

1974

Attitude Survey of Selected Subgroups of Administration, Faculty, and Students Regarding Locally Produced Television Tapes at Oak Park and River Forest High School

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**Attitude Survey of Selected Subgroups of
Administration, Faculty, and Students
Regarding Locally Produced Television
Tapes at Oak Park and River Forest
High School**
(TITLE)

BY

Robert W. Rennels

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1974

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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ACKNOWLEDGMENTS

I would like to recognize the assistance and encouragement I received from several people. It was through the urging of Dr. Verne Stockman that this degree program, of which this paper is a portion, was first started. Through the continued encouragement of Dr. Gene Scholes this paper has reached its final form. A great portion of thanks goes to Dr. Floyd Landsaw whose patience and critical review insured that the final product was the best it could possibly be. To my wife, Martha, a deep debt of gratitude is due for helping me to reach my goal.

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CHAPTER I

INTRODUCTION

Television as a medium of communication and learning has been available to some of the general public since the early 1940's. In the years following World War II, the apparent success of television in the training of our armed forces spurred some educators to ask if it might be used in public education.

As Murphy and Gross (5:11) point out, "TV as an instructional tool was tried out at all levels of schooling throughout the country in the mid 1950's." But as Murphy and Gross (5:4) also indicate, and rightly so, "Change in education does not often come about smoothly . . . and more often than not it is 'hotly contested'." This fact was never more true than as it relates to the attempts to bring television into the classroom.

As Wittich and Schuller (9:523) point out, "Instructional television has now played an increasingly important part in the American educational scene for two decades." As a result, it has led to a situation that Haney and Ullmer (4:71) indicate makes, ". . . television at once the most heralded and the most tested of all the new media."

Even though television may well be the most highly scrutinized item of "new media," each school or educational group must seriously look at how their particular program is being handled and what it produces. This is the task that faces the media staff at Oak Park and River Forest High School.

One of the premier secondary schools in the United States, Oak Park and River Forest High School, approached instructional television at a time of great innovation for the school. The middle-to-late 1960's saw the introduction of television along with a computer-based random access information retrieval system.

Although television was an integral part of the computer-based random access retrieval system, a separate instructional television capability within the audio-visual portion of library and media services was developed. It is this separate television system in the audio-visual portion of library and media services that is the prime concern of this study.

In acquiring the instructional television equipment in 1967-1968, it was sincerely hoped that it could be developed into another medium of communication for all segments of the school community. The system that was purchased consisted of a video tape recorder, three cameras, a sync generator, mike mixer, and several monitors. An estimated six thousand dollars was spent in this acquisition of television components.

At a time in the school's history when money has now become a very important consideration and the concept of "educational accountability" is being pressed on educators, the value of this system to the school must be determined. As Costello and Gordon point out:

Evaluation will have to be done by those most directly involved . . . A director seeking a clear picture of how his installation is operating would be well advised to consult carefully the most responsible opinion available . . . reflecting the interests of administration, faculty, and students. (2:162)

It is in this spirit and context that this study was conducted.

Purpose of the Study

The purpose of the study was to assess and compare the attitudes of administration, faculty, and students within Oak Park and River Forest High School regarding locally produced television.

Questions

1. What is the attitude of the administration, as a group, toward locally produced television?
2. What is the attitude of the faculty, as a group, toward locally produced television?
3. What is the attitude of the students, as a group, toward locally produced television?

4. Is locally produced television thought to be an important means of learning by the administration, faculty, and students?
5. How can local television production at Oak Park and River Forest High School be continued and expanded?

Delimitations

1. The survey was to be given to all the administration and faculty and part of the student body at Oak Park and River Forest High School.
2. The results of this study were limited to the attitudes of the people making the samples.
3. The attitudes gathered were those expressed in a survey instrument devised by the author.
4. The subjects included in the study were restricted as follows:
 - a. all administration in the building
 - b. all faculty members on the teaching staff
 - c. students were chosen on an equal basis between those who were in classes where television was utilized and those not exposed to classroom televised materials but who were probably aware that it was being used in the high school

CHAPTER II

REVIEW OF LITERATURE

In an effort to determine what has been done with regard to attitude assessment of administrators, teachers, and students, a variety of sources were reviewed dating back to 1958. It should be noted that in the source material studied the context of the information was usually based on a comparison of instructional television teaching to that of conventional classroom teaching.

