10	0	0	1	10	0	0

TABLE 10 (Continued)

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
MATERIALS BY MARK TWAIN SCHOOL TEACHERS

MATERIALS	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
11. Copy Materials	9	90	0	0	0	0	0	0	0	0
12. Spirit Masters	8	80	1	10	1	10	0	0	0	0

### Availability of Audio-Visual Services

The sixth and final category of the questionnaire checklist was concerned with the teachers' appraisal of the availability of Audio-Visual services. Table 11 shows the tabulated results of the Laboratory School teachers' appraisal of the availability of audio-visual services. An examination of the table showed that of the services listed Duplication, Film Ordering, In-Service Training, and Consultation were available to ninety per cent of the teachers. Spirit master production was listed by thirty per cent of the teachers as not available.

Table 12 shows the tabulated results of this part of the questionnaire as pertaining to Mark Twain School. In comparison to Table 11 it was found that duplication and transparency production services were available to ninety per cent of the teachers while In-Service Training and Consultation services were available to eighty per cent.

It was noted in Table 12 that, as a whole, most of the services listed were available to most of the teachers.



TABLE 12

AVAILABILITY BY NUMBER AND PER CENT OF AUDIO-VISUAL  
SERVICES BY MARK TWAIN SCHOOL TEACHERS

SERVICES	YES		NO		DO NOT HAVE		DO NOT KNOW		UNFAMILIAR	
	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT	NUM- BER	PER CENT
1. Duplication	9	90	1	10	0	0	0	0	0	0
2. Transparency Production	9	90	1	10	0	0	0	0	0	0
3. Spirit Master Production	7	70	1	10	1	10	0	0	0	0
4. Single Copy Prints	6	60	0	0	1	10	0	0	0	0
5. Film Ordering	7	70	1	10	1	10	0	0	0	0
6. Tape Dubbing	2	20	2	20	1	10	0	0	1	10
7. In Service Training	8	80	1	10	1	10	0	0	0	0
8. Consultation	8	80	1	10	0	0	0	0	0	0



## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The primary purposes of this study were (1) to determine the teachers' attitudes in a specific elementary school which has an instructional materials center, toward audio-visual equipment, materials, and services as compared to those in a specific elementary school which does not have an instructional materials center, (2) to determine the availability of audio-visual equipment, materials, and services at the teachers' respective schools.

In order to carry out these purposes, two checklists were developed: an attitude checklist and an availability checklist. Upon completion of both checklists by the teachers of both participating schools, the information gathered was analyzed through the use of various statistical techniques with the findings tabulated and reported through the use of tables accompanied by a written summary.

#### Conclusions

After a comparison of the information gathered the following conclusions have been made concerning the teachers' attitudes toward audio-visual equipment, materials and services and the availability of each to the teachers at their desired time of use.

1. As a whole, the teachers of Mark Twain School and Eastern Illinois University Laboratory School rated

most of the equipment, materials, and services as being either of great value or of some value. Few offered no opinion or of little or no value.

2. The presence of an Instructional Materials Center and a full time Audio-Visual Director in the Laboratory School did not result in higher average teacher attitudes as in availability of equipment, materials, and services. The teachers' attitudes toward equipment, materials, and services in both schools were apparently similar. Since this study did not cover the amount of usage, it is unknown whether the usage of the materials in the two schools is the same. Mark Twain School teachers indicated that the public address system was of value, while the Laboratory School teachers indicated that it was of no value. This is possibly due to the fact that Mark Twain School is equipped with an intercommunication public address system that was used for making the school announcements.

### Recommendations

The following recommendations have been made on the basis of the results of this study.

1. This study was conducted on a relatively small scale in comparison to the total number of high schools in Illinois. It is recommended that a more extensive and

comprehensive study be made to substantiate the findings.

2. Since this study did not cover the usage of equipment, materials, and services, a study should be made to determine whether or not an instructional materials center and full time director result in an increase in materials utilization.
3. Since this study was not concerned with the teachers' knowledge of the audio-visual equipment, materials, and services, a study to determine this knowledge is recommended.

