An Analysis of Teacher Attitudes Toward Instructional Media in St. Landry Parish.

Charles Walter Young Sr
Louisiana State University and Agricultural & Mechanical College

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INSTRUCTIONAL MEDIA IN ST. LANDRY PARISH.

The Louisiana State University and Agricultural
and Mechanical College, Ed.D., 1974
Education, teacher training

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AN ANALYSIS OF TEACHER ATTITUDES TOWARD INSTRUCTIONAL
MEDIA IN ST. LANDRY PARISH

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

Charles Walter Young, Sr.
B.A., Louisiana College, 1950
M.Ed., Louisiana State University, 1953
May, 1974
Candidate: Charles Walter Young, Sr.

Major Field: Education

Title of Thesis: AN ANALYSIS OF TEACHER ATTITUDES TOWARD INSTRUCTIONAL MEDIA IN ST. LANDRY PARISH

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

January 17, 1974
ACKNOWLEDGEMENTS

The writer acknowledges with sincere appreciation the guidance given him by his committee throughout this study. Special thanks are due Dr. Ollie B. Fuglaar for his encouragement and guidance while serving as major professor. Other committee members who gave unselfishly of their time and advice were Dr. B. F. Beeson, Dr. Alvin Bertrand, Dr. Helen Cookston, Dr. Charles Sauls, and Dr. Eric Thurston.

Acknowledgement is made to Superintendent John Dupre and staff of the St. Landry Parish School Board for their cooperation in the study.

Appreciation is also expressed to Dr. Prentiss Schilling and Darryl Jacobs for their assistance in developing the statistical design and in writing programs for the data.

Acknowledgement is also made to Dr. Sam Adams, Dr. C. R. Blackmon, and Dr. Charlie W. Roberts, Jr. for their invaluable contributions.

Finally, tribute must be given the writer's family who, at all times, gave encouragement and assistance in completing the study.
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ABSTRACT

The purposes of the study were to determine the following questions: 1. What is the relationship between certain teacher factors and teachers' attitudes toward instructional media? Specific factors studied were: (1) sex; (2) grades taught; (3) subjects taught; (4) educational background; (5) years of experience; (6) inservice education; and (7) college courses involving educational media. 2. What was the situation relative to: (1) availability of equipment and materials; (2) time spent in the use of media; and (3) skills possessed in the use of media.

Specific questions answered were:

1. Were there significant differences in teachers' attitudes toward instructional media according to sex of the teacher?

2. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different grade levels?

3. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different subjects?

4. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different educational backgrounds?

5. Were there significant differences in teachers' attitudes toward instructional media between teachers who had received inservice
education in the use of instructional media and those who had not received in-service education?

6. Were there significant differences in teachers' attitudes toward instructional media between teachers who had completed specialized college courses in educational media and those who had not completed specialized college courses in educational media?

7. Were there significant differences in teachers' attitudes toward instructional media in terms of teachers who had limited experiences and those with greater experience?

8. Were media equipment and materials available? If so, where were they available in the classroom—in the school, or from the system media center?

9. What were the mean number of hours a week teachers used the different types of media surveyed in the study?

10. What was the percentage of teachers who used the different types of equipment and materials with skill and confidence?

The sample consisted of all full-time kindergarten through sixth grade teachers in the selected school system.

The teachers in the sample were given a questionnaire pertinent to the specific factor included in the study and a Likert-type attitude scale.

Analyses of the data suggested the following conclusions:

1. In terms of the sex of the teachers, there were no significant differences in the attitudes of teachers toward instructional media.

2. There were no significant differences in teachers' attitudes toward instructional media among and between teachers of different grade levels.
3. There were no significant differences in teachers' attitudes toward instructional media among and between teachers of different subjects.

4. There were no significant differences in teachers' attitudes toward instructional media among and between teachers of different educational backgrounds.

5. There were no significant differences in teachers' attitudes toward instructional media between teachers who had received inservice education in the use of instructional media and those who had not received inservice education.

6. There were no significant differences in teachers' attitudes toward instructional media between teachers who had completed college courses involving educational media and those who had not completed college courses involving educational media.

7. There were no significant differences in teachers' attitudes toward instructional media in terms of experience.

All types of media considered in the study were reported as being readily accessible with the exception of the film loop projector and television.

Record players were used more than any other educational median, followed by the overhead projector, maps and charts, slide and/or film strip projectors, sixteen millimeter projectors, tape recorders, film loop projectors, and television.

The ease with which teachers used media was closely related to the time spent in the use of media.
CHAPTER I

INTRODUCTION

The audiovisual movement in the United States can be traced to its origin in 1904 (King 1967) when the St. Louis Education Museum came into being. It was not until 1922 that Lashley and Watson (1922) published research concerning the value of various media to the task of teaching.

Allen (1968:155-137) stated that the use of audiovisual media was increasing in education; and, while research regarding the way in which films and recordings facilitated learning was inconclusive, positive results in favor of media use are substantial.

Ramsey (1961:1) stated:

Educators responsible for the inservice development of teachers often find that some teachers are reluctant to accept advocated 'newer ways' of instruction. When these ways involve utilization of the new media, reluctance may be caused by many factors, i.e., fear of an unknown procedure, threat to established ways of teaching, uncertainty about the uses of strange machinery and materials doubts about the supposed advantages of the new media or incompatibility with the teacher's philosophy of education. Since these forms of reluctance or resistance may be very subtle, supervisory personnel have few techniques for assessing the degree and amount of unfavorable or sympathetic attitudes toward curriculum changes in general, or toward the utilization of new education media for instructional purposes in particular.

Flynt (1965) voiced the opinion that attitudes about instructional media were deeply integrated in the educator's concepts of teaching and learning. The basic assumption seemed to be that if effectiveness were demonstrated for the use of media materials, teachers would
utilize these materials in teaching; however, acceptance of evidence at an intellectual level alone is not enough to affect human behavior. Meiser (1952) found positive relationships between the frequency with which teachers used instructional media, the length of time taught, and their years of college preparation.

Zacharias (1970:78) stated:

Practically every school system in the United States has film projectors, slide projectors, record players, television sets, and other technological devices and materials. However, use of such media for instruction often plays a minimal part in the school's total educational effort. The systematic harnessing of technology to improve learning has been attempted only rarely!

Administrators complain that many teachers make limited use of the audiovisual equipment available to them. If they haven't used it, or if what they've used has been an irrelevant part of their busy schedules, they're sure they don't have time to use it. If, on the other hand, they have used it, and it has been a coherent part of a full set of learning aids, they say they don't have time not to use it.

Kopstein (1970:51-53) listed two reasons for the failure of teachers to utilize technological media properly:

1. Confusing innovation with improvement.

Rewards for the educational profession are not contingent upon indices of improved production, as is customary in industry. Rewards thus tend to be associated with indications of desire to achieve improvements (innovative schemes) rather than with objective evidence of achieved improvement. Clearly, such a reward structure is conducive to the introduction of one fad after another and counter to any consistent and integrated evolution of effective educational process.

2. Confusing principle with implementation.

While the acceptance of the principle of educational technology is necessary, and even with the availability of equipment and materials, the implementation of the programs may be a long way off. It depends on the attitude of administrators and classroom teachers.

In an address given at a summer workshop sponsored by the South Carolina State Department of Education, Smith (1970:9) observed
specific complaints relative to using educational media:

Neither the existence of good films, television lessons, or programmed courses nor the desire to use them guarantees extensive use. A major problem is accessibility. Films and other material sometimes must be requisitioned months in advance. Equipment may have to be moved from one room to another, downstairs to upstairs. The process is annoying and time consuming, and alienates many teachers.

Teacher attitudes play a big part in the usage of media in the classroom. An attitude may be defined as a response pattern or a tendency to think or act in a particular way under a given set of circumstances. Thus it is found that attitudes condition behavior. Unfavorable attitudes show up many times in one's reaction of either avoidance or aggression. Neutral attitudes reflect indifference, and favorable attitudes are reflected in positive action. Unfortunately, not all attitudes can be classified this conveniently, for attitudes range by degrees from one extreme to the other. All human beings possess established attitudes and tend to react to various situations in certain ways. In fact, one's attitudes may be inferred from choices implicit in his overt behavior...that studies of media utilization indicate that teacher inertia is one of the major deterrents to the use of new instructional media. Teachers, like other human beings, reject ideas that are unfamiliar, troublesome, abrasive, and not in harmony with what they already believe. Many teachers also fear making mistakes and being regarded as failures.

