1972

A Study of Factors Related to the Use of Instructional Media by Classroom Teachers in Selected Louisiana Parishes.

Perry A. Guedry
Louisiana State University and Agricultural & Mechanical College

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IN SELECTED LOUISIANA PARISHES.

The Louisiana State University and Agricultural
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A STUDY OF FACTORS RELATED TO THE USE OF INSTRUCTIONAL MEDIA
BY CLASSROOM TEACHERS IN SELECTED LOUISIANA PARISHES

A Dissertation

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

in

The Department of Education

by

Perry A. Guedry
B.S., Louisiana State University, 1949
M.Ed., Louisiana State University, 1951
December, 1972
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ABSTRACT

The purpose of this study was to determine why some classroom teachers in selected Louisiana parishes used instructional media as aids to learning, while others did not. To accomplish this objective, the investigator designed the study to: (1) identify personal factors which influenced the degree of media utilization; (2) determine the influence of parish size and rural-urban composition on media use; (3) ascertain the extent to which in-service education affected teacher use of media; (4) determine the availability of instructional media to teachers; and (5) ascertain the amounts of parish and federal funds spent for media in relation to sizes of school systems. Relationships between ten other variables and media utilization were sought.

Data were obtained from 962 classroom teachers in seventy-nine public elementary, junior high, and secondary schools in six Louisiana school systems; from fifty-five principals; and from six parish supervisors. Teachers' questionnaires were returned from seventy-nine of eighty schools, providing a 99 percent return.

Data from teacher questionnaires were analyzed by a Common Business-Oriented Language data program, which produced 332 "print-out" sheets. Data from principals' and supervisors' questionnaires were tallied and organized manually.

An analysis of data in this study provided evidence which seemed sufficient to warrant the following conclusions:

Regular and occasional use of five items of instructional media was high. An extremely low utilization rate reported for television receivers and videotape...
recorders was due almost exclusively to non-availability of these media in the schools surveyed.

By a margin of eleven percentage points, female teachers used media more regularly than did male teachers. Teachers of special education classes used media most frequently; elementary teachers were next; and junior high and senior high teachers followed. Generally teachers of elective subjects used media more frequently than did teachers of required subjects. Teachers with advanced degrees were more frequent users of media than were teachers with undergraduate degrees. Media utilization increased steadily with years of teaching experience until the thirtieth year, at which point a dramatic decrease in media use occurred.

Size of a school system and rural-urban composition of a parish had little or no bearing on media use by teachers, and there was no positive relationship between in-service education and degree of media utilization in five of the six parishes. However, a positive relationship between availability of media and media use was found. In four of the six parishes, expenditures for instructional media were positively related to media utilization.

While doubtlessly some teachers did not use media when media were available, failure to do so occurred more often as a result of non-availability than as a result of unfavorable attitudes toward media.

Scheduling problems were significantly related to non-utilization of media, but teachers' fears of damage to instructional equipment had little bearing on non-utilization. Principals expressed concern that teachers' fears were deterrents to media use.
Teachers did not report lack of preparation time as a major obstacle to media use. However, principals reported lack of teacher preparation-time as the major deterrent to media utilization.

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.

Degree of knowledge concerning operation of equipment was not a significant contributory factor to use and non-use of media, and no relationship was found between utilization of media and identification of school personnel responsible for media.

Teachers were not influenced by colleagues to use media, and they did not perceive principals and supervisors as positive influence agents of media use. Principals, however, felt that they and supervisors were positive influence agents.
Chapter 1

INTRODUCTION

A common complaint among principals and supervisors is that many teachers are not making maximum use of audiovisual equipment available to them. The complaints of many teachers to the author over fifteen years have, on the other hand, been primarily concerned with (1) physical limitations of classrooms; (2) lack of time for preparing to integrate media into classroom learning; (3) logistical problems involved in getting equipment ("hardware") and materials ("software") together to meet educational needs of a class or of individual students; and (4) unavailability of equipment and materials.

The evaluation of media usage in the classroom is a continuing, complex procedure that may well be the most important feature in utilizing modern classroom technology. The diverse nature of instructional media demands a continuing scrutiny by helpful supervisors and knowledgeable co-workers. Obviously, no single technique of measurement can evaluate media implementation satisfactorily. It is to be hoped that teachers can be helped to program into media usage necessary guidelines that will highlight the inherent values of each medium in the enhancement of learning (Flynt, 1965).

Statement and Delineation of the Problem

This study was designed to answer the question, "Why do some classroom teachers in selected Louisiana schools use instructional media, while others do not?"
Studies of media utilization indicate that teacher inertia is one of the major
deterrents to the use of new instructional media. King (1967:2) said that "despite
the positive evidence regarding the value of instructional media, teacher inertia
has been sufficient to limit the expansion of its use that would logically be ex­
pected." King further said that the basic assumption seems to be that if effective­
ness of media materials can be demonstrated, teachers will use these materials.
However, he pointed out, it would also seem that the report of the United States
Surgeon General on the dangers of cigarette smoking should logically have reduced
cigarette smoking. The fact that cigarette smoking has not decreased leads him to
the conclusion that "acceptance of evidence at an intellectual level alone is not
enough to affect human behavior" (King, 1967:3).

Ramsey (1961:1), in a statement similar to that of King, said:

Educators responsible for the inservice development of teachers often find
that some teachers are reluctant to accept advocated 'newer ways' of instruc­
tion. When these new ways involve utilization of the newer 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 newer 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 change in general, or toward the utilization of new
educational media for instructional purposes in particular.

Many teachers reject ideas that are unfamiliar, troublesome, abrasive, and
not in harmony with what they already believe. They also fear making mistakes
and being regarded as failures (Smith, 1970).

Heinich (1967) had the following to say about instructional media in rela­
tion to fear in certain teachers:
Technology . . . allows . . . us to criticize a presentation in mediated form because it's on display in one form or another. We can view it, talk about it, and tear it apart.

Exerting more influence on media usage, perhaps, than physical limitations, lack of preparation time, logistical problems, maintenance of the status quo, and fear of criticism is the matter of attitudes. Attitudes about instructional media are deeply integrated in the educator's concepts of teaching and learning. His knowledge of learning theory, grasp of educational objectives, and skill in instructional techniques—as well as the negative counterparts of these traits—permeate all classroom procedures (Flynt, 1965).

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 many times show up 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 degree from one extreme to another. All human beings possess established attitudes and tend to react to various situations in certain ways (Smith, 1970). "In fact, one's attitudes may be inferred from choices implicit in his overt behavior" (Smith, 1970:9).

The concept of attitudes as a central variable was first established by Thomas and Znaniechi in 1918 (Thomas and Znaniechi, 1918). Subsequent definitions, according to Stern (1963:404), have agreed on four fundamental points: "attitudes are socially formed . . . [they] are selective . . . [they] reflect a disposition to an activity, not a verbalization; and [they show one's] orientations toward others and toward objects."
Thomas and Znaniecki also noted that feeling something is important and doing something about it are two different things (Stern, 1963).

Existence of Deficiencies in Instructional Media, Quantitative (Two Representative Case Studies)

Availability or unavailability of media may be correlated with use and non-use (Eboch, 1966 and Acquino, 1970). In spite of federal support and of state and local efforts to increase expenditures for instructional media, there is, in many cases, wide divergence between "what is" and "what is needed."

In a Table called "Recommended and Actual Expenditures Per Pupil for Audiovisual Instructional Materials by Selected Public School Districts for the Fiscal Years 1968-70 in Pennsylvania," Gottardi (1971:67) presented the following information:

<table>
<thead>
<tr>
<th>Fiscal School Year</th>
<th>Median State-Wide Per-Pupil Expenditure</th>
<th>Recommended National Per-Pupil Expenditure</th>
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<tr>
<td>1970</td>
<td>$2.21</td>
<td>$43.32</td>
</tr>
<tr>
<td>1969</td>
<td>$1.77</td>
<td>$38.28</td>
</tr>
<tr>
<td>1968</td>
<td>$1.50</td>
<td>$35.64</td>
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As part of the East Baton Rouge Parish Schools' (Louisiana) "Curriculum Study and Improvement Project" funded by Title III of the Elementary-Secondary Education Act during 1968-71, members of the "Materials of Instruction" subcommittee, using the National Education Association's 1969 Standards for School Media Programs as a departure point, prepared a memorandum (Cookston and Guedry, 1971) addressed to the parish superintendent and school board relative to instructional media and materials needed to meet national standards adopted by the National Education
primarily responsible for determining individual school needs and thus for assigning priorities as far as all capital outlay expenditures are concerned, be they actual school construction (repairs or additions), athletic equipment, or instructional media.