APPENDIX A  
ATTITUDE CHECKLIST

Name of Teacher \_\_\_\_\_

Name of School \_\_\_\_\_

Questionnaire Checklist

## Part 1 - Attitude Checklist

## Directions:

All items are consecutively numbered on both the checklist and the accompanying answer sheet. Each item is to be answered according to your opinion of its value to your school. On the answer sheet place a heavy horizontal line in the appropriate answer space. Please answer each item with only one answer per question. If you are unfamiliar with any item please leave that item blank.

Equipment:	<u>Of Great Value</u>	<u>Of Some Value</u>	<u>No Opinion</u>	<u>Of Little Value</u>	<u>Of No Value</u>
1. 16mm Projector					
2. 8mm Single Concept Projector					
3. Filmstrip Projector					
4. Slide Projector					
5. Microprojector					
6. Public Address System					
7. Record Player					
8. Tape Recorder					
9. Video Tape Recorder					
10. Overhead Projector					
11. Opaque Projector					
12. Dry Mount Press					
13. Copy Machine					
14. Camera					
15. Screen					
16. Duplicator					
17. Transparency Maker					

<u>Materials:</u>	<u>Of Great Value</u>	<u>Of Some Value</u>	<u>No Opinion</u>	<u>Of little Value</u>	<u>Of No Value</u>
18. 16mm Films					
19. 8mm Single Concept Films					
20. 2x2 Slides					
21. Filmstrips					
22. Transparencies					
23. Pictures					
24. Dry Mount Tissue					
25. Lamination Materials					
26. Chartex					
27. Records					
28. Tapes					
29. Copy Materials					
30. Spirit Masters					
31. Transparency Originals					
<u>Services:</u>					
32. Duplicating					
33. Transparency Production					
34. Spirit Master Production					
35. Single Copy Prints					
36. Film Ordering					
37. Tape Dubbing					
38. In Service Training					
39. Consultation					

APPENDIX B  
AVAILABILITY CHECKLIST

## Part 2 - Availability Checklist

<u>Equipment:</u>	<u>Yes</u>	<u>No</u>	<u>Do Not Have</u>	<u>Do Not Know</u>
40. 16mm Projector				
41. 8mm Single Concept Projector				
42. Slide Projector				
43. Filmstrip Projector				
44. Microprojector				
45. Public Address System				
46. Record Player				
47. Tape Recorder				
48. Video Tape Recorder				
49. Overhead Projector				
50. Opaque Projector				
51. Dry Mount Press				
52. Copy Machine				
53. Camera				
54. Duplicator				
55. Transparency Maker				
 <u>Materials:</u>				
56. 16mm Films				
57. 2x2 Slides				
58. Filmstrips				
59. Transparencies				
60. Pictures				
61. Dry Mount Tissue				



Materials (cont.)

	<u>Yes</u>	<u>No</u>	<u>Do Not Have</u>	<u>Do Not Know</u>
62. Lamination Materials				
63. Chartex				
64. Records				
65. Tapes				
66. Copy Machines				
67. Spirit Masters				

Services:

68. Duplicating				
69. Transparency				
70. Spirit Master Production				
71. Single Copy Prints				
72. Film Ordering				
73. Tape Dubbing				
74. In Service Training				
75. Consultation				

APPENDIX C  
ATTITUDE AND AVAILABILITY  
CHECKLIST ANSWER SHEET

Answer Sheet to go with questionnaire on ELEMENTARY TEACHERS' ATTITUDES...

Name \_\_\_\_\_ School \_\_\_\_\_

1	31	61
2	32	62
3	33	63
4	34	64
5	35	65
6	36	66
7	37	67
8	38	68
9	39	69
10	40	70
11	41	71
12	42	72
13	43	73
14	44	74
15	45	75
16	46	
17	47	
18	48	
19	49	
20	50	
21	51	
22	52	
23	53	
24	54	
25	55	
26	56	
27	57	
28	58	
29	59	
30	60	

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