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# Faculty Attitude Assessment: A Tool For Media Services Planning

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Faculty Attitude Assessment:

A Tool For Media Services Planning

(TITLE)

BY

Douglas J. Elwell

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
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1974

YEAR

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

*July 5, 1974*  
DATE

*July 8, 1974*  
DATE

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## CHAPTER I

### INTRODUCTION

#### Need for the Study

High School District 211 in Palatine, Illinois, is a growing district. With the opening of the 1973-74 school year, the fifth high school opened its doors for the first time. Building number six is presently being planned with a projected opening for the fall of 1976. If the present rate of growth in the District continues, a seventh building will be in operation by 1980.

Just as the whole District grows, so does media services. It is felt that a great deal of long-term planning will have to be done so that media services can adequately meet the needs of the District as it grows.

A problem in this kind of planning was the basic step of determining just where the District was in terms of resources and level of capability. Included in this would be the determination of where the faculty was relative to attitudes toward media. There was no adequate way of knowing. Assessing the attitude of the faculty provided direction for future planning and served as a reference point for future assessments.

### Purpose of the Study

The purpose of this study was to assess the attitudes of the departments and the administration of High School District 211 relative to instructional media.

### Questions

1. What was the combined attitude of all departments and the administration toward media?
2. What were the differences and similarities between the groups sampled?
3. What were possible identifiable explanations for differences and similarities between groups?
4. Which departments indicated a negative attitude toward media and which departments indicated a positive attitude toward media?

### Limitation

A limitation this study imposed upon the integrity of the findings was one of data reliability. The instrument itself has been found to be internally reliable,<sup>1</sup> therefore data reliability was a function of how candidly and accurately the questionnaires were completed by the respondents.

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<sup>1</sup>Paul Dawson, "Teacher Militancy and Instructional Media," AV Communication Review, XIX (Summer, 1971), 189-190.



### Delimitations

1. The population sampled consisted of only the certified teaching staff and building administrators in the District.

2. The instrument used was the Dawson Media Attitude Profile which is framed in a Likert-type format. Forty-two of the fifty-seven items of the instrument which comprise what Dawson calls the G-scale were used. Each item provided opportunity for responses along a continuum from one (strongly disagree) to five (strongly agree).

3. All data obtained was generated by exclusive use of the Dawson Media Attitude Profile G-scale.

## CHAPTER II

### RELATED RESEARCH

One of the inherent dangers in attitude research is in the drawing of valid conclusions from the data. The concept of attitude is often poorly defined and little understood. There are such great numbers of variables which can affect attitude that attempts to draw conclusions are often ill advised. Examples of the complex of variables affecting attitudinal research include the conditions under which the survey is administered, the quality of the instrument used, and how the data is ordered prior to the drawing of conclusions.

Gatewood and Hinrichs<sup>2</sup> addressed themselves to the problem of survey administration. They experimented with mailings versus completing forms at the place of employment, high threat versus low threat conditions, and subject identification versus subject anonymity. Their conclusion was that while these conditions were controllable, there were too many other factors involved which affected how a subject might respond

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<sup>2</sup>Robert D. Gatewood and John R. Hinrichs, "Differences in Opinion-Survey Response Patterns as a Function of Different Methods of Survey Administration," Journal of Applied Psychology, Vol. 51 (1967), 499.

to a question. In other words, the process had yet to be refined to a point where it was possible to say that one method of survey administration was superior to all others in the attainment of a completely accurate measurement of attitude.

The Media Attitude Profile has been internally validated by Dawson.

An overall estimate of the MAP's internal reliability, using a split half technique on odd-even items (corrected) with data from a combined sample of 945 subjects, yielded a Pearson product moment coefficient of .89. . . Finally, an overall test-retest reliability of .80 was obtained on data from a sample of 111 undergraduates. . .<sup>3</sup>

Waltman<sup>4</sup> used Ramsey's New Media Attitude Scale which was first used in 1961 and is the conceptual parent of the Dawson instrument. He used Ramsey's scale on the university faculty level with the major thrust of his research toward the utilization and availability of media as it affected attitude. "The study focused on the attitudes of the faculty and administration toward media utilization."<sup>5</sup> He later stated that the educational system, ". . . should include the elements of availability and accessibility of

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<sup>3</sup>Dawson, pp. 189-190.