**Purposes of the Study**  
*(A Preliminary Statement)*

While a "systems approach" to solving problems in learning and problems in teaching may well lie in the future of education—with sophisticated components to be employed such as closed-circuit television, communications satellites, dial-access information retrieval services, computer-assisted instruction, multi-media "packages" and, perhaps, even more futuristic and yet-undreamed-of technological advances which will have applications for education—it appears that there are more basic and immediate needs among many of the nation's teachers, with interest herein focused on selected teachers in Louisiana public schools.

Moeller (1968) said that although computers and high-powered mass media will eventually open new vistas in education, the immediate value of these media is overrated, and the less glamorous visual learning media are the ones that teachers and students use most often.

Thus, this study does not involve "systems approaches," field theories, and various paradigms. Nor is minimization of the importance of comprehensive, forward-looking designs intended. Indeed, there is always a need for theorists to look ahead and to plan for the future.

Such planning, however, seems futile in the face of day-to-day problems
encountered in many of the nation's schoolrooms. A basic problem, for example, is how to help a teacher to get the proper film, a projector in working condition, a screen or plain white surface, an electrical outlet (with power), a projectionist, and students into a fairly well darkened room, all together at the same time to meet a specific—or even a general—learning objective.

To be even more specific about daily school problems, there was the case called to the author's attention several years ago in which Teacher "A" went to Teacher "B" with a problem. Teacher "A" could not "get a picture." Teacher "B" went across the hallway, leaving thirty-five pupils, and discovered that Teacher "A" had threaded a film through a tape recorder. Teacher "B" was both tactful and helpful, according to the report.

**Major Purposes**

The major purpose of this study, therefore, has been to try to help solve more immediate problems, such as the two just cited.

The first purpose was to attempt to answer the question, "Why do some classroom teachers in selected Louisiana parishes (counties) use instructional media as aids to learning, while others do not?" In answering this question the author attempted to identify personal, educational, and situational (environmental) factors, as well as other factors, which influence the use or non-use of instructional media.

The second purpose was to determine what influence, if any, size of school system and rural, urban, or rural-urban composition of a parish had on teacher utilization of media.
The third purpose was to ascertain the extent to which in-service education of teachers affected teacher use of media.

The fourth purpose was to determine the availability and accessibility of instructional media to teachers.

The fifth purpose was to ascertain the amounts of local and federal funds being spent for media in relation to the sizes of school systems, and whether such expenditures affected media utilization.

Importance of the Study

The results of this study, when disseminated, should be beneficial to school administrators and supervisors as an aid to:

(a) determining the kinds and extent of in-service education and training programs needed to overcome any deficiencies in media usage;

(b) capitalizing on those strengths of teachers and selected media which became evident from the analysis of the data;

(c) establishing priorities for the selection of materials of instruction;

(d) justifying or disallowing expenditures for purchasing new instructional media, and

(e) determining the status of instructional media utilization in selected schools.

Definition of Terms

The following terms are defined as they are used in the study:
Instructional media includes seven items only: overhead projector, 16mm projector, filmstrip/slide projector, tape recorder, record player, television receiver, and videotape recorder.

Classroom teacher is one who taught at least four hours per day throughout the entire school year. Not included in the study are guidance and library personnel, speech therapists, and itinerant or "helping teachers."

Questionnaire items in reference to use of media "regularly" and "occasionally" are defined in the questionnaire for teachers as follows: "regularly" signifies utilization three to five times per week of instruction, and "occasionally," one to three times per week.

"Large," "medium," and "small" parishes are those which, during the 1971-72 school year, employed the following numbers of teachers: large, 2,500 to 3,500 teachers; medium, 700 to 900 teachers; and small, 100 to 300 teachers.

Collection of Data

The sixty-four Louisiana parishes (exclusive of the two separate city school systems) were divided into three categories: large, medium, and small on the basis of numbers of teachers employed by the parishes during the 1971-72 school year. The source for this information was the Louisiana School Directory (Bulletin No. 1202) of the 1971-72 session, which showed a range of 112 teachers in West Feliciana Parish to 4,874 in Orleans.

No attempt was made to seek wide geographic distribution of school systems. Rather, care was taken to include systems of various sizes and varied rural-urban
compositions. The parishes thus selected were East Baton Rouge (A) and Caddo (AA), both large and primarily urban; St. Tammany (B) and Tangipahoa (BB), both medium with respect to size and with rural and urban composition; and Washington (C) and West Feliciana (CC), both small and primarily rural.

After the parishes were selected, the state supervisor of audiovisual education was asked and did write to the six parish school superintendents requesting their cooperation in the study. (See Appendix A.)

Approval of and cooperation in the project were sought from the six superintendents by the author. (See Appendix A.) Included with the letters were copies of the dissertation proposal and "draft" copies of the three questionnaires to be used: one for classroom teachers, one for principals, and one for central-office supervisors. These letters also asked that each superintendent designate a supervisor, or "contact" person, in his office to be responsible for distribution and collection of questionnaires.

Once permission to conduct the study was granted by the superintendents, and after the data-gathering instruments were further refined, it was necessary to select the schools in each system to participate in the study. The following sample was decided upon in order to insure a response from a minimum of 1,000 teachers:

East Baton Rouge Parish (A): 27 percent of 104 schools, or 28 schools;
Caddo Parish (AA): 25 percent of 80 schools, or 20;
St. Tammany Parish (B): 39 percent of 31 schools, or 12;
Tangipahoa Parish (BB): 38 percent of 32 schools, or 12;
Washington Parish (C): 50 percent of 10 schools, or 5; and
West Feliciana Parish (CC): 100 percent of 3 schools, or 3.

Schools to be asked to participate in the study were identified by means of a purposive sampling procedure—that is, by one's counting down through the desired numbers in the alphabetical listings of schools by parishes in the Louisiana School Directory. This purposive sampling procedure yielded a representative cross-section of elementary, junior high, and high schools, as well as various combinations of these levels.

In the eighty public schools selected, 2,515 teachers were employed; fifty percent of these teachers, or 1,257, were asked, through their school principals, to complete questionnaires. Each of the eighty principals was asked to give questionnaires to "every other" teacher on his alphabetical roster, beginning with number one.

In letters to the "contact" persons designated by the superintendents, the procedures to be followed were explained. (See Appendix A.) Explanatory letters were also sent to the principals of the eighty schools in the study. (See Appendix A.)

Treatment of the Data

Following are the relationships, or correlations, which a matrix designed by a professional data programmer extracted from the data provided by the cooperating schools and parish school systems:

Media usage as it relates to or is affected by

(1) the sex of a teacher;
(2) level taught;

(3) subject(s) taught;

(4) educational background;

(5) years of teaching experience;

(6) attitudes toward media as they relate to learning;

(7) applicability to subject taught;

(8) availability of media;

(9) scheduling (logistics);

(10) fear of damage or breakage;

(11) preparation time;

(12) physical arrangements of classrooms;

(13) knowledge of use of media;

(14) identification of who is "in charge" of media;

(15) attitudes of administrators as expressed by themselves and as perceived by teachers;

(16) peer influence;

(17) faculty studies and workshops;

(18) use of local and federal funds to purchase instructional media;

(19) size of school system, and

(20) rural, urban, or rural-urban composition of a parish school system.
Limitation of the Study

The study was confined to data collected by questionnaires (see Appendix A) mailed to six parish central offices which distributed the materials to the eighty schools involved, in which approximately 1,257 teachers were asked to complete questionnaires.