One may hypothesize concerning factors related to teacher attitude toward the use of media in teaching: Are teachers motivated to use instructional media more when they have experienced teaching where media was effectively used in their own preservice education? Do inservice and preservice courses in audiovisual utilization result in increased use of instructional media on the part of teachers? In this study an attempt was made to answer these questions and others which may provide some insight into teacher attitudes with respect to the use of instructional media.
THE PROBLEM

Statement of the Problem: The purposes of this study were to determine the following questions: 1. What is the relationship between certain teacher factors and teachers' attitudes toward instructional media? Specific factors studied were: (1) sex; (2) grades taught; (3) subjects taught; (4) educational background; (5) years of experience; (6) inservice education; and, (7) college courses involving educational media. 2. What was the situation relative to: (1) availability of equipment and materials; (2) time spent in the use of media; and (3) skills possessed in the use of media.

In answering these questions the writer expects to identify personal, educational, and environmental factors, as well as other factors, which influence the use of instructional media.

Delimitations. The study was limited to full-time elementary classroom teachers, kindergarten through grade six, in the public schools of St. Landry Parish, Louisiana.

DEFINITIONS OF TERMS USED

Technological Media of Instruction. For the purpose of this study all forms of instructional media were included. This includes the overhead projector, sixteen millimeter projector, slide and/or or film strip projector, film loop projector, tape recorder, films, film strips, slides, charts, maps, and transparencies.

Classroom teacher. In this study a classroom teacher is defined as one whose chief duties are in the classroom.

Questionnaire rating scale. The Likert-type scale gives the
respondents a choice of five responses: (1) very strong disagreement, (2) moderate disagreement, (3) neutral (neither agree nor disagree), (4) moderate agreement, and (5) very strong agreement.

Attitude. An attitude may be defined as a response pattern or act in a particular way under a given set of circumstances. Thus it is found that attitudes condition behavior. Unfavorable attitudes may show up in one's reaction of either avoidance or aggression. Neutral attitudes reflect indifferences, and favorable attitudes are reflected in positive action. Unfortunately, not all attitudes can be classified this conveniently, for attitudes range by degrees from one extreme to the other. All human beings possess established attitudes, and tend to react to various situations in certain ways. In fact, one's attitude may be inferred from choices implicit in his overt behavior (Smith, 1970:22-23)

Inservice Education. Inservice education for teachers is defined by Good (1973:294) as

...efforts to promote by appropriate means the professional growth and development of workers while on the job; in supervision of teaching, one of the major tasks; includes planned and organized effort to improve the knowledge, skill, and attitudes of instructional staff members to make them more effective on the job; illustrative and activities such as role-playing, intervisitation, and laboratory sessions.

Preservice Education is defined by Good (1973:435) to be the academic and professional work in high school, normal school, college, teachers college, or university that a person has done before employment as a teacher.

IMPORTANCE OF THE STUDY

The availability of instructional media has increased in recent years. Part of this increase was due to funding under the National Defense Education Act of 1958. This act provided millions of dollars for media equipment and facilities. A second act, the Elementary and Secondary Education Act of 1965, provided additional financial resources.

Many technological innovations have been introduced into new or
revised curricular plans and activities. These innovations may be the application of new ideas and approaches, or they may be new or different applications to proven ideas and approaches.

Revised preservice and inservice programs in teacher education have given additional stress to the use of technological media.

Curricular changes in preservice and inservice education of teachers could be more meaningful if the attitudes of the teachers toward the use of technological media were known.

Bish (1967:29) says,

It is vital to the organizers of inservice education in the area of instructional technology to have information regarding teachers' attitudes toward, knowledge of and experience with, instructional media. These factors should prove useful in designing and organizing inservice experiences for teachers.

METHOD OF PROCEDURE

All classroom teachers from kindergarten through grade six in the public schools of St. Landry Parish, Louisiana, were included in this study.

Teachers were asked to complete a questionnaire giving data about themselves and to respond to an attitude scale (Ramsey, 1961).

There were thirty-nine items in the scale, of which ten items were considered to be "negative." The five-point scale of a Likert-type was utilized. The respondents were asked to indicate the degree of agreement with each statement in the instrument as follows:
(1) very strong disagreement; (2) moderate disagreement; (3) neither agreement nor disagreement (neutral or indifferent); (4) moderate agreement, and (5) very strong agreement.

A reversal translation was required in scoring the ten negative
items. For instance, on any one of the items a response of one was recorded as a five, a two as a four, a four as a two, and a five as a one. Then all scores, original or transformed, were added directly.

The mean score of "neutral" opinion on this scale is 117. A score below this point was considered to be critical of newer educational media, and a score above this point was considered to be sympathetic to newer educational media.

Information gathered by separate questionnaires included:

Attitude as it related to or is affected by

(1) sex of the teacher
(2) grade(s) taught
(3) subject(s) taught
(4) educational background
(5) years of teaching experience
(6) inservice education
(7) college course involving instructional media
(8) availability of equipment and material to teachers
(9) time spent in use of media, and
(10) skills possessed in use of media

The data was subjected to analysis of variance and the results presented in tabular form. Mean scores were compared among the different variables. Conclusions were drawn from these findings, and recommendations were made.

ORGANIZATION OF THE STUDY

The introduction to the study presented in Chapter I included The Problem, Delimitations, Definition of Terms, Importance of the
Study, and General Procedures followed in conducting the study.

A review of available related literature was presented in Chapter II. The literature was presented in a historical manner with primary emphasis given to related dissertations or studies.

Chapter III dealt with the method of procedure.

Chapter IV included presentation and analysis of the data gathered for the study.

Chapter V was introduced with a summary of the study. Implications were drawn, certain conclusions were made concerning the data, and recommendations were offered.
CHAPTER II

A REVIEW OF RELATED LITERATURE

Few studies, insofar as the writer has been able to ascertain, have been made on the teacher attitude aspect of the use of technological media. However, an investigation of the literature did reveal several studies relating to the aspect in either content or methodology.

The National Education Association conducted two studies (1946; 1953-54) which revealed that no clear-cut administrative plan for the use of audiovisual materials had evolved. Superintendents who responded to the survey reported that major barriers to the use of instructional media included the lack of a specially trained director and the lack of a centralized school audiovisual center. The study also showed that about half of the superintendents who responded indicated that they were satisfied with existing audiovisual administrative organization. The 1953-54 study also revealed that (a) two-thirds of the districts had audiovisual material centers, but only one-fourth had central audiovisual departments; (b) audiovisual equipment per 10,000 students had more than doubled in the preceding ten years; (c) materials, such as films and filmstrips, had more than tripled; and (d) audiovisual building coordinators were appointed in about three-fourths of the schools, but one-third of them were not provided time during school hours for the responsibility, and over one-half were given less than half time.

Brumbaugh (1952) studied certain aspects of sixteen millimeter
film-lending libraries in eighty-three colleges and concluded that the most important growth factor in film utilization was personal leadership characteristics of the personnel. Wait (1953) completed a study of effective administrative practices pertaining to audiovisual programs which confirmed Brumbaugh's findings.

Reed (1950) found that only one-third of the teachers in his study used about three-fourths of the films. He also concluded that the teachers who used more films also showed more expertise in using them.

Bish (1967) found that teachers generally had positive attitudes toward all media used, but they were more positive toward traditional media than toward innovative media. He defined "traditional" media as the sixteen millimeter projector, slide projector, overhead projector, audio-tape recorder, and television. Defined as "innovative" media were programmed instruction, teaching machines, video-tape recorder, and computer-assisted instruction.

Numerous studies have been conducted, and many views presented relative to the media competencies needed by teachers. Two of the earliest such attempts to identify specific competences were a study published by DeBernardis and Brown (1946) and a study establishing the California Standards of 1947. The former listed a number of teacher competencies and asked teachers, administrators, and supervisors to rate each competency as to its importance to the classroom teacher. The California Standards was a list of media competencies for teachers published by the California State Department of Education.

Fulton and White (1959:159) wrote that "teacher competencies in the selection and use of audiovisual materials on which there is general agreement may be classified under four major headings..." The four
headings or categories were listed as (1) selection and evaluation of materials, (2) utilization of appropriate instructional materials, (3) production of simple instructional materials, and (4) preparation and use of physical facilities.

Gramlich (1954) summarized three areas influencing teacher attainment of competency in the use of media: first, the training institutions' total audiovisual program, upon which the other factors were dependent; second, a combination of (1) courses in audiovisual education, (2) units relative to audiovisual in other professional courses, and (3) the practical application of audiovisual methods in student teaching activities; and third, was the influence exerted by college teachers who used audiovisual aids.