Murphy and Gross (5:58) report on a study by Guba and Snyder who studied teachers served by the Midwest Program on Airborne Television Instruction (M.P.A.T.I.). Although M.P.A.T.I. programs were superior, the overall teacher attitude reflected was quite negative. This, according to Guba and Snyder, was attributable to several factors:

1. teachers had no training in the use of TV
2. their roles were little changed by TV as it was used only once a day
3. patterns for use of TV in the classroom tended to be controlled by agents outside the teacher's control.

As pointed out by Guba and Snyder (5:50-59):

If television is not reaching its full potential in the classroom, . . . much of the blame must be placed at the feet of the school administrators who have made but half-hearted efforts to make ITV utilization possible.

The above finding is supported by Diamond (7:385) when he indicates:

The administrator has many responsibilities with television. It is his basic decision as to whether or not television is to be used and if so, how. As a key factor in implementing change, he is responsible for how the classroom teacher is introduced to the medium and how television is introduced to his district, to students, to teachers, and parents.

Another study that Murphy and Gross (5:59) noted is a national survey within higher and secondary education involving the Washington County (Maryland) school system, Detroit public schools, Chicago City College, and the University of Texas. Done in 1965 by the International Research Associates, the results of this study point up some information that is valuable:

Administrators and teachers at all four places were predominantly in favor of television instruction . . . Among students, there is a real split in opinion depending on the academic level of the student . . . The degree of top administrative support affects the climate of opinion . . . A person's role in the ITV project affects his attitudes . . . Favorable attitudes increase with the level of involvement in the TV project.

Several of these findings seem to agree with the results of other studies. Bobren and Siegel (1) conducted a study at the University of Illinois with select engineering students. The purpose of the study was to determine the effectiveness of

closed-circuit television instruction as compared to conventional instruction and student acceptance of television instruction. They found no significant difference in the achievement between TV groups versus conventional groups receiving the same information. However, TV students rated the course and instructor lower than those students who had not used the television medium.

Reid (6), in 1965 at the University of Missouri, conducted a study of attitudes of students at all levels of college work toward a combination of instructional television and other university experiences. He found for all questions asked no significant difference in students, freshmen through seniors, who were split between TV classes and conventional ones.

It is apparent from the studies cited here, that research in instructional television has yet to provide much in the way of highly valuable information. What the research attempts have produced is a drive by still more people in the field to be definitive and concrete in the findings they report.

It is hoped that the findings of this study will yield information that will aid in the decision making process with regard to television at Oak Park and River Forest High School.

CHAPTER III

METHODOLOGY

A survey instrument consisting of fifteen items was constructed. A rough draft of the instrument was appraised by members of the library and media services staff. This appraisal resulted in the adjustment of ambiguous questions and the addition of a sixteenth item.

The groups to be surveyed included (1) administration, (2) faculty (to include the library and media services staff), and (3) the student body. The faculty and students were further categorized into user, non-user, minimum user, and maximum user. The further breakdown was done for purposes of a more extensive comparison.

The survey instrument was administered to the administration and faculty through personal contact and the use of mailboxes. In the case of the students, survey instruments were given in classes through the cooperation of selected teachers. The instruments were administered and picked up immediately. Instructions concerning the completion of the instrument appeared in writing and were also given verbally to all groups surveyed.

Raw data from the completed questionnaires were recorded for each group completing the instrument, then converted into a percentile form for comparative analysis. In the case of faculty and student groups, a "t test" was conducted to determine if there was a significant difference in response to items on the instrument at the .05 level of confidence.

After the data were compiled and analyzed, it was reported in both tabular and narrative form. From these tables conclusions were drawn and recommendations were made.