In addition, each of the eighty principals was asked to complete a questionnaire, as were the six "contact" persons in the central office. (See Appendix A.)

Organization of the Remainder of the Study

The remainder of the report of this study is organized into three additional chapters. Chapter 2 is "Review of the Literature"; Chapter 3, "Treatment, Presentation, and Summary of Data"; and Chapter 4, "Analysis of Data, Conclusions and Implications, and Recommendations for Further Study."
Chapter 2

REVIEW OF THE LITERATURE

A Brief History of Instructional Media

An educator named William J. Adams (344-345), lecturing to a teachers convention in Boston, said:

Sensible objects, judiciously selected, and properly exhibited to the young student, are found to contribute wonderfully to his advancement in all good learning. In fact, books and lectures without these means of illustration, are precept without example; theory without practice; uninteresting, hard to understand, and soon forgotten . . . The world is full of apparatus,—but the teacher, in times past, has been too slothful, or too dogmatical, even to point to it.

The meeting at which Adams was speaking was in 1830. Although educational practices have improved over the past 142 years, many teachers still fail "... to point to . . . (a) world . . . full of apparatus (and) sensible objects."

What Adams was referring to--formalized visual education--predated his admonishments of teachers by 173 years. Because of the book, Orbis Pictus (translated: Visible World or World Illustrated), first published in Nuremberg, Germany, in 1657, the author, John Amos Comenius, is generally credited with being the father of visual education (Anderson, 1962).

Comenius believed that young school children were not ready for a "flood of abstractions" (Anderson, 1962:7). He felt that if an object were used to present the abstractions, however, children would "grow merry, wax lively and willingly suffer themselves to be fastened upon them, till the thing be sufficiently discerned"
In his book Comenius provided pictures or woodcuts in place of objects.

Seventy-nine years before the publication of Comenius' illustrated book, Ashton's "Ordinances at Schrewsbury," according to Delaney (1970:26), had suggested that school buildings should include

... a library and gallery for the schools furnished with all manner of books, mappes, spheres, instruments of astronomye and all other things apperteyninge to learning which may be either given to the schools or procured with the schoole money.

Many centuries prior to the eras of Comenius and Ashton, the Greeks and Romans had used wax tablets for illustrative purposes, and the black wax tablet had been used by the Hindus around A.D. 1000 (Anderson, 1962).

Prehistoric cave-dwellers, thousands of years before the time of the Hindu civilization, had preserved, on their cave walls, pictures of hunting and fishing expeditions and had crudely recorded their visual interpretations of natural disasters and pictorial explanations of unknown deities which they apparently felt influenced their lives.

In the United States the origin of the audiovisual movement can probably be traced to the opening of the St. Louis Education Museum in 1904 (King, 1967). Thirteen years later, the city of Chicago established a Bureau of Visual Education (Saettler, 1953).

There soon followed research into the educational value of "audiovisual aids," as instructional media were then called. Lashley and Watson (1922) apparently were among the first researchers in the field of media. Their publication of
1922 is called "A Psychological Study of Motion Pictures in Relation to Venereal Disease Campaigns." King (1967) reported that since 1922, hundreds of studies have been conducted, most of which have dealt with the relative effectiveness of the use of various types of media in teaching as compared to "traditional" or "conventional" teaching—that is, teaching without the use of media.

Although the "traditional" versus "new instruction" controversy has not been resolved and certainly had not been even remotely settled by 1941, World War II brought with it the need to train several million men quickly and effectively in totally new skills. Instructors found that audiovisual materials, which characterized "new instruction," were valuable in providing training. In reference to this training, Wendt (1957:15) stated that "in some cases an audio-visual device got training results as well without an instructor as with one."

As a result of the preparation and use of skills-training films in particular, two principles became apparent: "The . . . films . . . were found to be most effective when they were short and when they provided immediate opportunities for practice" (Wendt, 1957:15).

Thus the pressure of the war years during the early and mid-1940's "... accelerated interest in the production of filmstrips and training films" (Wendt, 1957:19).

Millions of pupils in the schools of the United States were to become the beneficiaries of the lessons learned during the massive and experimental war-time training programs, for civilian producers of audiovisual materials for schools soon incorporated into their materials the process of carefully designing, testing, and
re-designing, according to the "best learning principles" (Wendt, 1957:19).

Photographic and sound quality standards in audiovisual materials were appreciably higher after than before World War II, and procedures in production were simplified and improved, resulting in better and less costly instructional materials (Wendt, 1957). But the most noticeable improvement, according to Wendt, was in the careful planning of every scene and word of commentary in films and of every frame and caption in filmstrips.

Although the armed services, civilian producers of instructional materials for schools, and the nation's educators have been credited with the vast improvements made in the quality of audiovisual materials, private businesses not directly related to education must also share some of the credit. "It is to the advertising industry," Wendt said (1957:20), "that we owe the high state of perfection which . . . graphic audio-visual materials have reached."

By 1950 Dale and Finn (1950:85), on the basis of their own extensive research and that of others, were able to report:

Research in the field of audio-visual education indicates that realistic objective materials have genuine value in teaching and that their effectiveness depends on the clarity of the purpose for which they are used, the age of the children, the character of the materials being used, the methods of projection or use, and the influence of the teacher who uses the materials. Significant gains have been reported in informational learning, retention and recall, thinking and reasoning, activity, interest, imagination, degree of assimilation, and personal growth and expression; and these results have indicated a saving of time both in preparation of work and in completion of minimum essentials.

Perhaps the launching of the Russian satellite, "Sputnik I," in October of 1957 did more than any other single event in history—even more than the training experiences of World War II—to promote the use of audiovisual materials and
equipment in elementary and secondary schools in the United States. In response to
the immediate and general alarm that Russia was "winning the space race," the Con­
gress reacted by passing a massive federal aid bill, the National Defense Education
Act, in 1958, thus making millions of dollars available to schools, particularly
through Title III, for the purchase of audiovisual materials and equipment for science,
mathematics, and foreign languages. As Brown, Lewis, and Harcleroad said (1969:5),
"Sputnik apparently led the public to equate national survival with an increase in
'subject matter content.'"

A U. S. Office of Education bulletin, "Stronger Schools" (1963), reported,
as an example of how funds were being spent, that public high school language
laboratories had increased from 46 in 1958 to almost 6,000 in 1962. The bulletin
also reported that from the date of enactment of N.D.E.A. to June, 1962, partici­
pating states had received federal Title III funds amounting to $140.4 million, which
was matched at least on a dollar-for-dollar basis, ". . . some States (sic) spending
as high as 10 (sic) State (sic) dollars for every Federal (sic) dollar" (1963:11).

Another Title of N.D.E.A., Title VII, established in the U. S. Office of
Education a section known as the "New Educational Media Branch." The purpose
of this branch was to "provide for research, experimentation, and dissemination of
information for more effective utilization of television, radio, motion pictures, and
related media for educational purposes" (Rodano and Guedry, 1963:1).

The major objectives of the dissemination program, as quoted by Rodano and
Guedry (1963:1), were to:

(1) provide information about educational media research completed, in
process, and projected; (2) increase the accessibility and availability of new media materials by bibliographic and by direct means; (3) provide more information about significant educational media programs and practices; (4) directly improve educational use and training for educational use of the new media; and (5) develop national goals, standards, and guidelines for improved educational use of the new media.

Seven years after the passage of N.D.E.A. legislation, the Congress once again enacted into law another massive federal aid bill, the Elementary-Secondary Education Act. Titles I and II and, in some cases, Title III of E.S.E.A., also made millions of dollars available to elementary and secondary schools for the purchase of instructional materials and equipment.