Benda (1956) suggested a number of ways to correct weaknesses in audiovisual courses. Chief measures among these were that prospective teachers need practical experience, not just instruction, in working with materials and equipment and that they needed to observe master teachers using media in actual, not contrived, situations. The inference was that the audiovisual course of itself may do little in the way of developing media attitudes and competency.

Two studies relative to teacher use of educational media were by Heyer (1952) and Hite (1951). Heyer's study reviewed and analyzed data obtained from public schools in Rochester, New York, in 1952. Among other things, she found that there was apparently little relationship between the sex of a teacher and the frequency with which the teacher used sixteen millimeter films in teaching. Heyer's study was heavily weighted with experienced teachers who had considerable experience; the mean age of teachers was 52.1 years, and the mean experience was
27.2 years. She concluded that there seemed to be a slight tendency for film utilization to be less among the experienced teachers.

Hite's study, which was conducted in the state of Washington, revealed no significant relationship between years of teaching experience and the quantity of film used.

Heyer found that teachers who expressed a desire to use more films in their teaching were already using more films than those teachers who were not interested in using more films.

Both Heyer and Hite reported that when film use records were studied, there appeared to be little relationship between the amount of use and the amount of professional education.

According to Heyer, formal audiovisual courses had a negligible effect on teacher use of films. Hite reported that courses in audiovisual methods did increase teacher use of films.

Meiser (1952), in a study of teachers who taught grades five and six in Indiana, confirmed the findings of Hite that courses in audiovisual aids did increase teacher use of films.

Heyer and Hite both concluded that about as many teachers used films frequently in buildings that had only reasonably good facilities for audiovisual use as did those teaching in buildings with adequate facilities.

Meiser (1952) found that, as a group, teachers seemed to prefer motion pictures as a teaching aid over other available media. He also found that teachers who ordered films less than a week before they were scheduled for use tended to use films more effectively and more frequently than did those teachers who ordered films more than a week in advance of their use.
King (1967) found that more than one-half of the teachers studied felt that their own experience in using media in the classroom was the most important influence upon their present attitude toward the value of audiovisual media in teaching. The next most influential factors mentioned were salesmen's demonstrations, professional journals, other teachers and/or administrators, and inservice workshops. He found that inservice workshops were least influential in shaping attitudes toward the value of media.

King discovered that teachers used the overhead projector more than any other type of media, followed by the filmstrip and the two by two slide projector. Sixteen millimeter sound projectors were next most widely used. Utilization of media was found to be directly related to the availability of different types of media.

King also concluded that having had a college course or courses with a college instructor who utilized media effectively in his instruction had a significant relationship to the frequency with which teachers utilize media. Such factors as sex of the teacher, years of formal college education, academic degrees, completion of a formal course in the utilization of audiovisual media, and the number of years of teaching experience had no significant relationship to the frequency with which media were used in classroom instruction.

Teacher attitudes toward the use of technological media as an aid to teaching may be affected by critics of the rapid growth in the use of audiovisual aids. Bester (1953) says that essential descriptive advocates fear that the resort to media will result in reducing intellectual stimuli to an undue dependence upon concrete experiences. This criticism is based upon the idea that learning proceeds from the
concrete toward the abstract with higher and higher levels of abstraction expected as one proceeds to higher grade levels in education. Following this line of reasoning, the critics say that one would expect to find progressively fewer audiovisual aids used in the higher grades of school than in the lower grades, since less reliance would be put on teaching aids at the higher levels of learning.

Bettelheim (1961) observed that critics who fear the technology of audiovisual media see the machines, films, and tapes as unwarranted intrusions into their domain--the classroom. He feels a threat to his academic independence and privacy. He also sees a further dehumanization of life for the pupil in the projector and tape recorders.

A rationale for continued and increased use of audiovisual media seems to be based largely upon a common sense application of knowledge about learning. This rationale is expressed by Norberg (1963:17):

Teaching at any level required that the student be exposed to some form of stimulation. Learning cannot take place in a sensory vacuum. As a minimum physical requirement the instructor must be able to produce stimuli having enough strength and definition to get through to the student.

The transmission of meanings by verbal symbols (and other kinds of signs and symbols) is one of the most remarkable facts of human communication and learning, but the thing that becomes the most meaningful is the reader, or learner, by virtue of lingual communication, is his present life situation or some matter of interest to him--not some printed marks in a book. Moreover, the transmission of meaning is made possible only if other elements, such as past experience, present motivation, and affective state of the learner provide an appropriate ground to close the sign-symbol circuit by which communication is effected.

Allen (1950:181-182) surveyed 392 teachers in a California county and found that the teachers valued the following supervisory activities most highly:

A. Publications listing materials and resources.

B. Local workshops devoted to the preparation of curricular materials.
C. Demonstration classes in which audiovisual materials were used effectively.

D. Previews of new materials.

E. Exhibits of audiovisual equipment and teacher-made materials.

Allen made no attempt to identify the distinguishing characteristics of teachers who used audiovisual materials.

White (1953) concluded from his study that teachers did not use all of the audiovisual materials at their disposal. He also found that teachers who did use approved media methods did not perform at the highest level of usage and that the teachers recognized their deficiencies. Teachers interviewed in White's study expressed eagerness to learn more about the effective use of media, and supervisors questioned were also eager to have teachers better prepared to use media effectively.

Hoban (1946) reported findings from a United States Army Pictorial Service study completed in 1953. Hoban found that instructors who used more films tended to use them more effectively than instructors who tended to use them to a lesser extent, but he also found that instructors who received more help from coordinators used more films in teaching. This may imply that the coordinator is the controlling variable.

In a study of six Louisiana parish school systems, Guedry (1972) concluded:

(1) Extremely low utilization reported for television receivers and videotape recorders due almost exclusively to nonavailability of these two media in the schools surveyed.

(2) Female teachers made more regular uses of media than did male teachers.

(3) Teachers of special education classes used media most frequently; elementary teachers were next; and junior high and senior high teachers followed.
(4) Teachers of elective subjects used media more frequently than did teachers of required subjects.

(5) Teachers with advanced degrees were more frequent users of media than were teachers with undergraduate degrees.

(6) Media utilization increased steadily with years of teaching experience until the thirtieth year; at this point there was a dramatic decrease in media use.

(7) Size of a school system and rural-urban composition had little or no bearing on media use by teachers.

(8) There was no positive relationship between inservice education and degree of media utilization.

(9) A positive relationship between availability of media and media use was found; teachers used media when media were available.

(10) In most parishes studied, expenditures for instructional media were positively related to media utilization.

(11) Failure to use media occurred more often as a result of non-availability than as a result of unfavorable attitudes toward media.

(12) Scheduling problems were significantly related to non-utilization of instructional media.

(13) Fear of damage to or breakage of instructional equipment, from teachers' viewpoints, had little bearing on non-utilization of instructional media.

(14) Teachers did not report lack of preparation time as a major obstacle to media use. However, school principals reported lack of teacher preparation time as the major deterrent of media utilization.

(15) There was a positive relationship between adequate physical arrangements and conditions of classrooms and teacher utilization of media; principals ranked inadequate classrooms significantly higher than did teachers as reasons for non-utilization.

(16) Degree of knowledge concerning operation of equipment was not a significant contributing factor to use and non-use of instructional media.

(17) No relationship was found between utilization of media and identification of school personnel responsible for media.

(18) Teachers were not influenced by colleagues to use media.
Teachers did not perceive principals and supervisors as positive influence agents of media use; principals felt that they and supervisors were positive influence agents.

Guedry (1972) found evidence that teachers' personal experiences in classrooms accounted for favorable attitudes toward media.

Christopher (1969) determined that computer instruction training had significant effect in assisting attitudes to become more favorable toward Computer Assisted Instruction. He found that a relationship was revealed between knowledge of computer applications in education and attitudes toward Computer Assisted Instruction which indicated that the more knowledgeable individuals possessed a more favorable attitude toward Computer Assisted Instruction.

Corcoran (1969) found that teachers' attitudes toward Instructional Television (ITV) were favorable. Elementary teachers were more favorable toward ITV than high school teachers. He observed that attitudes depended more upon interest expectations, quality of teaching, and viewing conditions, than on grade level.

Attitudes of some teachers may be poor toward instructional media because of fear that machines will replace the teacher. Torkelson (1968:14) refutes this claim:

The shift in research is from the consideration of media in general to the effects of specific media and stresses that in the teaching process the human tutor is indespensible. Teachers must understand the characteristics and functions of the various media before they are able to use them imaginatively as tools for teaching. They may join their unique forces with those of educational media and explore how media material may be selected in terms of learning goals and processes. Teachers and researchers should work together to improve the effectiveness of educational media.