Definitions

The following definitions are offered to aid in the understanding of this study.

1. Locally produced television: only television programming that is done in the Oak Park and River Forest High School by professional staff and/or students of the institution
2. User: anyone who uses locally produced television tapes
3. Non-user: anyone who has never used locally produced television tapes
4. Minimum User: anyone who uses locally produced television tapes less than once every week and a half during a six week period
5. Maximum user: anyone who uses locally produced television tapes at least once every week and a half during a six week period

The identification of the subjects for this study was predetermined by the basic organization of the Oak Park and River Forest High School. Administrative or instructional status was determined by how individuals were listed in the faculty/staff directory and what type of contract they received.

The designation of three groups was made for comparative purposes. These groups were administration (Group I), faculty (Group II), and students (Group III). In the case of faculty and students a further breakdown by user, non-user, minimum user and maximum user was made to provide more information for analysis.

Design of Survey Instrument

The survey instrument that was used for this study was constructed by the author. The basic format for the instrument was obtained from a questionnaire that Dr. Shirley Moore of the Psychology Department at Eastern Illinois University used in research on large group instruction.

An initial fifteen item instrument was presented to the staff of library and media services for evaluation. Suggestions were made concerning the arrangement of the items on the questionnaire. This group also suggested that a sixteenth item be added to the instrument.

The content of the instrument was constructed of positive and negative questions about instructional television. A one through five numerical scale was used so that respondents could indicate varying degrees of agreement or disagreement with questions that were asked. Class of respondent categories was also listed and had to be marked to ensure proper grouping of individuals completing the survey instrument.

Disposition of the Returned Questionnaires

The returned questionnaires were divided into the three major groups according to class of respondent circled by individuals completing the questionnaire. (See Appendix A for type of respondents.) In the case of faculty and student groups, the questionnaires were further broken down into user, non-user, minimum user, and maximum user categories.

There was a total return of 312 questionnaires collected from all three groups. This represented a 66% return of the 466 questionnaires in the test population. Table 1 shows the totals and percentages for each of the major groups. (See Appendix B.)

Results

Group I: Administrators

The personnel making up the administrative group of seven individuals all received administrative contracts. Due to the small number of individuals completing the survey in this group, no statistical treatment was attempted.

The administrative group appears to have a generally positive attitude toward instructional television as a learning medium. This fact is born out by a positive response level on both positive and negative questions. For example, questions one, two, three, four, six, seven, eleven, and twelve were designed as negative questions, and with the exception of four and twelve none of these registered below a 65% positive response. In the same context, questions five and thirteen through sixteen were designed as positive questions. Questions thirteen through sixteen showed a level of positive response in excess of 90%. (See Table Two, Appendix B.)

One unexplained variable appeared with the administrative group that is peculiar. It was assumed by the author that this group, in addition to being small, would also be classified "non-user" for the purpose of this study. However, several of the returned surveys were marked "minimum user." To the knowledge of the author, none of the administrative group has ever asked to utilize the television within the high school.

Group II: Faculty

It should be noted prior to presenting the results from the faculty questionnaires that because of the larger test group a "t test" was conducted. This statistical test was conducted to determine if any significant difference existed between the response of the two groups at the .05 level of confidence. The result of this test was "no significant difference." Since no difference was found, faculty data was analyzed in the percentile form.

There were ninety-five members of the instructional faculty who responded to the questionnaire. On both positive and negative questions, there was a high percentage of positive answers from this group.

With regard to specific questions, the positive trend continued to manifest itself. Question one, "The use of television tapes is a poor method of teaching," shows an overall percentage in excess of 60% disagreement or strong disagreement. (See Table Three, Appendix C.) The same disagreement holds for users of 70%; non-users only 10% lower at 60%; and with minimum users going over the 70% disagreement level. (See Tables Four, Five, and Six, Appendix C.)