<sup>4</sup>Willis O. Waltman, "A Determination of Attitudes Toward Instructional Media at Eastern Illinois University: A Field Study." (unpublished Sp. Ed. thesis, Eastern Illinois University, 1972).

<sup>5</sup>Ibid., p. 2.

media, materials, and properly functioning equipment being at the appointed place at the appointed time."<sup>6</sup>

While Waltman approached the problem of attitude assessment from the standpoint of utilization, it was unclear as to just what the relationship was between availability of hardware/software and attitude toward media. Did attitude change because of easy accessibility to media or did easy accessibility lead to increased utilization which then caused attitudinal change?

Aquino addressed himself to this question when he pointed out that a major implication of the literature was,

. . . that (while) teachers utilize educational media more readily when that media is available, there is little evidence to indicate that increased utilization arising from availability of audiovisual equipment and materials is linked with improved teacher attitudes toward such utilization.<sup>7</sup>

Finally, Waltman indicated a major shortcoming, ". . . that was pointed out in this study was the need for wider acceptance of media. Many of our colleagues still view us as being overly concerned with the 'hardware' associated with our field. . ." <sup>8</sup> This conclusion appeared to be justified since hardware utilization as it related to

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<sup>6</sup>Ibid., p. 13.

<sup>7</sup>Charles C. Aquino, "Teacher Attitudes Toward Audiovisual Instruction as They Are Influenced by Selected Factors Within Teaching Environments," AV Communication Review, XVIII (Summer, 1970), 188-189.

<sup>8</sup>Waltman, p. 30.

attitude was what Ramsey's instrument was designed to measure.

In Scholes' research at Southern Illinois University the Ramsey scale was also used. His conclusion relative to the scale was similar to that found by Waltman. The Ramsey scale measured attitude as it related to a narrow aspect of the media field. "The more closely associated the group with LRS personnel, equipment, and materials, the more positive their attitudes toward media."<sup>9</sup> Again the Ramsey scale dealt with parts of the media field.

The present study attempted to measure the wider aspects of attitude toward media, specifically those beyond utilization and availability (Waltman) and personnel, equipment, and materials (Scholes). The Dawson instrument measured teacher attitude as it related to the media field as a whole from the level of policy making down to availability of hardware. Dawson pointed out that, ". . . there is mounting evidence that teachers. . . are becoming increasingly involved in shaping school policies in virtually all aspects of education, and the area of instructional media is certainly no exception."<sup>10</sup>

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<sup>9</sup>Gene W. Scholes, "An Analysis of the Performance of Learning Resources Service: Southern Illinois University at Carbondale." (unpublished Ph.D. dissertation, Southern Illinois University, 1972), p. 131.

<sup>10</sup>Dawson, p. 185.

Hawes and Knowlton<sup>11</sup> concluded that more favorable attitudes toward AV would have the effect of increasing usage. They also concluded that removing the barriers to usage such as improving accessibility tended to improve attitudes and thus increased usage. These findings implied that positive attitude as measured by paper and pencil lead to overt, positive behavior.

Miller took issue with the conclusion drawn by Hawes and Knowlton. His research indicated that,

. . . frequently there is a minimal positive relationship between verbal indicators of attitude and other attitudinally related behaviors. Given this minimal relationship, the results of attitude research utilizing such verbally operationalized measures, while perhaps interesting in their own right, afforded extremely limited opportunities for generalizability. Or, to put it another way, the variables that have been found to influence attitude formation and change, as well as the laws into which these variables enter, may often apply only to paper and pencil verbal responses. As a result, the theoretic and social utility of such attitude research is severely limited.<sup>12</sup>

Beyond the confining aspects of survey administration, the relative merits of the instrument, and the concept of attitude and its relationship to overt behavior, the study was to assist in future planning.

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<sup>11</sup>Ernest Hawes and James Knowlton, "Attitude: Helpful Predictor of Audiovisual Usage?" AV Communication Review, (1962), 157.

<sup>12</sup>Gerald R. Miller, "A Crucial Problem in Attitude Research," The Quarterly Journal of Speech, Vol. 53 (October, 1967), 238.