Donelson (1970:15-30) in a survey of media usage in classrooms in Arizona discovered that (1) less than one-fourth of the respondents had taken audiovisual courses as undergraduates; (2) teachers desired
to learn more about the equipment which they were already using; (3) teachers seldom or never used media as a means of individualizing instruction; and (4) the only tool in nearly every classroom was the bulletin board, although such aids as tape recorders and overhead projectors were listed as generally available.

Miller (1969) in an effort to ascertain, through teacher perceptions of the audiovisual climate within a school, determined some of the factors which might effect the utilization of media in the teaching-learning process. The subjects of the study were four hundred thirty-two teachers in fifty secondary schools and the audiovisual coordinators for the schools. The results showed that the unified media program produces no better audiovisual climate than a separate library and audiovisual program; schools with full-time audiovisual coordinators have a superior climate to schools having a part-time coordinator, and part-time audiovisual coordinators did not produce any better climate than coordinators with no released time. The background of the coordinator appears to be significant in producing a good audiovisual climate.

Stephens (1971) investigated the problems which hindered the use of educational media in colleges and universities. Deans, faculty members, and audiovisual personnel were asked what they perceived as determining the use of media and what changes they recommended to increase the use of instructional technology. The study tested hypotheses involving media utilization rates, perception of the deterrents, and attitude toward instructional technology scores. Faculty members with higher utilization rates and those with higher attitudinal scores perceived more deterrents. Faculty members with more experience and
those with higher attitudinal scores had higher utilization rates.

In an evaluation report on media utilization the North Carolina State Board of Education (1971) reported that teachers who had been trained in the use of media used them more and had a more favorable attitude toward their use.

Sabella (1969) found that teacher attitudes were favorable toward the use of Audiovideo Dial Access Information Retrieval Systems in the Middle School in Mount Kisko, New York.

Vandermeer (1970) says that the strategy for giving educators a more solid and sophisticated indoctrination in the uses and possibilities of technology in education must aim at the reduction of the extreme attitudes of the partisan and opponents of technology. He sees the teacher as a professional with a thorough grasp not only of every aspect of educational technology but also of humanistic studies, behavioral sciences, and the wide range of content to be taught within the discipline of the teacher's competence. The prospective teacher, in his training, should be creatively and self-consciously involved in a system of education which will establish in him those professional techniques and ways of study and operation that typify the manner in which social scientists apply their professions.

The research reported in this chapter revealed several seemingly contradictory findings, but it seems that, in general, teachers prefer motion pictures as a teaching aid over other media available to them. Traditional media were used more than newer media. Sex of the teacher, in most studies, seemed to have little relationship to the use of media.
CHAPTER III

METHOD OF PROCEDURE

Setting and Population. The study was conducted in the public schools of St. Landry Parish, Louisiana, during the 1972-1973 academic year. The population under consideration included all kindergarten through sixth grade teachers in the St. Landry Parish School System.

A questionnaire to obtain information relative to the purposes of this study and an attitude scale of the Likert-type developed by Ramsey (1961) were submitted to selected teachers during the spring of 1973.

The questionnaire. In order to obtain information from each teacher who responded to the attitude scale, a questionnaire was devised consisting of eight questions. Questions were prepared in such a way that teachers were able to supply a brief written answer or merely check the appropriate response.

Information listed on the questionnaire consisted of sex, grade(s) and/or level(s) taught, years of college preparation, years of experience, subject(s) taught, whether or not the teacher had inservice education in the use of visual aids, whether they had completed a college course in the use of visual aids, if and how visual aids, materials and equipment were made available to them in the school, the amount of time consumed by the use of media, and skills developed in the use of media.

Media equipment and materials included in the study were (1) 20
overhead projector, (2) sixteen millimeter projector, (3) slide and/or film strip projector, (4) film loop projector, (5) tape recorder, (6) record player, (7) motion picture and loop films, filmstrips and two by two slides, and (8) charts and maps.

Teachers were asked the approximate amount of time that they used each type equipment and materials each week, and whether or not they used them with ease.

The Attitude Scale. There were thirty-nine items in the attitude scale developed by Ramsey (1961). Ten items were considered "negative." A five-point scale was utilized. The respondents were asked to indicate their degree of agreement with each statement listed in the instrument as follows: (1) very strong disagreement; (2) moderate disagreement; (3) neither agreement nor disagreement (neutral or indifferent), (4) moderate agreement, and (5) very strong agreement.

A reversal translation was required in scoring the ten negative items. On any one of the items a response of one was recorded as a five, a two as a four, a four as a two, and a five as a one. Then, all scores, original and transformed, were added directly.

A mean score of "neutral" opinion on this scale was 117. A score below this point was considered to be critical of newer educational media, and a score above this point was considered to be sympathetic to newer educational media (Ramsey, 1961).

The Group Tested. The study was limited to full-time elementary classroom teachers, kindergarten through grade six, in the public schools of St. Landry Parish, Louisiana. Excluded from the study were administrators, librarians, special education teachers, counselors, and other special teachers.
Tables I and II show the number responding to the questionnaire and attitude scale according to sex, grade level, and years of experience.

**Administration of the Questionnaire and Attitude Scale.** After determining the number of schools and the number of elementary teachers in each school to be surveyed, packets of sufficient instruments were prepared for teachers in each school.

Permission was received to speak to a regularly scheduled principals' meeting, at which time the principals' cooperation was asked. The principals gave a positive response.

Each principal was given a packet and requested to give each of his teachers a copy of the instrument, which consisted of the attitude scale, questionnaire, and cover letter. These three were stapled together. The principals were asked to have the completed forms returned to the St. Landry Parish School Board Office within two weeks. At the end of two weeks, the completed instruments were picked up by the writer. Three hundred thirteen responses were considered usable out of three hundred ninety distributed to the thirty-one schools.

The attitude scales were scored by the same person, using the answer sheet provided by the author of the scale. Results of the questionnaires and attitude scales were coded for the computer. Cards were provided by the Computer Center, Louisiana State University, Baton Rouge, Louisiana. The Computer Center provided data on the overall mean score on the scale, the number of respondents in each category on the questionnaire, their mean scores, and their standard deviations.

In order to analyze data which would be useful in answering questions listed by the study, a program was developed to produce the
<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Mean Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>11.5</td>
</tr>
<tr>
<td>Female</td>
<td>264</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>12.1</td>
</tr>
</tbody>
</table>

TABLE I
DISTRIBUTION OF THE TEACHERS STUDIED BY SEX AND YEARS OF EXPERIENCE
TABLE II

DISTRIBUTION OF THE TEACHERS STUDIED BY GRADE LEVEL AND YEARS OF EXPERIENCE

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number Responding</th>
<th>Mean Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>24</td>
<td>12.1</td>
</tr>
<tr>
<td>Grade I</td>
<td>56</td>
<td>14.5</td>
</tr>
<tr>
<td>Grade II</td>
<td>39</td>
<td>14.5</td>
</tr>
<tr>
<td>Grade III</td>
<td>42</td>
<td>11.3</td>
</tr>
<tr>
<td>Grade IV</td>
<td>41</td>
<td>13.1</td>
</tr>
<tr>
<td>Grade V</td>
<td>67</td>
<td>11.6</td>
</tr>
<tr>
<td>Grade VI</td>
<td>44</td>
<td>10.5</td>
</tr>
</tbody>
</table>
needed frequency distribution and F-ratios using analysis of variance.

Differences between groups of teachers were established. For each dependent variable, adjusted means, degree of freedom, sums of squares, mean squares, and F-values were computed. The null hypothesis at the .05 level of confidence was used in testing each F-ratio for significance.

It was the basic hypothesis of this study that there would be no significant differences in expression of sympathy with, or hostility toward, the uses of newer educational media for instructional purposes by different categories of personnel and by those teachers who had or had not received inservice education and/or college courses in the use of instructional media.

It was not a necessary contingent of the hypothesis that those teachers who indicated on the questionnaire that they had completed inservice education and/or college courses in the use of instructional media would necessarily rank high in sympathy toward new media, nor was it assumed that those who indicated that they had not received inservice education and/or college courses in the use of instructional media were necessarily opposed to the use of newer media for instruction. In essence, it was assumed that there would be no significant differences between the two groups.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was designed to answer the following question:
Were there significant differences in teachers' attitudes toward instructional media and to selected factors?

Pertinent questions to be answered by this study

From this general statement of the problem ten specific questions were considered:

1. Were there significant differences in teachers' attitudes toward instructional media according to sex of the teacher?

2. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different grade levels?

3. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different subjects?