Question eight, "Locally produced television programs should be an integral part of the total program at the high school," shows an overall agreement of more than 60% for the

entire faculty group tested. In the case of the thirty-two individuals making up the user group, better than 75% believed that television programming should be an integral part of the school program. Non-users in answering this question showed agreement among 55% of the sixty-three individuals who made up this test group. As was expected, however, 30% of the group remained neutral on the question. The group of twenty-nine individuals who made up the minimum user group agreed with the statement in excess of 75%. (See Tables Three through Six, Appendix C.)

Question thirteen reads "Oak Park and River Forest High School has the facilities necessary to produce video tapes." The overall response expressed by the faculty was positive for 78.9% of the total of ninety-five making up the group. This level of positive reaction was maintained throughout all the groups (users, non-users and minimum users). Except for the minimum users, the group percentages were all 80% or more in agreement with the question. (See Tables Three through Six, Appendix C.)

Question fourteen states "Opportunities to produce, design, and utilize television tapes in high school should be available to administration, faculty, and students." The overall response to this question was a 92.0% agreement among all ninety-five individuals. In the case of all other categories, there was agreement with the question in excess of 80%. (See Tables Three through Six, Appendix C.)

Group III: Students

A "t test" was conducted for the reasons previously cited in the faculty section and again no significant difference was found. The data were presented in a percentile form. Individuals from the student body made up the largest test sample with 210 completing the survey. On question one, "The use of television tapes is a poor method of teaching," the overall disagreement among those completing the survey was better than 70%. In fact, the non-user group was the only one who disagreed at a level less than 60%. (See Tables Seven through Eleven, Appendix D.)

Question eight, "Locally produced television programs should be an integral part of the total program at the high school," showed a 33.3% neutrality as compared to only 42.9% agreement from the 210 individuals who completed the survey. This level of neutrality is consistent for all the groups except for minimum users, a group of thirty individuals who expressed a 40% level of neutrality. In none of the groups does the figure for agreement among students reach 50% of the tested population. (See Tables Seven through Eleven, Appendix D.)

Question thirteen, "Oak Park and River Forest High School has the facilities necessary to produce video tapes," reflected a 59% overall positive response from all students completing the survey. Neutrality in regard to this question reached 38.1% and may be attributable to a lack of knowledge of what is

available. Throughout all the groups there was a 30% or higher level of neutrality to question thirteen.

Question fourteen, "Opportunities to produce, design, and utilize television tapes in high school should be available to administration, faculty, and students," was strongly supported by most of the test sample with an 84.7% response. The only exception was the non-users group with a 77.2% positive response. (See Tables Seven through Eleven, Appendix D.)

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

During the three year period from 1969 to 1972, the instructional television program at Oak Park and River Forest High School was observed in all stages of operation. It was determined that prior to making any recommendations for possible improvements in the program the attitudes of principal segments of the school community would have to be assessed. These groups to be assessed were administrators, faculty and portions of the student body. It was a basic assumption that the attitudes of the administration, faculty and student body should provide guidelines in any changes made with regard to television at Oak Park and River Forest High School.

A sixteen item survey instrument was designed and administered to all three groups. The data from the three groups was analyzed to establish an attitude for each group in answer to the question concerning their overall attitudes toward television at the local level. The analyzed data also allowed

recommendations to be formulated in answer to the question asked concerning what changes should be made, if any, in the present program.

Conclusions

The data gathered in this study have enabled the author to conclude that among all test groups there was a positive attitude toward television at Oak Park and River Forest High School.

The administrative group, it was assumed, might be the least knowledgeable about television and its use in the high school. Responses on the survey instrument showed just the opposite was the case. This is thought to be, on the surface, an encouragement to attempt change in the television program. Notwithstanding the possibility that the group answered the survey in terms of what they thought should be their image as administrators, it is felt that the sincerity should be taken at face value. The movement toward change and how it is accepted will either solidify or destroy the credibility of this group.

The instructional faculty showed a positive attitude toward television that was tempered with a skepticism as to just what uses could be made of it in the classroom. This skepticism is not viewed as a negative factor but rather points up the need for an avenue through which more faculty involvement

can be accomplished. The group of faculty members already using television will need to be used in the process of involving others on the faculty. Changes made in the program if handled properly will strengthen the support for television among the faculty.