We must create a "Council of the Future" in every school and community: Teams of men and women devoted to probing the future in the interests of the present. By projecting "assumed futures," by defining coherent educational responses to them. . . such councils. . . could have a powerful impact on education.<sup>13</sup>

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<sup>13</sup>Alvin Toffler, Future Shock (New York: Bantam Books, Inc., 1971), 404.

## CHAPTER III

### METHODS AND PROCEDURES

The parent instrument which provided a basis for study was the Media Attitude Profile.<sup>14</sup> It consisted of fifty-seven items which were designed to be separated into sub-groups to measure types of teacher's attitudinal reactions to various aspects of media. The largest of the sub-groups consisted of forty-two items and was referred to by Dawson as the G-scale. The G-scale (Appendix I) was the instrument used in the study.

A cover letter (Appendix II) was composed and attached to each of the questionnaires. It was felt that this would explain any questions a faculty member might have about the purpose of the study.

The proposed study, the cover letter, and the instrument were presented before the District Administrative Council for its consideration and recommendations. The Council suggested that where possible the individual items be rewritten to make the instrument appear to have been made specifically for the District. This suggestion was adopted since it was felt that if the respondents perceived the

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<sup>14</sup>Dawson, pp. 184-197.



questionnaire as originating from within the District, the return would tend to be higher than it otherwise might. With the ratification of the Administrative Council the study was ready to be conducted.

After consultation with the District Media Coordinator, a strategy of implementation was developed. The main goal of the strategy was to obtain the maximum return of questionnaires. Each building A-V Coordinator distributed and collected the questionnaires within his own building. Two weeks after the initial distribution there was a reminder to those who had not returned their questionnaires. One week later another reminder was issued which brought in the final yield of 75 percent. The raw data was then translated onto computer data cards.

The computer program written for this study ordered the data in a number of ways. Some of the items on the questionnaire were worded by Dawson in such a fashion as to require a rating of one on the scale to represent the ideal response to that item.<sup>15</sup> However, according to Dawson higher scores reflected a more positive attitude with the converse being that lower scores reflected more negative attitudes.<sup>16</sup> To adjust these scores the program identified

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<sup>15</sup>See Appendix I, item #2 as an example.

<sup>16</sup>Dawson, p. 189.

these items in the data and gave them their appropriate numerical value for proper scoring.

The scoring differs from Dawson's in one respect. He derived his mean score from a straight totaling of the numerical values given to all items on the questionnaire. In this study a mean score was derived from the average of all scores per questionnaire. The rationale for this being that it was easier to interpret and illustrate the derived data. Finally, the data was ordered according to building and department.

## CHAPTER IV

### FINDINGS

The computer program ordered the data in a number of ways to facilitate its interpretation. Information was provided for each building, for each department within that building, and for all buildings and departments in the District combined.

The District Summary represents the pooling of all questionnaires from each building and department. Considering that the range of possibilities is from one (least favorable attitude) to five (most favorable attitude), the mean scores for the District Summary, TABLE 1, indicate that the District as a whole and each building have a quite positive attitude toward media. In terms of the strength of that attitude the standard deviations for each score are fairly consistent and low. They indicate that most respondents were in agreement with the scores represented.

In order to give more meaning to the examination of the District Summary, it is useful to examine each of the fourteen departments which make it up. The departments surveyed vary considerably in size. However, it was shown that there is no apparent relationship between the percentage

TABLE 1  
DISTRICT SUMMARY

Building	Overall	1	2	3	4	5
Mean Score	3.72	3.76	3.70	3.71	3.64	3.85
Standard Deviation	.904	.920	.916	.942	.892	.759
% Returned	75	83	78	73	69	71
Total Distributed	550	110	138	136	106	60

of return and the mean score. There is an inverse relationship between percent of return and the standard deviation. This finding supports the District Summary finding that there is fairly strong agreement among all respondents.

The Administration as a group ranks as having one of the highest mean scores of all departments as shown in TABLE 2. It also has one of the lowest standard deviations. This would indicate that building administrators have strongly held, positive attitudes toward media. With 68 percent return of all questionnaires, it would appear that this finding is warranted and can stand by itself on the strength of the data.