4. Were there significant differences in teachers' attitudes toward instructional media among and between teachers of different educational backgrounds?

5. Were there significant differences in teachers' attitudes toward instructional media between teachers who had received inservice education in the use of instructional media and those who had not received inservice education?

6. Were there significant differences in teachers' attitudes
toward instructional media between teachers who had completed specialized college courses in educational media and those who had not completed specialized college courses in educational media?

7. Were there significant differences in teachers' attitudes toward instructional media in terms of teachers who had limited experience and those with greater experience?

8. Were media equipment and materials available? If so, where—in the classroom, in the school, or from the system media center?

9. What were the mean number of hours per week teachers used the different types of media surveyed in the study?

10. What was the percentage of teachers who used the different types of media equipment and materials with skill and confidence?

In the first seven questions the null hypothesis or the hypothesis of no difference was tested.

Analysis of variance was used for comparisons and the F-ratio was tested for significance at the .05 level of confidence. Tables were prepared to indicate analysis of variance and means.

The following discussion of the statistical analysis considers data collected concerning the first seven pertinent questions listed at the beginning of this chapter.

Differences in teacher attitudes toward instructional media according to sex

Data from Table III shows the distribution of teachers studied by sex, experience, and scores achieved on the attitudinal scale. A study of the data in Table III revealed the number of male and female teachers and the mean scores achieved according to each sex. Of the 313 teachers included in the survey, 49 were male and 264 were female.
<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Experience</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>11.5</td>
<td>135.7</td>
</tr>
<tr>
<td>Female</td>
<td>264</td>
<td>12.7</td>
<td>135.8</td>
</tr>
</tbody>
</table>
Data from Table III showed that the 49 male teachers had a mean total of 11.5 years of experience and had a mean score of 135.7 on the attitudinal scale.

The mean years of experience for the 264 female teachers, as indicated by Table III, was 12.7, and the mean score was 135.8.

A mean score of "neutral" opinion on the attitudinal scale was determined to be 117, as reported in Chapter III. As a group both male and female teachers scored higher than 117, thus it was assumed that they had sympathetic attitudes toward the use of instructional media.

Applying analysis of variance to data obtained from the attitudinal scale and questionnaire, it was determined that significant differences in attitude toward instructional media did not exist between sexes. Table IX showed an F-ratio of 0.01 and Table X showed an F-ratio of 0.03. Using the .05 level test for significance (3.87 needed for significance), the null hypothesis was accepted.

Differences in teacher attitudes toward instructional media among and between teachers of different grades

The grades included in this study were kindergarten through grade six. Data from Table IV shows the distribution of teachers, mean years of experience, and mean test scores. These findings included:

1. Twenty-four kindergarten teachers, with 12.3 mean years of experience, and had a mean score of 137.5 on the attitudinal scale.
2. First-grade teachers totaled 56, and had 14.5 mean years of experience. Their mean test score was 136.1.
3. Grade 2 showed 39 teachers with 14.5 years of experience. They had a mean score of 133.7 on the scale.
4. Forty-two third-grade teachers had 11.3 mean years of
experience. Table IV revealed that third grade teachers had a mean score of 136.5.

Fourth-grade teachers included in the study numbered 41. They had 13.1 mean years of experience, and had a mean score of 135.2.

Grade five included 67 teachers, the largest number of teachers in the sample. They had 11.6 mean years of experience, and a mean score of 136.4.

Grade six included 44 teachers. They had 10.5 mean years of experience and a mean score of 134.8 on the scale.

Thus, using a score of 117 as "neutral" opinion, teachers of all grades tested showed a positive attitude to the usage of instructional media. Kindergarten teachers, with a mean score of 137.5, showed a more positive attitude toward the use of instructional media than did the other grades.

Applying analysis of variance to data obtained, it was determined that there were no significant differences among teachers of different grades. Table IX and Table X showed an F-ratio of 0.5. Since 3.87 was necessary for significance at the .05 level, the null hypothesis was accepted.

Differences in teacher attitudes toward instructional media among and between teachers of different subjects

The subjects chosen for the research were: (1) self-contained classrooms (all subjects taught by the teacher); (2) language arts; (3) social studies; (4) mathematics/science; and (5) reading.

As shown in Table V self-contained classrooms showed the largest number of teachers tested. They numbered 225, had 13.5 mean years of experience, and had a mean test score of 135.7. Eighteen language arts
## TABLE IV

SUMMARY OF RESULTS OF ATTITUDINAL SCALE
SCORES OF TEACHERS OF DIFFERENT GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Experience</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>24</td>
<td>12.1250</td>
<td>137.5</td>
</tr>
<tr>
<td>1</td>
<td>56</td>
<td>14.5179</td>
<td>136.1</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>14.4615</td>
<td>133.7</td>
</tr>
<tr>
<td>3</td>
<td>42</td>
<td>11.2619</td>
<td>136.5</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>13.1220</td>
<td>135.2</td>
</tr>
<tr>
<td>5</td>
<td>67</td>
<td>11.5672</td>
<td>136.4</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>10.5455</td>
<td>134.8</td>
</tr>
</tbody>
</table>
### TABLE V
SUMMARY OF RESULTS OF ATTITUDINAL SCALE SCORES OF TEACHERS OF DIFFERENT SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Experience</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Contained</td>
<td>225</td>
<td>13.5</td>
<td>135.7</td>
</tr>
<tr>
<td>Language Arts</td>
<td>18</td>
<td>9.3</td>
<td>138.2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>21</td>
<td>9.4</td>
<td>131.5</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>32</td>
<td>10.5</td>
<td>137.3</td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
<td>9.9</td>
<td>135.8</td>
</tr>
</tbody>
</table>
teachers were included in the study. They had 9.3 years of experience, and a mean test score of 138.2. They had twenty-one social studies teachers involved in the study. They had 9.8 mean years of experience, and made a mean test score of 131.5, which was the lowest of all subjects studied. Mathematics and science teachers numbered 32, and had 10.4 mean years of experience. Their mean test score totaled 137.3. Only 17 teachers of reading were included in the study. They showed, according to Table V, 9.9 mean years of experience, and had a mean score of 135.8 on the attitude scale. All subjects studied showed a favorable attitude toward the use of instructional media.

In testing for significance, Table IX showed a ratio of 1.4, and Table yielded an F-ratio of 1.4. Since 3.87 was considered significant at .05 level of confidence, the null hypothesis was accepted. There were no significant differences among teachers of different subjects.

Differences in teacher attitudes toward the use of instructional media between and among teachers of different educational backgrounds

Three levels of educational background were indicated by the questionnaires used in the study. These were: (1) bachelor's degree; (2) master's degree; and (3) master's degree plus 30 hours. There were none with less than a bachelor's degree, nor any with more than a master's degree plus 30 hours.

According to Table VI bachelor's degree teachers numbered 235, and had 11.8 mean years of experience. Their mean scale score was 135.4. Master's degree teachers totaled 57. Their mean years of experience was 13.6, and they had a mean test score of 135.4. There were 31 teachers who had the master's degree plus 30 hours. Their mean years of experience was 17.9, and their mean test score was 140.3. All
<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Experience</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>235</td>
<td>11.8</td>
<td>135.4</td>
</tr>
<tr>
<td>Master's</td>
<td>57</td>
<td>13.6</td>
<td>135.4</td>
</tr>
<tr>
<td>Master's + 30 hours</td>
<td>21</td>
<td>17.9</td>
<td>140.3</td>
</tr>
</tbody>
</table>
of their scores reflected favorable attitudes toward instructional media, when the score of 117 was used as a "neutral" opinion.

Applying analysis of variance to data obtained from teachers with different educational backgrounds significant differences did not exist among and between teachers with different educational backgrounds. Table IX showed an F-ratio of 2.82 while Table X showed an F-ratio of 2.74 (3.87 needed for significance at the .05 level of confidence). Data from tables nine and ten indicated approaching significance (3.87 needed for significance) but using the .05 level test, the null hypothesis was accepted.

**Differences in teacher attitudes toward instructional media between teachers who had received inservice education involving instructional media, and those who had not received inservice education**

The null hypothesis to be tested was that there was no statistically significant difference between attitude scores of teachers who had received inservice education in the use of instructional media and those who had not received inservice education in the use of instructional media.

Data from Table VII revealed that 191 teachers had received inservice education in the use of instructional media. Their mean years of experience was 14.3 and their mean test score was 136.3. One hundred twenty-two teachers had no inservice education involving instructional media. Table VII indicates they had 9.7 mean years of experience with a mean test score of 134.9.