The student body group, who represented the largest return on the survey, showed a fairly consistent split between a positive attitude and neutrality. This fact again was viewed not to be negative but rather a situation that was due to a lack of knowledge. There was a positive reaction from students who used television or were in classes where television was utilized, which might indicate a further desire to become more involved in the medium itself. Opportunities of all kinds need to be provided to ensure that the students' positive attitudes are reinforced.

Recommendations

In view of the strength of the positive response to instructional television at Oak Park and River Forest High School, the following recommendations are suggested for implementation:

1. An in-service program must be established for faculty and students with regard to all aspects of the television program. This in-service program is needed because of a lack of knowledge exhibited by a high neutral response to questions concerned with the satisfying of "student learning needs," whether "televised

information is boring," and that information from television would not be "clear and easily assimilated." An in-service program would be of assistance in:

- a. showing how student learning needs could be met through the use of the television medium
- b. that the proper use of television tapes could be an interesting means of presenting information
- c. the use of television could help to clarify difficult concepts or problems.

Thus the in-service program would provide an opportunity for both faculty and students to become more involved with television. This in turn would provide a stronger position from which the program could be expanded.

2. Aim a separate in-service program directly at the administrative ranks. Even though there was a high level of agreement on the use of television within the high school by administrators, their neutrality on certain questions concerned with student learning, large group versus small group instruction, and the validity of television as a medium of instruction would contribute to the potential of an extensive in-service program for the administrative group. Reflecting a concern for the proper utilization of present television equipment, the administration

could be kept abreast of the uses the faculty was making of the television system and, also, could be shown ways they, the administrators, could use this medium.

3. Establish a higher level of utilization of television by all groups within the school population by one to one teacher contact, written communication on means and methods of television utilization within specific subject areas, and extensive small group mini-lessons in television production techniques.

Expansion of utilization of television is supported by a highly positive response on several points. The belief was expressed that television should be an "integral part of the total school program," and that "opportunities to participate" in television should be encouraged on the part of administrators, faculty and students. If these responses reflect the true consensus of all groups, then, more utilization of television is needed to meet these demands.

4. Provide, through the cooperation of all the departments, opportunities for involvement of all groups in the school in program planning, design, and implementation with regard to television. More "design, production, and use of television" was strongly indicated by administrators, faculty, and students. They indicated that opportunities in this regard needed to be increased. It is felt that a possible starting point for this

expansion might be in the English and Speech/Drama Departments because of their curriculum offerings.

5. A follow-up study should be conducted in five years using a more sophisticated survey instrument to obtain additional data to use in making judgements about the television program.

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APPENDIX A

ATTITUDE SURVEY--LOCALLY PRODUCED TELEVISION
OAK PARK AND RIVER FOREST HIGH SCHOOL

CLASS OF RESPONDENT: (Circle the appropriate classification.
Each respondent should have at least
two different classifications circled.)

Faculty

Administration

Students

Non-user: Anyone who has never used locally produced tapes

User: Anyone who uses locally produced television tapes

Maximum User: Anyone who uses locally produced
television tapes at least once
every week and a half during a
six weeks period.

Minimum User: Anyone who uses locally produced
television tapes less than once
every one and a half weeks during
a six weeks period.

RESPONSE OPTIONS: For each question choose the number which most
closely reflects your opinion.

1. I strongly agree with this statement.
2. I agree with this statement.
3. I can neither agree or disagree with this statement.
4. I disagree with this statement.
5. I strongly disagree with this statement.

Other: _____

- ___ 1. The use of television tapes is apparently a poor method of teaching.
- ___ 2. I could not be involved in discussion and exchange of information in a class where television is used.

Attitude Survey (Cont.)