District Art Departments, TABLE 3, did extremely well in returning completed questionnaires with 93 percent. Here mean scores for all five buildings are fairly consistent with

TABLE 2  
ADMINISTRATION

Building	Overall	1	2	3	4	5
Mean Score	3.80	3.84	3.74	3.81	3.79	3.67
Standard Deviation	.792	.938	.681	.806	.645	0.0
% Returned	68	100	40	83	50	50
Total Distributed	22	5	5	6	4	2

TABLE 3  
ART

Building	Overall	1	2	3	4	5
Mean Score	3.79	3.68	3.40	3.94	3.85	3.83
Standard Deviation	.872	.783	.598	1.044	.783	.838
% Returned	93	100	66	100	100	100
Total Distributed	15	2	3	5	3	2

the exception of Building #2 with a mean score of 3.40. However, this is the only building without a 100 percent return. Of the data at hand this low mean score for Building #2 is the most reliable because of the low standard deviation of .598. Building #3 has the highest mean score

of 3.94 as well as the highest standard deviation of 1.044.

The most remarkable observation to be made concerning the data from the District Business Education Departments, TABLE 4, is that of consistency. Not only are all Business Departments quite consistent with each other, they are also consistent with the District Summary examined previously.

TABLE 4  
BUSINESS EDUCATION

Building	Overall	1	2	3	4	5
Mean Score	3.77	3.89	3.77	3.75	3.68	3.64
Standard Deviation	.951	.999	.963	.949	.930	.794
% Returned	89	100	100	100	50	100
Total Distributed	39	8	10	10	8	3

The English Department, TABLE 5, is the largest in the District with eighty-four teachers. In overall mean score it is .13 higher than the District Summary overall with only .102 difference in standard deviation. All mean scores and standard deviations are fairly consistent with the exception of the mean score of 4.06 in Building #2.

As a department Foreign Language, TABLE 6, is above the District Summary overall. Mean scores are all higher with the exception of Building #5 which had only one response out

TABLE 5  
ENGLISH

Building	Overall	1	2	3	4	5
Mean Score	3.85	3.80	4.06	3.70	3.81	3.80
Standard Deviation	.924	.981	.945	.836	.978	.822
% Returned	69	62	68	57	87	77
Total Distributed	84	16	22	21	16	9

of a possible total of three. The overall standard deviations are smaller for the Foreign Language Departments than the District which indicates a relatively strong concensus of opinion within these departments. There was no standard deviation for Building #5 since only one completed response was returned.

As shown in TABLE 7, the data received from the District Home Economics Departments was fairly consistent. There were no questionnaires returned from Building #4, hence no data is available. The overall mean score for Home Economics Departments, 3.77, is consistent with the overall District Summary score of 3.72, however that is where the similarity ends. Their overall standard deviation is lower than the District Summary overall, from .904 in the District Summary to .864 in the Home Economics summary. The standard

deviation for Building #5 is noteworthy in that it is quite low when compared to the others within the Home Economics summary.

TABLE 6  
FOREIGN LANGUAGE

Building	Overall	1	2	3	4	5
Mean Score	3.85	3.93	3.75	3.87	3.93	3.64
Standard Deviation	.859	.975	.844	.919	.512	0.0
% Returned	76	100	83	100	40	33
Total Distributed	26	5	6	7	5	3

TABLE 7  
HOME ECONOMICS

Building	Overall	1	2	3	4	5
Mean Score	3.77	3.88	3.82	3.63	--	3.76
Standard Deviation	.864	.892	.862	.919	--	.509
% Returned	66	83	100	71	0	100
Total Distributed	33	6	8	9	8	2

The percent of return was extremely high for Industrial Education Departments at 97 percent as shown in TABLE 8. The



overall mean score of 3.76 is slightly above the overall District Summary score with an overall standard deviation of only .873. An examination of the data from each building indicates a fairly diverse set of findings. Only Building #1 is close to the Industrial Education overall score. Building #2 has a mean score of 3.39 which reflects only a slightly positive attitude toward media. Building #3 has the third highest mean score at 3.95 but it also has the largest standard deviation at 1.002. While the score is high, there is little concensus within the department as to exactly what the score should be. In contrast the mean scores for Buildings #4 and #5 are higher than for Building #3, but the standard deviations are much smaller.