Following are figures, as reported in School Management [no by-line] (1966:112), which show the impact of E.S.E.A. legislation on nationwide public school expenditures for audiovisual equipment, materials, film rentals, and salaries:

<table>
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<tr>
<th>Period</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before ESEA</td>
<td></td>
</tr>
<tr>
<td>1962-63</td>
<td>$97.6 million</td>
</tr>
<tr>
<td>1963-64</td>
<td>$111.1 million</td>
</tr>
<tr>
<td>1964-65</td>
<td>$119.0 million</td>
</tr>
<tr>
<td>After ESEA</td>
<td></td>
</tr>
<tr>
<td>1965-66</td>
<td>$187(+) million</td>
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**Rationale for the Use of Instructional Media**

No longer does it seem necessary to justify the use of instructional media in classrooms. An overhead projector in each room is almost as readily accepted as the chalkboard. It is interesting to note that this projector made its debut in the classroom with far less derision in the late 1950's than the chalkboard did prior to the 1830's. About that year, forward-looking educators stopped regarding the blackboard as a curious innovation and began to look upon it as an essential part
of the classroom. William Adams (1831:345-46), again lecturing in 1830, listed it as one of four essential "apparatuses" every school should have. He told an audience of teachers that year:

One or more of these should be found in every school ... This piece of school furniture is almost invaluable. In some schools it has been deemed so important as to form part of the wall, all around the room.

A research project (Phillips, 1955) provided an excellent rationale for the value of media in instruction. This study concluded that when "telling" as a method of instruction was used alone, recall three hours later was 70 percent and three days later, 10 percent. When "showing" was used alone, recall three hours later was 72 percent and three days later, 20 percent. The study concluded that when telling and showing were used in combination, recall three hours later was 85 percent and three days later, 65 percent.

Wendt (1957), citing an experiment in ninth-grade science, reported that the "treatment classes" exposed to traditional teaching methods with a textbook, but with the addition of films, learned 20 percent more facts than did the control classes which received the same teaching methods and used the same textbook, but saw no films. Wendt noted that this immediate improvement was valuable, but the most significant fact was that after a six-week period the "film groups" retained 38 percent more information than did the control groups.

No suggestions are available indicating that every teacher convert his classroom into an electronic seeing and hearing laboratory, but there appears to be the need for teachers to use electrical or mechanical aids and their accompanying materials which will make the verbal or written word clearer and more explicit,
for the oral and written symbol--open to varied interpretation--is often misunderstood.

Wendt (1957:30) cautioned teachers that the "ease with which words can be used in teaching constitutes their great danger to education."

A major statement about communication and one that all teachers should constantly keep before them is that "... the greatest problem in communication is the illusion that it has been achieved" (Scott Education Division, 1972). (See Appendix B.)

A much earlier caveat about the use of words came from Daniel Webster (Barnard, 1856:590) at a meeting in Hanover, Massachusetts, in 1838:

We teach too much by manuals, too little by direct intercourse with the pupil's mind; we have too much of words, too little of things. Take any of the common departments, how little do we know of the practical detail, say geology. It is taught by books. It should be taught by excursions in the field. So of other things.

One could almost base a rationale for continued and even increased use of instructional media on what Wynne (1963) called "Naive Realism"--or common sense--about learning in general. Such a rationale was expressed by Norberg (1963:17):

Teaching at any level requires 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.

Norberg (1963:23) continued:

The transmission of meanings by verbal symbols (and by other kinds of signs and symbols) is one of the most remarkable facts of human communication and learning, but the thing that becomes meaningful to 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, affective state of the learner provide an appropriate ground to close the sign-symbol circuit by which communication is effected.

One of the general claims made by advocates of instructional media has been that these materials increase the efficiency of teaching. Wendt (1957:10) said:

... In most cases the teaching of facts has been accomplished more efficiently by audio-visual methods than by traditional teaching methods. For one thing, less time was taken for pupils to learn with the help of these materials than would have been used without them. The saving of instruction time has sometimes been spectacular. Any materials or methods that can increase the efficiency of our teaching by 20 percent deserve serious consideration.

An earlier quotation which equated instructional media with teacher efficiency was cited by Parker (1964:187):

A human being should not be wasted in doing what forty sheets of paper or two phonographs can do ... just because personal teaching is precious and can do what books and apparatus cannot, it should be saved for its particular work. The best teacher uses books and appliances, as well as his own insight, sympathy, and magnetism.

The man Parker quoted was not Sidney Pressey in the late 1920's or B. F. Skinner in the 1950's and 1960's, but E. L. Thorndike—writing in 1912.

Another claim made by proponents of audiovisual media has been the proved characteristic, as Wendt said (1957:11)

... of arousing and sustaining interest in the learner ... While the use of interesting materials does not guarantee learning, every teacher knows that interest and motivation are basic to learning.
Controversy Over Use of Instructional Media

King (1967:19) pointed out that "academically oriented critics and 'mental discipline' advocates fear that the resort to media will result in reducing intellectual stimuli to an undue dependence upon concrete experiences."

He (King, 1967:19) elaborated on this criticism in the following manner:

... [It] 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 and higher grade levels in education. Following this line of reasoning, the critics say that one would expect to find progressively fewer audio-visual 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.

King (1967:20) agreed that while this is a logical idea,

... several psychologists believe that perceptions are not just building blocks to higher abstractions. The learner constantly moves from the concrete to the abstract then back again to the concrete each time with more subtle and more sophisticated generalizations.

A valid attitude toward and approach to instructional media was expressed by Brown, Lewis, and Harcleroad (1969:18). "Resources and learning experiences," they said, "are not necessarily 'good' or 'bad' because they are 'concrete' or 'abstract.'"

The three authors then elaborated on their position in the following way:


Efforts are sometimes made to arrange learning experiences on a hypothetical continuum ranging from concrete to abstract. This practice may lead to the mistaken impression that 'concrete' is somehow better than 'abstract.' It is more nearly accurate, of course, to think of instructional resources and learning experiences as having special (but not unique) advantages for certain teaching purposes. Often, any one of several different resources can be used to accomplish similar purposes. Their 'worth,' in this case, will depend more on the
manner in which they are adapted to the educational purpose than to any built-in advantage related to concreteness.

Gattegno (1970:23) took a totally different view of concreteness and abstractness. Of these two extremes he said:

Nobody has ever been able to reach the concrete. The concrete is so 'abstract' that nobody can reach it. We can only function because of abstraction. Abstraction makes life easy, makes it possible.

Brown, Lewis, and Harcleroad (1969:viii-ix) appeared to have best solved the "abstract-concrete" controversy:

There is now a concurrence, based upon an accumulating amount of evidence, that optimum learning occurs when many different types of instructional materials are used, each for its valuable, but not necessarily unique, contributions. Now it is recognized, if once it was not, that, for most effective learning, teachers and students alike must have access to the full gamut of resources.

Learning Theory as It Relates to Instructional Media

It is to be hoped that the philosophy surrounding the use of instructional media in schools is consistent with that regarding the use of textbooks, lectures, demonstrations, study trips, and individual study. Ideally, teachers should view audiovisual materials and equipment as means to an end, not as ends in themselves. Media, like lectures and books, are only carriers of verbal and visual symbols. Like all teaching devices or techniques, media serve, according to Carpenter (1966), one primary purpose: "...instigating learning and appropriate changes in the behavior of students."

Before these appropriate changes can be made in student behavior, the teacher must know what is to be desired or expected of students. Thorndike (1912)
said that one should consider the response desired before devising the stimulus, or situation, to evoke that response.

Dewey (1902:18-19), like Thorndike, cautioned teachers: "The problem of direction is . . . the problem of selecting appropriate stimuli for instincts and impulses which it is desired to employ in the gaining of new experiences."

Miller (1957:32) took a position similar to that of Thorndike and Dewey:

It is easy to get the machinery ahead of the objective—to divorce one's thinking from the instructional objective and believe that there is some magic in mere technique. One can do this with the textbook, the lecture, the film, television, or any technique. The better approach is to try to locate the fundamental educational problems (which certainly are acute!) and then to see how new techniques can help to solve them.

Cook (de Grazia and Sohn, 1964:33-34) also warned of still other unsound views of instructional media use:

... The distribution of stimuli or information can occur without any response to such information on the part of the learner. Furthermore, stimuli which can govern and control the attention of a person do not necessarily generate the behavior that the teacher wants generated. It may often be the case that we use stimuli to hold the attention which are irrelevant to the behavior changes which we really want to see in the learner. In this case the educator is following the false trail of the advertiser.