Presented in Table IX are the data resulting from the analysis of variance for the null hypothesis. The table shows an F-ratio of 1.73. Since 3.87 was needed in order that the difference be termed
### TABLE VII

**SUMMARY OF RESULTS OF ATTITUDINAL SCALE SCORES OF TEACHERS WHO HAD RECEIVED INSERVICE EDUCATION IN THE USE OF INSTRUCTIONAL MEDIA USAGE AND THOSE WHO HAD NOT RECEIVED INSERVICE EDUCATION**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Experience</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice Education</td>
<td>191</td>
<td>14.3</td>
<td>136.3</td>
</tr>
<tr>
<td>No Inservice Education</td>
<td>122</td>
<td>9.7</td>
<td>134.9</td>
</tr>
</tbody>
</table>
significant at the .05 level, the null hypothesis of no statistically
significant difference was accepted.

Differences in teacher attitudes toward instructional media between
teachers who had completed college courses involving instructional
media and those teachers who had not completed college courses involv­
ing instructional media

The null hypothesis to be tested was that there was no statis­
tically significant difference between attitude scores of teachers who
had completed college courses involving instructional media and those
who had not completed college courses in the use of instructional media.

Data from Table VIII shows that 174 teachers with 10.9 years of
experience had completed one or more college courses involving instruc­
tional media. Their mean test score was 135.5. One hundred thirty-nine
teachers had no college courses in the use of instructional media. They
had 14.6 mean years of experience, and a mean test score of 136.1.

An inspection of Table X shows data resulting from the analysis
of variance for the null hypothesis. The table shows an F-ratio of
0.19 (3.87 needed for significance). Thus, the null hypothesis of no
statistical difference between these two groups of teachers is accepted.

Differences in teacher attitudes toward instructional media in terms
of years of experience

The null hypothesis to be tested was that there is no statisti­
cally significant difference in teacher attitudes toward the use of
instructional media in terms of years of experience.

Data from Table IX shows an F-ratio of 2.99 (3.87 needed for
significance), and Table X indicates an F-ratio of 2.38. Both approach
significance.

Data from Tables III, VI, VII, and VIII indicate teachers with
TABLE VIII

SUMMARY OF RESULTS OF ATTITUDINAL SCALE SCORES OF TEACHERS WHO HAD COMPLETED COLLEGE COURSES INVOLVING INSTRUCTIONAL MEDIA AND THOSE WHO HAD NOT COMPLETED COLLEGE COURSES INVOLVING INSTRUCTIONAL MEDIA

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Experience (Scale Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Course(s)</td>
<td>174</td>
<td>10.8793</td>
</tr>
<tr>
<td>No College Courses(s)</td>
<td>139</td>
<td>14.5683</td>
</tr>
<tr>
<td>Source of Variation</td>
<td>Degrees of Freedom</td>
<td>Sum of Squares</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Inservice Education</td>
<td>1</td>
<td>214.65</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Grade</td>
<td>6</td>
<td>366.63</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>699.81</td>
</tr>
<tr>
<td>Subject Taught</td>
<td>4</td>
<td>699.64</td>
</tr>
<tr>
<td>Experience</td>
<td>1</td>
<td>370.44</td>
</tr>
<tr>
<td>Source of Variation</td>
<td>Degrees of Freedom</td>
<td>Sum of Squares</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>College Course</td>
<td>1</td>
<td>24.11</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>4.57</td>
</tr>
<tr>
<td>Grade</td>
<td>6</td>
<td>406.63</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>682.09</td>
</tr>
<tr>
<td>Subject Taught</td>
<td>4</td>
<td>679.82</td>
</tr>
<tr>
<td>Experience</td>
<td>1</td>
<td>296.29</td>
</tr>
</tbody>
</table>
more years of experience scored higher on the attitude scale. However, both F-ratios fail to meet the 3.87 needed in order to be termed significant at the .05 level. Therefore, the null hypothesis of no statistically significant difference in terms of teacher experience is accepted.

Summary of availability of media equipment and materials

Generally speaking, it was found that St. Landry Parish, Louisiana is well equipped with media equipment and materials. Most of the equipment surveyed were found to be in either the classroom or the school. Other media were available from the central media center or were not available.

Data from Table XI shows that overhead projectors were available in classrooms in 201 instances, centralized in the school in 111 instances, and not available in one instance.

Twelve teachers, according to data yielded in Table XII maintained a sixteen millimeter projector in their classroom. This represented nearly four percent of those answering the questionnaire. Two hundred eighty-five said this equipment was located in the school. Ten said it was available from the media center, and six indicated the sixteen millimeter projector was not available at all.

Slide and/or film strip projectors were available to 100 teachers in their classrooms. Table XIII shows this equipment was available to 204 teachers through their school media centers. This represented 65 percent of the teachers surveyed. Four reported slide or film strip projectors available from the media center, and five said they were not available.
<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Classroom</td>
<td>201</td>
<td>64.2</td>
</tr>
<tr>
<td>In School</td>
<td>111</td>
<td>35.5</td>
</tr>
<tr>
<td>From Media Center</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not Available</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>12</td>
<td>3.8</td>
</tr>
<tr>
<td>In School</td>
<td>285</td>
<td>91.1</td>
</tr>
<tr>
<td>From Media Center</td>
<td>10</td>
<td>3.2</td>
</tr>
<tr>
<td>Not Available</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>100</td>
<td>31.9</td>
</tr>
<tr>
<td>In School</td>
<td>204</td>
<td>65.2</td>
</tr>
<tr>
<td>From Media Center</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Not Available</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Data from Table XVI yielded the information that the film loop projector was not available to 238 teachers for a percentage of 76.0. Twelve said that film loop projectors were available from the system media center, 57 were located in the school, and only six claimed to have one in their classroom.

Tape recorders were reported to be located in individual classrooms by 42 teachers. Two hundred four teachers indicated that recorders were available in their school, 18 teachers reported records available from the media center, while 49 teachers reported no records available. This data is shown in Table XV.

Data from Table XVI showed the availability of record players in the schools of St. Landry Parish, Louisiana. Seventy-four percent of the teachers reported having record players in their rooms. Twenty-three percent said they were available in the school media center, two said they were available from the system media center, and five reported them not available.

Television sets were located in five classrooms. Table XVII indicated that 73 teachers reported television receivers available in the school, six teachers reported television sets available through the system media center, while 229 said they were not available.

Film, film strips, and slides, classified as soft-ware or materials, were reported by 13 teachers as being available in the classroom. One hundred seventy-four said they were available in the school media center, 125 at the system media center, and one reported none available. This data was verified in Table XVIII.

Charts and maps were reported as available in all except 15 classrooms. Data from Table XIX showed that 298 teachers, or 95 percent,
### TABLE XIV

**AVAILABILITY OF FILM LOOP PROJECTOR**

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Classroom</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>In School</td>
<td>57</td>
<td>18.2</td>
</tr>
<tr>
<td>From Media Center</td>
<td>12</td>
<td>3.8</td>
</tr>
<tr>
<td>Not Available</td>
<td>238</td>
<td>76.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>42</td>
<td>13.4</td>
</tr>
<tr>
<td>In School</td>
<td>204</td>
<td>65.2</td>
</tr>
<tr>
<td>From Media Center</td>
<td>18</td>
<td>5.8</td>
</tr>
<tr>
<td>Not Available</td>
<td>49</td>
<td>15.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>232</td>
<td>74.1</td>
</tr>
<tr>
<td>In School</td>
<td>74</td>
<td>23.6</td>
</tr>
<tr>
<td>From Media Center</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>Not Available</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>In School</td>
<td>73</td>
<td>23.3</td>
</tr>
<tr>
<td>From Media Center</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td>Not Available</td>
<td>229</td>
<td>73.7</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
<tr>
<td>Location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>In Classroom</td>
<td>13</td>
<td>4.2</td>
</tr>
<tr>
<td>In School</td>
<td>174</td>
<td>55.6</td>
</tr>
<tr>
<td>From Media Center</td>
<td>125</td>
<td>39.9</td>
</tr>
<tr>
<td>Not Available</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE XIX

**AVAILABILITY OF CHARTS AND MAPS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Classroom</td>
<td>298</td>
<td>95.2</td>
</tr>
<tr>
<td>In School</td>
<td>12</td>
<td>3.7</td>
</tr>
<tr>
<td>From Media Center</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not Available</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
reported charts and maps available in the classroom. Twelve reported them in the school, and three reported that they were not available.

**Summary of mean number of hours per week various media equipment and materials were used by teachers**

Three hundred thirteen teachers responding to the questionnaire reported the number of hours they used each of the nine types of equipment and materials per week. The mean number of hours each type of equipment was used is recorded in Table XX.