TABLE 8  
INDUSTRIAL EDUCATION

Building	Overall	1	2	3	4	5
Mean Score	3.76	3.62	3.39	3.95	3.98	4.36
Standard Deviation	.873	.892	.914	1.002	.773	.563
% Returned	97	100	100	100	80	100
Total Distributed	28	7	8	5	5	3

The findings of the Instructional Media Departments, TABLE 9, came as no real surprise. Taken as a group these

respondents have very positive attitudes toward the use of media. Within this department the highest mean score is 4.60 in Building #5, while the lowest is 3.75 for Building #1. Standard deviations range from a high of .932 in Building #4 to a low of .500 in Building #5.

TABLE 9  
INSTRUCTIONAL MATERIALS

Building	Overall	1	2	3	4	5
Mean Score	4.11	3.75	4.17	4.06	4.02	4.60
Standard Deviation	.777	.843	.709	.780	.932	.500
% Returned	93	66	100	100	100	100
Total Distributed	14	3	3	3	3	2

The overall mean score for Mathematics Departments, TABLE 10, is .24 below the mean score for the District Summary overall. Only the Mathematics Department of Building #5 approximates the District Summary overall score. They are 3.73 and 3.72 respectively. There is a definitely positive attitude toward media in the Mathematics Departments, but it is considerably less favorable than other departments surveyed.

The Music Departments, TABLE 11, reflect a rather broad range of responses. Building #2 has the highest mean

TABLE 10  
MATHEMATICS

Building	Overall	1	2	3	4	5
Mean Score	3.48	3.41	3.43	3.48	3.46	3.73
Standard Deviation	.921	.972	.947	.940	.840	.814
% Returned	78	90	100	41	66	85
Total Distributed	56	11	17	12	9	7

score with 4.27 while Building #4 has the lowest at 3.02. Looking at 3.66 for all Music Departments in the overall column, it appears that they are slightly below the overall for the District Summary which is 3.72.

TABLE 11  
MUSIC

Building	Overall	1	2	3	4	5
Mean Score	3.66	3.73	4.27	3.56	3.02	3.67
Standard Deviation	.654	.554	.677	.849	.707	0.0
% Returned	83	100	100	100	66	50
Total Distributed	12	3	2	2	3	2

Physical Education, TABLE 12, as third largest department in the District shows a rather broad range of responses. Mean scores range from a high in Building #5 of 3.85 to a low of 3.39 in Building #4. The mean score for Building #3 is consistent with the mean score for all Physical Education Departments combined. These are 3.60 and 3.57 respectively. Building #3 has the highest standard deviation of 1.017.

TABLE 12  
PHYSICAL EDUCATION

Building	Overall	1	2	3	4	5
Mean Score	3.57	3.74	3.51	3.60	3.39	3.85
Standard Deviation	.953	.920	.860	1.017	.993	.861
% Returned	55	61	35	52	78	37
Total Distributed	67	11	17	17	14	8

Pupil Personnel Services, TABLE 13, is primarily made up of guidance and counseling people, but also consists of special education teachers, learning disability teachers, school psychologists, and school social workers. The only noteworthy observation relative to this department is its general conformity to the findings of the District as a whole as seen in the District Summary cited previously.

TABLE 13  
PUPIL PERSONNEL SERVICES

Building	Overall	1	2	3	4	5
Mean Score	3.69	3.66	3.76	3.59	3.65	3.92
Standard Deviation	.917	.866	.960	.950	.898	.879
% Returned	76	92	73	84	91	46
Total Distributed	72	13	15	19	12	13

Findings for the District Science Departments are interesting in at least two aspects as shown in TABLE 14. While the overall mean score for Science Departments is only .02 below the District Summary overall mean score, there is a wide range of mean scores throughout the buildings. They range from a high in Building #1 of 4.07 to a low in Building #4 of 3.49. Again Building #3 shows a relatively high mean score of 3.71 with an accompanying high standard deviation of 1.016. Another interesting point is that Building #2 also has a relatively high standard deviation of 1.026 indicating a fairly wide diversity of opinion within the department.

The Social Science Departments, TABLE 15, as a group had the second lowest rate of return in the District at 61 percent. Overall this department has a mean score of .11 below the mean score for the overall District Summary.