Meierhenry (1961:5), aware of the necessity to relate learning theory to media utilization, stated:

So far ... there has been very little speculation in the audiovisual field as to the specific effects of many of the media when used for either general or particular instructional purposes. The reasons for so little careful inquiry and thoughtful effort to obtain better answers are many; among them has certainly been the failure by educators generally, including audiovisual specialists, to be as knowledgeable as they should be about the conditions under which learning may be expected to take place.

Bruner (de Grazia and Sohn, 1964:1) perhaps came closer than anyone else in linking media utilization to learning theory:
We are concerned with the nature of the educational process, with the goals of education, with the impact of change--and, besides, with the techniques and devices that can be used in improving the educational enterprise.

Bruner (de Grazia and Sohn, 1964:4) continued with an observation many other educators have made, even if not so succinctly:

I think that any close observer of the educational scene would admit that over the past forty years there has been little direct influence of learning theory on the actual conduct of education . . . The psychology of learning has only been tangentially concerned, until very recently, with the optimal means of causing learning to occur. Very little of learning theory is given over to the designing of optimum orders of encounter for the learning of materials.

Postman (1961:76) summarized the ideal relationship between instructional media and learning theory:

... [The] analysis of the process of audiovisual education does not call for the formulation of special principles; it calls for the application and elaboration of the general laws of human learning.

Studies of Media Utilization

King (1967) analyzed data obtained from twenty high schools in Missouri that had been identified by several educational media specialists as having "the most exemplary audio-visual programs in the state" and arrived at the following conclusion: there was a significant relationship between the frequency with which secondary school teachers used media and the exposure these teachers had had to college instructors who had used media effectively in their courses.

King (1967) found that such factors as sex of the teacher, years of higher education, academic degree, a course in media usage, and years of teaching experience had no significant relationship to the frequency with which the selected Missouri high school teachers used media. He also found that English, social
studies, mathematics, and science teachers used the overhead projector, the 2" by 2"
slide projector, and the 16mm film projector most frequently and in that order.

Another finding by King was that when audiovisual equipment and appro-
priate materials were available, no significant difference existed with respect to
the frequency of use of a variety of media.

In the same study it was shown that few Missouri high schools were adequately
equipped with instructional media, and that relatively few of the 160 teachers in-
terviewed used media extensively. King concluded that lack of optimum use of
media in Missouri high schools was related to the failure of school officials to pro-
vide leadership and adequate support, particularly media-specialist support and
financial support. Inadequate building facilities, lack of proper light control, and
inadequate numbers of projection screens also accounted for deficiencies in media
usage.

In the way of remedying or preventing a repetition of the situation which
existed in the twenty schools studied, King proposed that future high school teach-
ers take college courses in media use, with emphasis on the study and analysis of
audiovisual materials in their areas of specialization, and that they have laboratory
experience in the production of original materials.

Godfrey (1964) found, in a survey of some 11,000 educational personnel in
247 school districts, that (a) the teachers who were questioned used audiovisual
materials more often as supplemental teaching aids than as an integral part of the
teaching process; (b) elementary teachers used audiovisual materials more frequently
than did secondary teachers; (c) only science, foreign language, and music teachers
were frequent users in the high schools; and (d) administrators were more inclined than teachers to expand audiovisual programs in their schools.

Godfrey, in a similar study (1967), found no standard or typical channels for influencing change. School boards and parents were not influential, she concluded. Her preliminary analysis suggested that the school principal held the key position in a channel of acceptance for any classroom innovation, as he was truly the liaison between the school district administration, the community, and the teacher.

Godfrey also found that the most effective reasons for adoption of newer media were teacher-initiated requests for assistance, demonstrations, and observations of good audiovisual programs in operation in other schools.

In addition, Godfrey identified problems which hamper effective use of audiovisual media and thus deter wide acceptance. The typical superintendent's major concerns were lack of money, scheduling problems, inadequate facilities, and shortage of trained and enthusiastic personnel, in that order. The typical teacher's concerns, in order of importance, were scheduling problems, inadequate facilities, lack of time, and shortage of relevant materials. Godfrey also found that teachers who had received some specialized training were more likely to use audiovisual materials than were their untrained colleagues.

Meiser (1952) found that there was a possibility that years in college had some positive relationship to the amount of use of projected materials by teachers.

In contrast to Meiser, Hyer (1952) found that there appeared to be little relationship between film-use records and the amount of education of teachers.
She found that the taking of formal audiovisual courses did little to increase the quantity of films used among teachers in a sample of Rochester, New York, schools.

In conclusion, Hyer (1952:119) suggested that those persons responsible for in- and pre-service education could be guided in their planning by evaluating "... common patterns in terms of the quantity and quality of audio-visual use which results after teachers are placed in school situations."

Reed (1950), in his study in the Rochester, New York, public schools, reported that one-third of the teachers included in his investigation used about three-fourths of the films and that the teachers who used more films made better use of them than did the other teachers.

Hite (1951), in a study of teacher education at the State College of Washington for the period, 1937-47, found a significant increase in use of films resulting from a formal audiovisual course taken by teachers. His control group was made up of teachers who had not taken the course.

An earlier study by De Bernardis and Brown (1946:556) of in-service education concluded that teachers should be allowed to help determine the content of an in-service course in the use of audiovisual materials so that the teachers' "felt needs" could be accommodated.

In connection with in-service training, Allen (1950), in a survey of almost four hundred teachers in a California county, found that they placed high value on the following supervisory activities: preparation and distribution of publications which listed materials and resources; conducting of local workshops devoted to teacher-preparation of curriculum materials; arrangement for teachers to observe
demonstration classes in which other teachers used audiovisual materials effectively; involvement of teachers in previewing new materials; and arrangements for exhibits of audiovisual equipment and teacher-made materials.

Another in-service project was conducted by Nuss and Rookey (1966), who attempted to improve classroom utilization of new instructional media by increasing teacher knowledge by means of a monthly newsletter distributed in five dissemination patterns to 2,200 educators in Pennsylvania. A control group received no copies of the newsletter. Analysis of results showed no significant differences among the patterns and small evidence of reader interest.

As far as pre-service education is concerned, Ingham (1969), working in the College of Education of the University of Bridgeport, Connecticut, determined, after conferring with faculty members in the elementary and secondary departments, that media instruction should be integrated into existing methods classes rather than made mandatory as a separate course.

In answer to a question as to what should be included in pre-service media training, area superintendents who were polled by Ingham (1969:55) voted

. . . overwhelmingly against all gadgeteering aspects ["nuts and bolts"] and almost unanimously for pronounced emphasis on communications techniques, exposure to and means of using the available media, and instruction in the production of simple-to-make materials and in the operation of traditional audiovisual devices.

A study conducted by the British Broadcasting Corporation (1966) reached a conclusion similar to that of Ingham and his colleagues in Connecticut. The British study concluded that teachers must become specialists in a subject or an age range in which they master educational media. The study also concluded that teachers
must be aware of the resources and vocabulary of media and must be cognizant of how media relate to the learning process.

Lewis (1970), in a study to show teacher perceptions as they related to instructional media, found a need to inform teachers of the array of resources and to train them in the use of media. He found that, while exposure to equipment was important, mere exposure was not enough. Teachers needed persuasive evidence that a machine could be used effectively in instruction, as they were unlikely to use a technique unless convinced of its effectiveness.

Although Torkelson (1964), in his experimental study of patterns for improving pre-service training of teachers in the use of audiovisual materials, found no significant differences in the four treatment patterns he used, student preferences emerged in the following order: a separate course in instructional media, integration of media into methods classes, self-study, and media use correlated with student teaching.

In terms of equipment operation, Torkelson found that potential teachers could learn perceptual motor skills in the absence of an instructor. He also found that the self-study approach resulted in more positive attitudes toward and greater use of media. He concluded that the self-discovery process and personal involvement in determining the merits of instructional media as aids to learning could develop attitudes leading to greater on-the-job use of media.