- ___3. Student learning needs are not taken into consideration in locally produced video tapes.
- ___4. Extensive use of teaching by television would mean large classes and less contact with teachers for students.
- ___5. I would look forward to a class where television is used in the presentation of information.
- ___6. Courses that utilize television tapes to present information are boring.
- ___7. The television teacher is remote and unreal to the student.
- ___8. Locally produced television programs should be an integral part of the total program at the high school.
- ___9. Using television for the passage of basic information will free teachers for individual help to students.
- ___10. Instruction or explanation presented by means of television tapes can help to clarify difficult principles or concepts.
- ___11. Instruction or explanation presented on television tapes will not be clear and easily assimilated by students.
- ___12. Production of television tapes requires a substantial monetary commitment.
- ___13. Oak Park and River Forest High School has the facilities necessary to produce video tapes.
- ___14. Opportunities to produce, design and utilize television tapes in high school should be available to administration, faculty, and students.
- ___15. The effort put forth to produce television tapes locally is definitely worthwhile.

Attitude Survey (Cont.)

RESPONSE OPTIONS: Pick the response that most clearly represents your attitude toward the statement given.

___16. Opportunities to participate in a class in which television tapes are used should be:

___1. Non-existent

___2. Very limited

___3. Undecided

___4. Encouraged

___5. Extensive

APPENDIX B

TABLE 1

DISTRIBUTION OF QUESTIONNAIRES SENT AND RETURNED

Groups	Number of Questionnaires Sent	Number of Questionnaires Returned	Percentage of Questionnaires Returned
Administrators (Group I)	7	7	100.00
Faculty (Group II)	249	95	26.21
Students (Group III)	210	210	100.00
	==	==	==
Totals	466	312	68.00

APPENDIX C

TABLE 2

ADMINISTRATIVE ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	0	12.5	0	37.5	50.0	0
2	0	0	12.5	37.5	50.0	0
3	0	0	37.5	37.5	25.0	0
4	0	25.0	37.5	37.5	0	0
5	37.5	25.0	12.5	37.5	0	0
6	0	0	0	62.5	37.5	0
7	0	0	25.0	62.5	12.5	0
8	0	87.5	0	0	12.5	0
9	12.5	75.0	12.5	0	0	0
10	25.0	62.5	12.5	0	0	0
11	0	12.5	0	87.5	0	0
12	12.5	12.5	37.5	37.5	0	0
13	25.0	62.5	12.5	0	0	0
14	12.5	87.5	0	0	0	0
15	12.5	62.5	12.5	0	0	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	0	0	12.5	87.5	0	0

^aThe number of respondents equals seven.

TABLE 3

FACULTY ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	5.3	3.2	29.5	43.2	17.9	1.1
2	1.1	1.1	10.5	46.3	19.1	1.1
3	2.1	0	16.7	40.0	16.8	4.2
4	8.4	33.7	22.1	25.3	9.5	1.1
5	6.3	51.6	31.6	7.4	3.2	0
6	2.1	7.4	44.2	36.8	5.3	4.2
7	7.4	20.0	29.5	36.8	2.1	4.2
8	20.0	42.1	25.3	9.5	1.1	2.1
9	12.6	55.8	14.7	8.4	5.3	3.2
10	14.7	61.1	16.8	5.3	1.1	1.1
11	0	4.2	28.4	58.0	6.3	3.2
12	14.7	39.0	33.7	8.4	1.1	3.2
13	24.2	54.7	15.8	3.2	0	2.1
14	36.8	55.8	5.3	1.1	0	1.1
15	20.0	49.5	23.2	4.2	1.1	2.1
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	0	2.1	11.6	74.7	8.4	3.2

^aThe number of respondents equals ninety-five.

TABLE 4

FACULTY USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	6.3	3.1	15.6	46.9	28.1	0
2	3.1	0	3.1	37.5	56.3	0
3	3.1	0	18.8	50.0	25.0	3.1
4	9.4	28.1	18.8	31.3	12.5	0
5	9.4	53.1	28.1	6.3	3.1	0
6	0	6.3	31.3	50.0	3.1	9.4
7	6.3	21.9	18.8	40.6	3.1	9.4
8	28.1	16.9	15.6	6.3	0	3.1
9	18.8	59.4	9.4	3.1	3.1	6.3
10	25.0	62.5	12.5	0	0	0
11	0	0	28.1	62.5	6.3	3.1
12	12.5	37.5	21.9	18.8	0	9.4
13	34.4	53.1	3.1	6.3	0	3.1
14	50.0	37.5	6.3	3.1	0	3.1
15	28.1	50.0	9.4	6.3	3.1	3.1
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	0	0	6.3	71.9	15.6	6.3

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^aThe number of respondents equals thirty-two.