The overhead projector and the record player were used more than other media, with each being used more than two hours per week per teacher. The record player was used almost two and one-half hours per week, with the overhead projector slightly over two hours per week.

The slide and/or film strip projector, charts, and maps were used almost two hours per week by the teachers. The sixteen millimeter projector was used on the average of one hour per week by each teacher. The tape recorder was used almost one hour each week. Television and the film loop projector were used least.

**Summary of percentages of teachers who used with ease the various types of media**

Data reported in Tables XXI through XXIX indicated that teachers generally used all types of media equipment and materials included in the study with relative ease. The exception was the film loop projector and television receivers and production equipment.

Data in Table XXIV show only 14 percent of the teachers used the film loop projector with ease, while Table XXVII reported about 10 percent of the teachers feel at ease with instructional television.

Information from Table XXI shows that 91 percent of the teachers
<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Mean Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead Projector</td>
<td>313</td>
<td>2.17</td>
</tr>
<tr>
<td>Sixteen MM Projector</td>
<td>313</td>
<td>1.01</td>
</tr>
<tr>
<td>Slide and/or Filmstrip</td>
<td>313</td>
<td>1.89</td>
</tr>
<tr>
<td>Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Loop Projector</td>
<td>313</td>
<td>0.21</td>
</tr>
<tr>
<td>Tape Recorder</td>
<td>313</td>
<td>0.87</td>
</tr>
<tr>
<td>Record Player</td>
<td>313</td>
<td>2.49</td>
</tr>
<tr>
<td>Television</td>
<td>313</td>
<td>0.15</td>
</tr>
<tr>
<td>Film, Film Strips Slides</td>
<td>313</td>
<td>1.71</td>
</tr>
<tr>
<td>Charts, Maps</td>
<td>313</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>With Ease</td>
<td>286</td>
<td>91.4</td>
</tr>
<tr>
<td>Without Ease</td>
<td>27</td>
<td>8.6</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>With Ease</td>
<td>237</td>
<td>75.7</td>
</tr>
<tr>
<td>Without Ease</td>
<td>76</td>
<td>24.3</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE XXII

SUMMARY OF PERCENTAGE OF TEACHERS WHO USED THE SIXTEEN MILLIMETER PROJECTOR WITH EASE
TABLE XXIII
SUMMARY OF PERCENTAGE OF TEACHERS WHO USED THE SLIDE AND/OR FILM STRIP PROJECTOR WITH EASE

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Ease</td>
<td>293</td>
<td>93.6</td>
</tr>
<tr>
<td>Without Ease</td>
<td>20</td>
<td>6.4</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
</tbody>
</table>
**TABLE XXIV**

**SUMMARY OF PERCENTAGE OF TEACHERS WHO USED THE FILM LOOP PROJECTOR WITH EASE***

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Ease</td>
<td>45</td>
<td>14.4</td>
</tr>
<tr>
<td>Without Ease</td>
<td>268</td>
<td>85.6</td>
</tr>
</tbody>
</table>

**Totals** | **313** | **100.0**

*Only 1.4 percent of teachers reported film loop projectors were available in the classroom, and 18.2 percent said they were to be found in the school media center.*
### TABLE XXV

**SUMMARY OF PERCENTAGE OF TEACHERS WHO USED THE TAPE RECORDER WITH EASE**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Ease</td>
<td>231</td>
<td>73.8</td>
</tr>
<tr>
<td>Without Ease</td>
<td>82</td>
<td>26.2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>With Ease</td>
<td>300</td>
<td>95.8</td>
</tr>
<tr>
<td>Without Ease</td>
<td>13</td>
<td>4.2</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### TABLE XXVII

**SUMMARY OF PERCENTAGE OF TEACHERS WHO USED TELEVISION WITH EASE**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Ease</td>
<td>31</td>
<td>9.9</td>
</tr>
<tr>
<td>Without Ease</td>
<td>282</td>
<td>90.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
# TABLE XXVIII

Summary of Percentage of Teachers Who Used Films, Film Strips, and Slides With Ease

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Ease</td>
<td>306</td>
<td>97.8</td>
</tr>
<tr>
<td>Without Ease</td>
<td>7</td>
<td>2.2</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>With Ease</td>
<td>307</td>
<td>98.1</td>
</tr>
<tr>
<td>Without Ease</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td>Totals</td>
<td>313</td>
<td>100.0</td>
</tr>
</tbody>
</table>
answering the questionnaire used the overhead projector with ease. Data in Table XXII show that the percentage drops to 75 percent in the use of the sixteen millimeter projector.

Slide and/or film strip projectors, as shown in Table XXIII were reported to be used with ease by nearly 97 percent of the teachers. Information found in Table XXVIII shows almost the same percentage in the use of films, film strips, and slides.

Data in Table XXVI shows that 96 percent of the teachers used the record player with ease. Data in Table XXIX show that 98 percent of the teachers used maps and charts with ease.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purposes of this study were: 1. To determine the relationship between selected teacher factors and teachers' attitudes toward instructional media. Specific factors included in the study were: (1) sex; (2) grades taught; (3) subjects taught; (4) educational background; (5) years of experience; (6) inservice education; and, (7) college courses involving educational media. 2. To determine the situation relative to: (1) availability of equipment and materials; (2) time spent in the use of media; and, (3) skills possessed in the use of media.

SUMMARY

Analysis of the data revealed that no significant differences in attitudes toward instructional media existed between teachers of different sex. Female teachers had a mean number of years of experience which was one and two tenths more than male teachers, but mean scale scores were practically the same.

Data indicated that there were no significant differences in attitudes toward instructional media among and between teachers of different grades. Kindergarten teachers scored highest with a mean score of 137.5, while second grade teachers scored lowest with a mean score of 133.7.

Teachers who taught in different subject matter areas showed no
significant differences in attitude toward the use of media. Language arts teachers were highest in this category with a mean score of 138.2, while social studies teachers ranked last with a mean score of 131.5.

Teachers of different educational backgrounds approached significance with teachers having the masters' degree plus 30 hours scoring 140.3 while bachelors' and masters' degree teachers scored just over 135.0.

Data showed no significant differences in attitudes toward instructional media in terms of teacher experience. They approached significance, with Table IX, Analysis of Variance on Attitudinal Scale for Teachers in Terms of Inservice Education in Instructional Media, yielding an F-ratio of 2.99 and Table X, Analysis of Variance on Attitudinal Scale for Teachers in Terms of College Courses in Instructional Media, showing an F-ratio of 2.37.

Analysis of data revealed no significant differences in the attitudes of teachers toward media who had inservice education in the use of instructional media and those who had no inservice education in the use of media.

Teachers who had completed college courses involving instructional media and those who had no college courses involving instructional media showed no significant differences in attitudes toward instructional media.

Reports from respondents indicated to the writer that the school system seemed to have adequate media equipment and materials. Sixty-four percent of the teachers reported having an overhead projector in their classrooms. Ninety-five percent reported the availability of a sixteen millimeter projector either in the classroom or in the school.
Ninety-six percent of the respondents reported access to the slide and/or film strip projector. Ninety-seven percent of the respondents reported a record player in either the classroom or available in the school media center. Ninety-nine percent of the teachers surveyed reported the use of maps and charts and had them readily available in the classrooms.

The record player was used more than any other educational medium. Teachers used record players over two and one-half hours per week. The overhead projector was the second most used type of media with over two hours of use per week. Following, in order, were maps and charts, slide and/or film strip materials and projectors, sixteen millimeter projectors, tape recorders, film loop projectors, and television.

Time spent in the use of media equipment and materials was closely related to ease with which teachers used media. Record players were used with ease by ninety-five percent, charts and maps by ninety-eight percent, slide and/or film strip projectors by ninety-four percent, overhead projector by ninety-one percent, sixteen millimeter projector by seventy-five percent, followed by the film loop projector by fourteen percent and television by nine percent.

CONCLUSIONS DRAWN FROM THE STUDY

1. While there was no significant differences in teacher attitudes in terms of years of experience, there was a difference of sufficient magnitude to reveal a trend that would indicate that individuals responsible for inservice education should consider the needs of beginning teachers. Beginning teachers show needs for developing skills in the operation and effective use of educational media.
2. Because the data of this study revealed that teachers who had completed college courses in instructional media did not differ significantly in their attitudes toward the use of instructional media or in their actual use of instructional media, the writer concludes that it appears that teacher education institutions should consider emphasis on the utilization of instructional media as an important part of instructional media courses.

RECOMMENDATIONS FOR FURTHER STUDY

Further study should be made using the same or similar teacher factors and the same independent variable to determine how teachers acquire certain attitudes toward educational media.