While Godfrey (1967) found that elementary teachers used a greater variety of materials and used them more frequently than did secondary teachers in spite of a greater variety of equipment available in high schools, Torkelson (1964) found a
greater abundance of materials and equipment within the elementary classroom. He suggested that there may be a relationship between what is immediately available in the classroom and the extent of teacher use of media.

Acquino (1970) also linked availability, or accessibility, of media to media usage. He found that the teachers in his sample were not so much concerned with the amounts of instructional media their schools owned as they were with whether these media were accessible when needed.

Acquino's findings were borne out by two earlier studies. Eboch (1966) found that teachers used media when media were available. Battram (1963) found that teachers, when they perceived instructional media as readily available, tended to learn more about the effective use of those resources.

Miller (1964) identified barriers to the use of instructional media. In 1,925 uses of media he found 1,627 barriers. The following were the ten most frequently occurring barriers: seating arrangement, screen placement, condition of equipment, electrical cords, room acoustics, lack of preparation time, operation of equipment, use of screen, focusing, and hall noise.

Regarding barriers, Knowlton and Hawes (1962) concluded that negative attitudes toward instructional media were related to utilization barriers.

Tobias (1967) concluded that teachers viewed traditional teaching aids more positively than they did newer devices which connoted automation. Teachers interpreted automation as personal threats to themselves.

Handleman (1960), like Tobias, found that the fear of mechanization and the reduction of self-importance were negative influences which kept teachers from using instructional television.
Guba and Synder (1964) reported that teachers who used instructional television had more positive attitudes toward other newer instructional media than did teachers who did not use television.

**Summary**

Research in media utilization has been helpful though somewhat contradictory, particularly in respect to (1) teachers' taking formal audiovisual courses in college and to (2) the content and manner of conducting in-service education programs. Throughout the research studies one fact emerges as certain: many of the nation's teachers are confused. Lemler described this confusion when he said (1970:47):

One feels a certain sympathy for the classroom teacher in the current scene, especially in regard to his relationship to instructional media. On the one hand, the teacher faces a veritable deluge of learning resources, some excellent, some less than satisfactory. Generally, he is given only minimal assistance in making intelligent selections from this mass of material. Frequently he is surrounded by hardware which he is untrained to use. In other situations he may still be frustrated by the logistical problem of getting the materials he needs when he needs them.

On the other hand, the teacher is vaguely aware of many theories which impinge on his job. He hears fearfully about the 'changing role of the teacher.' He is beset by exhortations to 'innovate.' He is told of the efficacy of individualized learning, the discovery method, behavioral objectives, the multi-media approach, and instructional systems. How, in this situation, does he develop the perspective and rationale he needs to relate effectively to the family of media? How can he improve his use of them? Where does he place his value? To what voices should he listen?

The questions Lemler raised have yet to be answered. However, in the final analysis, if one is truly concerned about those for whom schools exist—the children—he should consider a statement made by John Gardner (1970:38) in a report in 1969 to the President and the Congress of the United States:
We have already developed and tested many of the new ingredients of a new era in education. But the pieces of the educational revolution are lying around unassembled.

One who had not assembled all the pieces was the teacher referred to in Chapter 1 who was having difficulty "getting a picture," and she could be excused. She was born well before the advent of radio and was in college—probably a two-year "Normal" school—following World War I. She was about forty-five years old when "television" became a household word. It is doubtful that any child in her classroom would have threaded a film through a tape recorder as she did in 1965.

It is doubtful, too, whether today's child is affected by Carpenter's theory (1966) that:

...it is the content or the stimulus material (in psychological terms) and its very special value for the individual learner that is important and not the particular carrier of the information. Whether the content is transmitted by tape recordings, television, films, or thermoplastic materials makes no essential difference to learning.

It is much more likely that today's child is apt to fit into the mold described by Ramsey (1971:5):

The contemporary child, regardless of his socioeconomic conditioning is distinctly different in many ways from his parents and earlier generations of elementary school students. ...[He] has been reared in a multi-media world. He tends to be highly sensitive to audio stimuli, probably as a result of the ubiquitous transistor radio, the record player, and the tape recorder. He always seems to be 'wired for sound.' As well, the child of contemporary culture is quite responsive to visual (and projected) stimulus material. Frequent exposure to posters and pop/art, light shows, television, and films has produced a kind of visual literacy unknown to earlier generations.

In general, what Ramsey (1971:5) was saying is that today's child, the child of the 1970's "...relates well to the impersonal media--better, perhaps, than to print media and verbal information sources."
The data program used to analyze questionnaires was the Common Business-Oriented Language, or COBOL, program. The procedures described below were followed (Giacone: 1972):

1. Survey forms were key-punched and verified by operators who withdrew forms containing obvious errors. These forms were corrected or rejected by the investigator and the data programmer.

2. Data cards were entered through the validation section of the program in the following manner:
   a. data were validated as being within acceptable limits specified on survey forms;
   b. invalid data were rejected, and a listing of errors was produced;
   c. first rejections were corrected or further rejected;
   d. corrected data were resubmitted to the validation section of the program.

3. After the validation of data, a survey-disk program was constructed and utilized in the report section of the program.

4. One parameter card for each report desired was entered into the report section of the program. The parameter cards contained coded information indicating
which types of data were to be included in the reports.

5. In the report section an analysis of the survey-disk file summarized all data that matched the parameter control fields. Summarization was effected by accumulating totals into a three-dimensional table; that is, "reason given" within "type of use" within type of "instructional medium."

6. After the complete file had been passed and all desired data extracted and summarized, the program ran the necessary report, extracting the data from the three-dimensional table.

7. Steps 4, 5, and 6 were repeated once for each parameter entered, with the development of one report for each parameter for the types of data indicated.

Preliminary Results of the Survey

Eighty public elementary, junior high, and secondary schools in six Louisiana parishes were selected through a purposive sampling procedure to be used as the sources of data for the study. Replies were received from teachers in seventy-nine of the schools, or 99 percent of the institutions selected.

Of a possible total of approximately 1,250 teachers sought, that is, half of the total of the 2,515 employed in the eighty schools surveyed, 1,025 teachers in the seventy-nine cooperating schools responded by completing questionnaires. Of these, 962 returned completely usable questionnaires. Only sixty-three questionnaires, or 6 percent of the total responses, were spoiled, incomplete, or otherwise invalid for statistical purposes.

From the seventy-nine schools, fifty-five principals returned valid
questionnaires, twenty-one returned unusable or invalid questionnaires, and three principals failed to respond. The six supervisors, or "contact" persons, returned usable questionnaires.

Presentation of the Data

A study of 332 data "print-out" sheets yielded the following findings about use of seven items of instructional media on "Regular," "Occasional," and "Never" bases among 962 classroom teachers:

**Media Usage by Sex of Teachers**

There were 749 females and 213 males in the sample. They reported utilization of all seven media as follows:

Females: Regularly, 20 percent; Occasionally, 34 percent; Never, 46 percent; Males: Regularly, 9 percent; Occasionally, 33 percent; Never, 58 percent.

Table 1 indicates media usage by sex of teachers. In this and in the following tables, the code, below, is used:

"R" represents "Regularly"; "O," "Occasionally"; and "N," "Never." In the questionnaire, "Regularly" was defined as use of media three to five times per week. "Occasionally" was defined as use of media one to three times per week. Teachers were asked to think in terms of their average use of media throughout an entire school year in order to compensate for, or offset, the "Never" category.

Figures in parentheses below graphs indicate numbers of teachers by categories.
Table 1

Media Usage by Sex of Teachers

<table>
<thead>
<tr>
<th></th>
<th>Females (749)</th>
<th></th>
<th>Males (213)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>46%</td>
<td></td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>34%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>20%</td>
<td></td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>
Media Usage by Levels Taught

In the sample there were 422 elementary school teachers, 192 junior high school teachers, 313 high school teachers, and thirty-five special education teachers. Table 2 illustrates teachers' use of the seven items of instructional media.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Special Education (35)</th>
<th>Elementary (422)</th>
<th>Junior High (192)</th>
<th>High School (313)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>31%</td>
<td>41%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>O</td>
<td>31%</td>
<td>34%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>R</td>
<td>38%</td>
<td>25%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 2 illustrates teachers' use of the seven items of instructional media.
Media Usage by Subjects Taught

In this category there were 763 respondents. This figure was high because of departmentalization in certain elementary schools. Table 3 indicates media usage by subjects taught.