TABLE 5

FACULTY NON-USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	4.8	3.2	36.5	41.3	12.7	1.6
2	0	1.6	14.3	50.8	31.7	1.6
3	1.6	0	46.0	34.9	12.7	4.8
4	7.9	36.5	23.8	22.2	7.9	1.6
5	4.8	50.8	33.3	7.9	3.2	0
6	3.2	7.9	50.8	30.2	6.3	1.6
7	7.9	19.0	34.9	34.9	1.6	1.6
8	15.9	39.7	30.2	11.1	1.6	1.6
9	9.5	54.0	17.5	11.1	6.3	1.6
10	9.5	60.3	19.0	7.9	1.6	1.6
11	0	6.3	28.6	55.6	6.3	3.2
12	15.9	39.7	39.7	3.2	1.6	0
13	19.0	55.6	22.2	1.6	0	1.6
14	30.2	65.1	4.8	0	0	0
15	15.9	49.2	30.2	3.2	0	1.6
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	0	3.2	14.3	76.2	4.8	1.6

^a The number of respondents equals sixty-three.

TABLE 6

FACULTY MINIMUM-USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	6.9	3.4	17.2	48.3	24.1	0
2	3.4	0	3.4	37.9	55.2	0
3	3.4	0	20.7	48.3	24.1	3.4
4	10.3	24.1	20.7	31.0	13.8	0
5	6.9	51.7	31.0	6.9	3.4	0
6	0	6.9	34.5	48.3	0	10.3
7	6.7	20.7	20.7	41.4	0	10.3
8	31.0	44.8	13.8	6.9	0	3.4
9	20.7	55.2	10.3	3.4	3.4	6.9
10	17.2	69.0	13.8	0	0	0
11	0	0	31.0	62.1	3.4	3.4
12	10.3	41.4	20.7	17.2	0	10.3
13	34.5	51.7	3.4	6.9	0	3.4
14	44.8	41.4	6.9	3.4	0	3.4
15	24.1	51.7	10.3	6.9	3.4	3.4
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	0	0	6.9	72.4	13.8	6.9

^a The number of respondents equals twenty-nine.

APPENDIX D

TABLE 7

STUDENT ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	3.3	9.0	13.3	49.0	24.3	1.0
2	3.3	9.0	12.4	50.0	24.3	1.0
3	2.9	10.0	40.0	32.9	12.9	1.4
4	18.1	42.9	21.9	14.3	2.4	.5
5	13.3	33.8	30.5	14.3	7.6	.5
6	3.3	14.8	38.6	35.7	7.1	.5
7	9.0	28.6	26.2	28.6	7.6	0
8	10.0	32.9	33.3	18.1	4.8	1.0
9	16.7	33.8	16.7	19.0	13.3	.5
10	14.3	45.7	20.5	14.8	4.8	0
11	3.3	14.3	37.6	36.2	8.6	0
12	8.1	34.3	49.0	6.2	1.0	1.3
13	17.1	41.9	38.1	1.0	1.0	1.0
14	33.3	51.4	8.6	4.3	2.7	0
15	24.8	43.8	21.0	5.7	4.8	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	4.3	10.0	16.7	56.7	11.9	.5

^aThe number of respondents equals two hundred ten.