TABLE 14  
SCIENCE

Building	Overall	1	2	3	4	5
Mean Score	3.70	4.07	3.60	3.71	3.49	3.57
Standard Deviation	.951	.899	1.026	1.016	.808	.922
% Returned	85	81	92	80	87	80
Total Distributed	47	11	13	10	8	5

Again Building #3 shows a relatively high mean score of 3.63 coupled with a relatively high standard deviation of 1.009. Building #5 shows a mean score of 4.00, however there is only one respondent in that department which puts that finding into perspective with the findings from the other buildings.

TABLE 15  
SOCIAL SCIENCE

Building	Overall	1	2	3	4	5
Mean Score	3.71	3.73	3.48	3.63	3.52	4.00
Standard Deviation	.921	.970	.856	1.009	.928	0.0
% Returned	61	71	60	60	50	100
Total Distributed	36	7	10	10	8	1

TABLE 16 represents a composite of the overall mean scores and standard deviations for all departments surveyed. As might be expected, the District Instructional Materials Departments gave themselves the highest mean score at 4.11 with the second lowest standard deviation of .777. Perhaps the most interesting observation to be made from this table is the fact that the difference between the highest and lowest mean scores is only .63. There appears to be a fairly uniform, positive attitude toward media through all departments surveyed. This is most evident when the Instructional Materials Department mean score is omitted. The difference between the next highest mean score and the lowest is only .37.

The findings may be summarized in four general statements:

1. The overall mean score of all departments is positive at 3.72 on a scale with 5.00 being the most positive attitude toward media possible.

2. Looking at the District as a whole, TABLE 16, there is a .63 difference in mean score for all departments.

3. Similarities result from the close proximity of mean scores to the District Summary overall of 3.72, TABLE 1. The range for the highest and lowest department overall mean scores is only from .39 above to .24 below the District Summary overall.

4. All departments indicate a positive attitude toward media.

TABLE 16

## DEPARTMENT OVERALL MEAN SCORES AND STANDARD DEVIATIONS

Department	Overall Mean Score	Overall Standard Deviation
Administration	3.80	.792
Art	3.79	.872
Business Education	3.77	.951
English	3.85	.924
Foreign Language	3.85	.859
Home Economics	3.77	.864
Industrial Education	3.76	.873
Instructional Media	4.11	.777
Mathematics	3.48	.921
Music	3.66	.654
Physical Education	3.57	.953
Pupil Personnel Services	3.69	.917
Science	3.70	.951
Social Science	3.61	.921



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

The findings of the study answered the questions posed in CHAPTER 1 which indicated the following conclusions:

1. The combined attitude of all departments in the District as presented in the overall column of TABLE 1 indicated that it was moderately positive. The mean score was 3.72 on a continuum with 5.00 being most positive.
2. There were very small differences between groups sampled. From TABLE 16 it could be seen that for the District as a whole there was only .63 difference in mean score for all departments. The range of mean scores in TABLE 16 indicated that the departments could have been characterized as being more attitudinally similar to than different from each other regarding media.
3. Similarities between groups stood out because of the tight clustering of mean scores for the departments, TABLE 16, around the District Summary overall mean score, TABLE 1. The range above and below this mean of 3.72 was from .39 above to .24 below. An explanation for the strong similarity between departments was found in the small standard

deviation found in the District Summary overall of .904 which indicated tight clustering around the mean score.

4. All departments indicated a moderately strong positive attitude toward media. There were no departments which demonstrated a negative attitude toward media. A negative attitude would be represented by a mean score of 2.99 or less.

The inability to draw additional conclusions from the data was consistent with Miller's argument that the utility of attitude research alone is quite limited. It appeared that he was right in taking issue with the Hawes and Knowlton argument that more favorable attitude was an indicator of increased usage. From the data available in this study it was impossible to formulate any generalizations about usage. Hawes and Knowlton may have been correct, however further research into actual usage would be required.

### Recommendations

Based on the findings of this study, it is recommended that:

1. This study be used in conjunction with other measures of where Media Services are in terms of service to the teaching staff. This should be done in order to examine and where indicated revise present operational goals and objectives in an effort to better meet the present and future media needs of the District.

2. Tools be developed to measure areas of high and low media utilization within the District to be used in conjunction with this study. This would permit the extrapolation of defensible generalizations relative to the performance of District Media Services.