Table 3

Media Usage by Subjects Taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>N 45%</th>
<th>N 46%</th>
<th>N 46%</th>
<th>N 55%</th>
<th>N 51%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>30%</td>
<td>37%</td>
</tr>
<tr>
<td>R</td>
<td>21%</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Speech (21)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language (31)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics (24)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3 (continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>N (%)</th>
<th>O (%)</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>48%</td>
<td>40%</td>
<td>12%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>49%</td>
<td>40%</td>
<td>11%</td>
</tr>
<tr>
<td>Business</td>
<td>52%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>English</td>
<td>47%</td>
<td>42%</td>
<td>11%</td>
</tr>
<tr>
<td>Science</td>
<td>58%</td>
<td>31%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Social Studies (136)  Agriculture (9)  Business (35)  English (152)  Science (119)
### Table 3 (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>65%</td>
<td>26%</td>
<td>9%</td>
<td>62%</td>
<td>29%</td>
<td>24%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>O</td>
<td>62%</td>
<td>29%</td>
<td>9%</td>
<td>68%</td>
<td>24%</td>
<td>22%</td>
<td>72%</td>
<td>27%</td>
</tr>
<tr>
<td>R</td>
<td>68%</td>
<td>22%</td>
<td>8%</td>
<td>72%</td>
<td>22%</td>
<td>6%</td>
<td>72%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Media Usage by Educational Background

As reported in Table 4, all 962 respondents were accounted for in the educational background categories, bachelor's degree through the specialist degree. None of the respondents reported having attained a doctoral degree.

Table 4
Media Usage by Educational Background

<table>
<thead>
<tr>
<th>Education Level</th>
<th>N</th>
<th>O</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. or B.A.</td>
<td>51%</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Beyond Bachelor's</td>
<td>50%</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>46%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Beyond Master's</td>
<td>46%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond Specialist</td>
<td>36%</td>
<td>39%</td>
<td>25%</td>
</tr>
</tbody>
</table>

B.S. or B.A. (425)  Beyond Bachelor's (202)  Bachelor's Degree (174)  Beyond Master's (157)  Specialist (4)
Media Usage by Years of Teaching Experience

As indicated in Table 5, first-year teachers were accounted for under the designation "zero" experience. The other categories were one to five, six to ten, eleven to twenty, twenty-one to thirty, and beyond thirty years of teaching experience.

Table 5

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>zero</td>
<td>57%</td>
</tr>
<tr>
<td>1-5</td>
<td>51%</td>
</tr>
<tr>
<td>6-10</td>
<td>47%</td>
</tr>
<tr>
<td>11-20</td>
<td>48%</td>
</tr>
<tr>
<td>21-30</td>
<td>44%</td>
</tr>
<tr>
<td>30+</td>
<td>48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>N</th>
<th>O</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>zero</td>
<td>76</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td>1-5</td>
<td>269</td>
<td>34%</td>
<td>13%</td>
</tr>
<tr>
<td>6-10</td>
<td>214</td>
<td>30%</td>
<td>19%</td>
</tr>
<tr>
<td>11-20</td>
<td>261</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>21-30</td>
<td>106</td>
<td>23%</td>
<td>14%</td>
</tr>
<tr>
<td>30+</td>
<td>36</td>
<td>38%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Overall Media Usage by the Six Parishes

Table 6 illustrates media utilization by large, medium, and small parishes.

Table 6

Overall Media Usage by the Six Parishes,
Including Use of Television Receivers
and Videotape Recorders

<table>
<thead>
<tr>
<th>Parish</th>
<th>N (%)</th>
<th>O (%)</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish A</td>
<td>44%</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>Parish AA</td>
<td>45%</td>
<td>34%</td>
<td>21%</td>
</tr>
<tr>
<td>Parish B</td>
<td>52%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>Parish BB</td>
<td>60%</td>
<td>29%</td>
<td>11%</td>
</tr>
<tr>
<td>Parish C</td>
<td>51%</td>
<td>34%</td>
<td>15%</td>
</tr>
<tr>
<td>Parish CC</td>
<td>40%</td>
<td>27%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Parish A (351) Parish AA (219) Parish B (144) Parish BB (144) Parish C (68) Parish CC (36)
### Media Utilization in Parish A

Table 7 indicates media utilization in Parish A.

#### Table 7

**Media Utilization by 351 Teachers in Parish A**

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead Projector</td>
<td>18%</td>
</tr>
<tr>
<td>16mm Film Projector</td>
<td>24%</td>
</tr>
<tr>
<td>Filmstrip/Slide Projector</td>
<td>21%</td>
</tr>
<tr>
<td>Tape Recorder</td>
<td>36%</td>
</tr>
<tr>
<td>Record Player</td>
<td>20%</td>
</tr>
<tr>
<td>Television Receiver</td>
<td>94%</td>
</tr>
<tr>
<td>Videotape Recorder</td>
<td>96%</td>
</tr>
<tr>
<td>No Response</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Parish A

Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 56 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. [They] gain and hold the attention of my pupils.
2. [They] are readily available to me in my school.
3. My own testing confirms that students retain more by [their] use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.
6. Other reason(s) not given on this sheet [questionnaire].
7. I know how to operate [them].
8. I learned of [their] effectiveness in a faculty study or workshop.
10. I am encouraged by administrators and supervisors to use [media].

Reasons Given for Never Using Media. Following are the ten reasons given by 44 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Other reason(s) not given on this sheet [questionnaire].
3. I doubt [their] effectiveness.
4. Not applicable to my subject.
5. I have difficulty scheduling . . . equipment . . . and materials together.
6. My classroom is not adequate; not enough electrical outlets; no light control.
7. I don't have enough time to make the necessary preparations.

8. I am not encouraged by administrators or supervisors to use [media].

9. Available, but I don't know how to use [them].

10. I am uncertain as to who in my school is "in charge" of [media].

**Overhead Projector: Reasons for Using.** Following are the five reasons given by 82 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. It is readily available to me in my school.

3. My own testing confirms that students retain more by its use.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. I learned of its effectiveness in a faculty study or workshop.

**Overhead Projector: Reasons for Never Using.** Following are the five reasons given by 18 percent of the teachers for never using the overhead projector:

1. Other reason(s) not given on this sheet.

2. I doubt its effectiveness.

3. I have difficulty scheduling equipment and materials together.

4. My classroom is not adequate.

5. I don't have enough time to make the necessary preparations.

**16mm Film Projector: Reasons for Using.** Following are the five reasons given by 76 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. My classroom is conducive to media use.

16mm Film Projector: Reasons for Never Using. Following are the five reasons given by 24 percent of the teachers for never using the 16mm film projector:

1. Other reason(s) not given on this sheet.

2. I have difficulty scheduling equipment and materials together.

3. My classroom is not adequate.

4. I doubt its effectiveness.

5. I don't have enough time to make the necessary preparations.

Filmstrip/Slide Projector: Reasons for Using. Following are the five reasons given by 79 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. My classroom is conducive to media use.
Filmstrip/Slide Projector: Reasons for Never Using. Following are the five reasons given by 21 percent of the teachers for never using the filmstrip/slide projector:

1. Other reason(s) not given on this sheet.
2. I doubt its effectiveness.
3. I have difficulty scheduling equipment and materials together.
4. My classroom is not adequate.
5. I don't have enough time to make the necessary preparations.

Tape Recorder: Reasons for Using. Following are the five reasons given by 64 percent of the teachers for using the tape recorder regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. My own testing confirms that students retain more by its use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.

Tape Recorder: Reasons for Never Using. Following are the five reasons given by 36 percent of the teachers for never using the tape recorder:

1. Not applicable to my subject.
2. Other reason(s) not given on this sheet.
3. I doubt its effectiveness.
4. I have difficulty scheduling equipment and materials together.
5. I don't have enough time to make the necessary preparations.
Record Player: Reasons for Using. Following are the five reasons given by 80 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. Mediated materials can do a better job of instructing than I can in some cases.
4. My own testing confirms that students retain more by its use.
5. My classroom is conducive to media use.