TABLE 8

STUDENT USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	4.6	7.2	9.2	52.3	26.8	0
2	2.6	7.2	11.8	52.9	25.5	0
3	2.0	6.5	39.9	39.2	12.4	0
4	17.0	46.4	22.2	13.7	0	.7
5	8.5	34.0	31.4	17.6	7.8	.7
6	3.3	15.7	36.6	37.9	5.9	.7
7	9.2	27.5	22.2	31.4	9.8	0
8	10.5	32.7	34.0	16.3	5.2	1.3
9	14.4	36.6	17.6	19.6	11.1	.7
10	14.4	48.4	19.6	13.7	3.9	0
11	2.6	10.5	38.6	41.2	7.2	.7
12	7.2	36.6	47.7	5.2	1.3	2.0
13	15.7	45.8	35.3	.7	1.3	1.3
14	35.9	51.6	7.2	4.6	.7	0
15	25.5	45.1	19.6	5.2	4.6	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	3.9	6.5	15.7	62.1	11.8	0

^aThe number of respondents equals one hundred fifty-three.

TABLE 9

STUDENT NON-USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	0	14.0	24.6	40.4	17.5	3.5
2	5.3	14.0	14.0	42.0	21.1	3.5
3	3.5	19.3	40.4	15.8	14.0	5.3
4	21.1	33.3	21.1	15.8	8.8	0
5	26.3	33.3	28.1	5.3	7.0	0
6	3.5	12.3	43.9	29.8	10.5	0
7	8.8	31.6	36.8	21.1	1.8	0
8	8.8	33.3	31.6	22.8	3.5	0
9	22.8	26.3	14.0	17.5	19.3	0
10	14.0	38.6	22.8	17.5	7.0	0
11	5.3	24.6	35.1	22.8	12.3	0
12	10.5	28.1	52.6	8.8	0	0
13	21.1	31.6	35.6	1.8	0	0
14	26.3	50.9	12.3	3.5	7.0	0
15	22.8	40.4	24.6	7.0	5.3	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	5.3	19.3	19.3	42.1	12.3	1.8

^aThe number of respondents equals fifty-seven.

TABLE 10

STUDENT MINIMUM-USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	10.0	3.3	20.0	40.0	26.7	0
2	3.3	10.0	13.3	53.3	20.0	0
3	6.7	10.0	33.3	36.7	13.3	0
4	16.7	43.3	30.0	10.0	0	0
5	0	33.3	33.3	20.0	13.3	0
6	0	26.7	33.3	36.7	3.3	0
7	16.7	30.0	13.3	36.7	3.3	0
8	10.0	10.0	40.0	26.7	13.3	0
9	16.7	26.7	20.0	23.3	13.3	0
10	6.7	43.3	30.0	13.3	6.7	0
11	0	20.0	26.7	40.0	13.3	0
12	6.7	33.3	53.3	3.3	0	3.3
13	13.3	40.0	43.3	0	0	3.3
14	33.3	46.7	13.3	6.7	0	0
15	16.7	53.3	16.7	3.3	10.0	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	3.3	6.7	13.3	66.7	10.0	0

^aThe number of respondents equals thirty.

TABLE 11

STUDENT MAXIMUM-USER ATTITUDES TOWARD LOCALLY PRODUCED TELEVISION^a

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
1	3.3	8.1	6.5	55.3	26.8	0
2	2.4	6.5	11.4	52.8	26.8	0
3	.8	5.7	41.5	39.8	12.2	0
4	17.1	47.2	20.3	14.6	0	.8
5	10.6	34.1	30.9	17.1	6.5	.8
6	4.1	13.0	37.4	38.2	6.5	.8
7	7.3	26.8	24.4	30.1	11.4	0
8	10.6	38.2	32.5	13.8	3.3	1.6
9	13.8	39.0	17.1	18.7	10.6	.8
10	16.3	49.6	17.1	13.8	3.3	0
11	3.3	8.1	41.5	41.5	5.7	.8
12	7.3	37.4	46.3	5.7	1.6	1.6
13	16.3	47.2	33.3	.8	1.6	.8
14	36.6	52.8	5.7	4.1	.8	0
15	27.6	43.1	20.3	5.7	3.3	0
Question	Non-Existant	Very Limited	Undecided	Encouraged	Extensive	Other
16	4.1	6.5	16.3	61.0	12.0	0

^a The number of respondents equals one hundred twenty-three.