Additional study should attempt to correlate attitude assessment findings with other types of behavior regarding the uses of educational media.

Research into the effectiveness of media instruction at the college level and its application at the school level should enhance the quality of instruction at both levels.
REFERENCES CITED

Books


Periodicals and Reports


Smith, Phillip. "Media Attitudes." (An address given at a Summer Workshop sponsored by the South Carolina State Department of Education) p. 9, August 18, 1970.


**Government Documents**

Ramsey, Curtis Paul. A Research Project for the Development of a Measure to Assess Attitudes Regarding the Uses of Newer Educational Media, (Title VII Project Number 492, National Defense Education Act of 1958, Grant Number 740093), George Peabody College for Teachers, Nashville, Tennessee.

Unpublished Works


Flynt, Darrell, "The Evaluation of Media Usage in the Classroom." Paper read at the NDEA Media Institute at the University of Texas, August, 1965, Austin, Texas.


APPENDICES
Mr. John Dupre, Superintendent  
St. Landry Parish School Board  
P. O. Box 310  
Opelousas, Louisiana 70570

Dear Mr. Dupre:

As a Doctoral candidate at Louisiana State University, I am seeking your approval of the administration in your school system of questionnaires designed to gather data needed in the preparation of my dissertation. The title of my dissertation is "An Analysis of Teacher Attitudes Toward Instructional Media."

Enclosed you will find a copy of my proposal and the questionnaires to be used in the survey.

With your approval of my request, the survey will be conducted during a one week period in the second semester of the 1972-73 school year.

Whatever contribution this study makes to our profession will be shared with you.

Sincerely,

Charles W. Young
Mr. Charles W. Young  
3063 Bartlett Street  
Baton Rouge, Louisiana 70805

Dear Mr. Young:

This is to notify you that you have my permission to use St. Landry Parish in your record for your dissertation.

Sincerely,

John R. Dupre, Superintendent  
ST. LANDRY PARISH SCHOOL BOARD

JRD:ss
QUESTIONNAIRE FOR TEACHERS

1. Male_____ Female_____ 

2. Elementary Grade(s) and/or Level(s) Taught_______ 

3. Education:  B.S. or B.A. ______ Specialist (EDS)______ 
Masters ______ Doctorate ______ 
Masters plus 30______ 

4. Years of Experience:______ 

5. Subject(s) Taught:

| All (self contained classroom) | Science | 
| Language Arts | Reading | 
| Social Studies | Music | 
| Mathematics | Art | 
| | Other | 

6. Have you had inservice training in the use of visual aids?______ 

7. Did you have a college course in the use of visual aids before you began teaching? 

8. Please check below if and how visual aids materials and equipment are available to you.

<table>
<thead>
<tr>
<th>Item</th>
<th>In classroom</th>
<th>In school</th>
<th>From media center</th>
<th>Not available</th>
<th>Approximate number of hours used per week</th>
<th>Do you use this equipment with ease?</th>
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</thead>
<tbody>
<tr>
<td>Overhead projector</td>
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<td>Transparencies</td>
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<td>16 mm projector</td>
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<td>Slide and/or film strip projector</td>
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<td>Film-loop projector</td>
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<tr>
<td>Tape Recorder</td>
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</tbody>
</table>


3. Education: B.S. or B.A. ______  Specialist (EDS) ______
   Masters ______  Doctorate ______
   Masters plus 30______

4. Years of Experience:_____

5. Subject(s) Taught:

   All (self contained classroom) ______  Science ______
   Language Arts ______  Reading ______
   Social Studies ______  Music ______
   Mathematics ______  Art ______

6. Have you had inservice training in the use of visual aids?_____

7. Did you have a college course in the use of visual aids before you began teaching?

8. Please check below if and how visual aids materials and equipment are available to you.

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<th></th>
<th>In classroom</th>
<th>In school</th>
<th>From media center</th>
<th>Not available</th>
<th>Approximate number of hours used per week</th>
<th>Do you use this equipment with ease?</th>
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<td>Overhead projector</td>
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<td>Tape Recorder</td>
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<td>Videotape recorder</td>
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<td>Films, film strips, slides</td>
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<td>Charts, maps</td>
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</table>
The following statements represent varying points of view about which there is some controversy in American education today. PLEASE assume no pose, but respond rapidly according to your degree of agreement with the statements listed below. Mark your answers in the blank space to the each sentence according to the following code:

1. VERY STRONG DISAGREEMENT 2. MODERATE DISAGREEMENT 3. NEUTRAL--NEITHER AGREE NOR DISAGREE 4. MODERATE AGREEMENT 5. VERY STRONG AGREEMENT

01. The widespread use of teaching machines will revolutionize the process of instruction as we know it now.

02. All teachers in training should take a course in the use of A-V aids.

03. Every school should have a central A-V room where the equipment is permanently installed and available for use there.

04. Learning through A-V educational media is a passive experience.

05. The possible uses of A-V equipment are limited only by the imagination of the person directing the usage.

06. Wider acceptance of currently known A-V aids is needed.

07. Programs for teaching machines should be developed by A-V specialists.

08. Proper use of A-V materials can go a long way toward providing for individual differences in the learning needs of children.

09. Most professional educators have viewed newer educational media in the specific context of machines and operations rather than in the more general point of view of a medium for communication.

10. There are no educational frontiers in newer educational media--just new gadgets.

11. Public relations are a primary responsibility for A-V people.

12. The development of new A-V aids is a waste of time and resources.

13. Recent technological trends in education demand a changing teacher role.

14. Only through A-V media can vicarious learning experiences be provided in the classroom.

15. The teaching of foreign languages in the elementary school lends itself particularly well to the use of A-V aids.
16. A-V materials and educational media usage should be the province of A-V specialists.

17. The creative student is apt to be stifled by the extensive use of A-V instructional media.

18. The vicariousness of learning by A-V aids is not conducive to the most effective learning.

19. A basic problem of A-V education is to change the attitude of many teachers who look upon A-V aids simply as frills tacked on to their regular teaching.

20. One of the most satisfactory ways to provide adequate educational opportunities for the increasing mass of students is through wider usage of A-V aids.

21. Provision for the purchase of A-V equipment should be included in every school's instructional budget.

22. The educational value of broadcast (commercial) television is practically nil.

23. The development of A-V centers in every school unit should be encouraged and facilitated.

24. In one teacher's college, 10 per cent of the instructional budget is given to the A-V department. More colleges should adopt this plan.

25. Exerting influence for administrative decisions favorable to A-V should be a key activity of A-V personnel.

26. The use of such aids as the bioscope, electric microscope, and science films can revolutionize the teaching of science.

27. The expense of most A-V media is out of all proportion to their educational value.

28. New teachers would be more inclined to use A-V aids if there were wider usage of these aids in teacher-training programs.

29. Most innovations in newer educational media have been well validated in research studies to substantiate their utility.

30. Most A-V persons do not use the mass communications media enough in developing a favorable public attitude toward A-V.

31. The percentage of teachers using newer educational media has increased greatly in recent years.

32. Wider usage of currently accepted A-V aids is needed.
33. The personal relationship between teacher and student is essential in most learning situations.

34. If surplus funds exist, which could be spent only for supplementary books or for more A-V equipment, the A-V equipment should be chosen.

35. Teaching machines utility cannot be evaluated solely on the basis of standardized scholastic achievement of students using them.

36. A-V materials are so specific as to have little adaptability to different teaching requirements or situations.

37. These newer educational media tend to subordinate the teacher's relationship with students.

38. The passivity characteristic of learning by A-V aids is not conducive to the most effective learning.

39. Wider use of newer educational media will ultimately mean that instructional costs can be reduced.
VITA

Charles Walter Young, Sr. was born November 21, 1921 at LeCompte, Louisiana, in Rapides Parish, to Mr. and Mrs. Charles O. Young. He had one sister and one brother.

He was graduated from Tioga High School in 1939 after which he attended Louisiana State Normal College and Southwestern Louisiana Institute. He received a Bachelor of Arts degree from Louisiana College in 1950. The Master of Education degree was conferred on him by Louisiana State University in 1953.

He taught in the public schools of Rapides Parish in 1950 and 1951, at which time he accepted an appointment to the East Baton Rouge Parish school system.

He is at present teaching at Galvez Elementary School, Ascension Parish, Louisiana.

He is married to Louvella Loupe Young. They are parents of five children, Susan Gail, Danny Wayne, Charles Walter, Jr., William Francis, and James Emory.

He is a candidate for the Doctor of Education degree in May, 1974.