3. This study be used as a reference point for future assessments of performance in the District.

APPENDIX I

Scale  
Values

5 Agree  
Strongly

4 Moderately  
Agree

3 Neither Agree  
Nor Disagree

2 Moderately  
Disagree

1 Disagree  
Strongly

0 Ambivalent

- 1. There is no reason for imposing limits on the use of instructional media in the schools.
- 2. Technology in the classroom depersonalizes instruction.
- 3. Media-assisted instruction provides materials adapted for individual needs.
- 4. The use of the systems approach to self-instruction has tremendous possibilities.
- 5. Programed materials could be of value for almost every area of instruction.
- 6. I think the use of media in the classroom should be greatly expanded.
- 7. The personal relationship between teacher and student is lost when media are used.
- 8. Exposure to audiovisual materials should inspire students to greater curiosity and learning.
- 9. Almost every teacher could use a tape recorder for useful educational purposes.
- 10. Educational TV, by taking the place of the teacher, reduces the personal relationship between the students and their own teacher.
- 11. The use of media makes any subject matter more interesting.
- 12. The teaching of foreign languages lends itself particularly well to the use of AV aids.
- 13. Instructional media have the capability of greatly improving instruction.

Scale  
Values

5 Agree  
Strongly

4 Moderately  
Agree

3 Neither Agree  
Nor Disagree

2 Moderately  
Disagree

1 Disagree  
Strongly

0 Ambivalent

14. The newer media tend to undermine the teacher's relationship with students.
15. The creative student is apt to be stifled by the extensive use of AV media.
16. AV materials are absolutely necessary to provide for individual differences in children.
17. Audiovisual materials may be important, but I feel they have been a little overemphasized.
18. Instructional media show great possibilities for stimulating teacher creativity.
19. Audiovisual materials often make learning too superficial.
20. Programed materials can teach simple facts even better than a teacher can.
21. 211 schools are adequately equipped with media at present.
22. 211 schools need at least one audiovisual coordinator.
23. Computers reduce the number of jobs available in any field including teaching.
24. Teachers work harder than necessary because of the lack of equipment and materials in most classrooms.
25. Videotape recorders should hold an important place in the schools of the future.
26. Teachers feel that the purchasing of media diverts a lot of money from salaries.
27. Mass production methods invariably result in a loss of quality.

Scale  
Values

5 Agree  
Strongly

4 Moderately  
Agree

3 Neither Agree  
Nor Disagree

2 Moderately  
Disagree

1 Disagree  
Strongly

0 Ambivalent

28. I think most concepts can be taught better through certain types of audiovisual materials than by a teacher's explanation.
29. Wider use of existing AV aids is needed in 211.
30. Teachers, when using media, lose some of their importance in the classroom setting.
31. There are no frontiers in new educational media-just new gadgets.
32. The possible uses of AV equipment are limited primarily by the imagination of the person applying them.
33. Compared to other ways of teaching, the use of AV materials requires too much extra work.
34. I feel that AV aids are often used as a crutch by poor teachers.
35. Computers do not yet have a proven value in the classroom.
36. To me, the term "instructional media" has bad connotations.
37. The use of media in the classroom gives the teacher more time to work with individual problems.
38. The development of even more new AV aids is a waste of time and money.
39. Recent technological advances will enhance the teacher's role in the classroom.
40. Most teachers seem to be doubtful about the value of the newer media.
41. The use of media requires excess planning time on the part of the teachers.
42. Teachers perceive media as an infringement upon their teaching.

APPENDIX II



Dear Colleague:

We are asking you to complete a questionnaire which will help us to provide better media services for you in the future.

This instrument is called the Dawson Media Attitude Profile. It was designed to assess how educators feel about the use of media.

It is very important that you answer all items as candidly as possible. We are not interested in your responses as an individual teacher. The instrument is being distributed in such a way that it will be impossible to determine who filled out what questionnaire.

The questionnaires have been marked in the upper right hand corner. This number refers to a department only. It will enable the scorer to combine the responses from all Art Departments (as an example) into a single group. This procedure will be followed for all groups.

The object of the survey is twofold. First all returned questionnaires will be scored together to determine the attitude toward media on a district wide level. Secondly each department will be assessed on a district wide level. It is hoped that through this type of assessment, district media services as well as services at the building level can be more responsive and in tune with what you need to enhance your effectiveness in the classroom.

Analysis of the data gathered as well as the methodology used will be made available upon request to any teacher or administrator in the district after the study has been completed.

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