Record Player: Reasons for Never Using. Following are the five reasons given by 20 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. Other reason(s) not given on this sheet.
4. I don't have enough time to make the necessary preparations.
5. I have difficulty scheduling equipment and materials together.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 95 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
Table 8 indicates media utilization in Parish AA.

Media Utilization by 219 Teachers in Parish AA.
Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 55 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. [They] gain and hold the attention of my pupils.
2. My own testing confirms that students retain more by [their] use.
3. [They] are readily available to me in my school.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.
6. I know how to operate [them].
7. I learned of [their] effectiveness in a faculty study or workshop.
8. Other reason(s) not given on this sheet [questionnaire].
9. I am encouraged by administrators and supervisors to use [media].
10. I observed my fellow teachers using [media] with success.

Reasons Given for Never Using Media. Following are the ten reasons given by 45 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Other reason(s) not on this sheet [questionnaire].
3. Not applicable to my subject.
5. I don't have enough time to make the necessary preparations.
6. I have difficulty scheduling . . . equipment . . . and materials together.
7. My classroom is not adequate; not enough electrical outlets; no light control.

8. Available, but I don't know how to use [them].

9. I am afraid that the pupils or I would damage [them].

10. I am not encouraged by administrators or supervisors to use [media].

**Overhead Projector: Reasons for Using.** Following are the five reasons given by 81 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. It is readily available to me in my school.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. My classroom is conducive to media use.

**Overhead Projector: Reasons for Never Using.** Following are the five reasons given by 19 percent of the teachers for never using the overhead projector:

1. I don't have enough time to make the necessary preparations.

2. I have difficulty scheduling equipment and materials together.

3. Other reason(s) not given on this sheet.

4. My classroom is not adequate.

5. Not applicable to my subject.

**16mm Film Projector: Reasons for Using.** Following are the five reasons given by 66 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. Mediated materials can do a better job of instructing than I can in some cases.

3. My own testing confirms that students retain more by its use.

4. It is readily available to me in my school.

5. I know how to operate it.

16mm Film Projector: Reasons for Never Using. Following are the five reasons given by 34 percent of the teachers for never using the 16mm film projector:

1. Other reason(s) not given on this sheet.

2. I have difficulty scheduling equipment and materials together.

3. I don't have enough time to make the necessary preparations.

4. My classroom is not adequate.

5. Available, but I don't know how to use it.

Filmstrip/Slide Projector: Reasons for Using. Following are the five reasons given by 88 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. It is readily available to me in my school.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. My classroom is conducive to media use.
**Filmstrip/Slide Projector: Reasons for Never Using.** Following are the five reasons given by 12 percent of the teachers for never using the filmstrip/slide projector:

1. Other reason(s) not given on this sheet.
2. My classroom is not adequate.
3. I have difficulty scheduling equipment and materials together.
4. I don't have enough time to make the necessary preparations.
5. Not applicable to my subject.

**Tape Recorder: Reasons for Using.** Following are the five reasons given by 60 percent of the teachers for using the tape recorder regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. My own testing confirms that students retain more by its use.
3. Mediated materials can do a better job of instructing than I can in some cases.
4. It is readily available to me in my school.
5. My classroom is conducive to media use.

**Tape Recorder: Reasons for Never Using.** Following are the five reasons given by 40 percent of the teachers for never using the tape recorder:

1. Other reason(s) not given on this sheet.
2. Not applicable to my subject.
3. I doubt its effectiveness.
4. I don't have enough time to make the necessary preparations.
5. I have difficulty scheduling equipment and materials together.
Record Player: Reasons for Using. Following are the five reasons given by 85 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. Mediated materials can do a better job of instructing than I can in some cases.
4. My own testing confirms that students retain more by its use.
5. My classroom is conducive to media use.

Record Player: Reasons for Never Using. Following are the five reasons given by 15 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. Other reason(s) not given on this sheet.
4. I have difficulty scheduling equipment and materials together.
5. I don't have enough time to make the necessary preparations.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 97 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
Table 9 indicates media utilization in Parish B.
Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 48 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. [They] gain and hold the attention of my pupils.
2. [They] are readily available to me in my school.
3. My own testing confirms that students retain more by [their] use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.
6. I know how to operate [them].
7. Other reason(s) not given on this sheet [questionnaire].
8. I learned of [their] effectiveness in a faculty study or workshop.
9. I am encouraged by administrators and supervisors to use [media].
10. I observed my fellow teachers using [media] with success.

Reasons Given for Never Using Media. Following are the ten reasons given by 52 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Other reason(s) not given on this sheet [questionnaire].
3. I have difficulty scheduling . . . equipment . . . and materials together.
4. Not applicable to my subject.
5. I don't have enough time to make the necessary preparations.
7. My classroom is not adequate; not enough electrical outlets; no light control.

8. I am afraid that the pupils or I would damage them.

9. Available, but I don't know how to use [them].

10. I am not encouraged by administrators or supervisors to use [media].

**Overhead Projector: Reasons for Using.** Following are the five reasons given by 51 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. It is readily available to me in my school.

4. My classroom is conducive to media use.

5. Mediated materials can do a better job of instructing than I can in some cases.

**Overhead Projector: Reasons for Never Using.** Following are the five reasons given by 49 percent of the teachers for never using the overhead projector:

1. I don't have enough time to make the necessary preparations.

2. Other reason(s) not given on this sheet.

3. I have difficulty scheduling equipment and materials together.

4. My classroom is not adequate.

5. I doubt its effectiveness.

**16mm Film Projector: Reasons for Using.** Following are the five reasons given by 74 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. Mediated materials can do a better job of instructing than I can in some cases.

3. My own testing confirms that students retain more by its use.

4. It is readily available to me in my school.

5. I know how to operate it.

_16mm Film Projector: Reasons for Never Using._ Following are the five reasons given by 26 percent of the teachers for never using the 16mm film projector:

1. Other reason(s) not given on this sheet.

2. I have difficulty scheduling equipment and materials together.

3. I don't have enough time to make the necessary preparations.

4. Not applicable to my subject.

5. My classroom is not adequate.

_Filmstrip/Slide Projector: Reasons for Using._ Following are the five reasons given by 85 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. It is readily available to me in my school.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. My classroom is conducive to media use.
Filmstrip/Slide Projector: Reasons for Never Using. Following are the five reasons given by 15 percent of the teachers for never using the filmstrip/slide projector:

1. Other reason(s) not given on this sheet.
2. I have difficulty scheduling equipment and materials together.
3. I don't have enough time to make the necessary preparations.
4. My classroom is not adequate.
5. I doubt its effectiveness.

Tape Recorder: Reasons for Using. Following are the five reasons given by 38 percent of the teachers for using the tape recorder regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. My own testing confirms that students retain more by its use.
3. My classroom is conducive to media use.
4. I learned of its effectiveness in a faculty study or workshop.
5. Mediated materials can do a better job of instructing than I can in some cases.

Tape Recorder: Reasons for Never Using. Following are the five reasons given by 62 percent of the teachers for never using the tape recorder:

1. Other reason(s) not given on this sheet.
2. Not applicable to my subject.
3. I doubt its effectiveness.
4. I don't have enough time to make the necessary preparations.
5. I have difficulty scheduling equipment and materials together.
Record Player: Reasons for Using. Following are the five reasons given by 80 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. Mediated materials can do a better job of instructing than I can in some cases.
4. My own testing confirms that students retain more by its use.
5. My classroom is conducive to media use.

Record Player: Reasons for Never Using. Following are the five reasons given by 20 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. Other reason(s) not given on this sheet.
4. I have difficulty scheduling equipment and materials together.
5. I don't have enough time to make the necessary preparations.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 97.5 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
<table>
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<tr>
<th>Media Type</th>
<th>Parish B8</th>
<th>Parish B9</th>
</tr>
</thead>
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<tr>
<td>Videotape Recorder</td>
<td>100% N</td>
<td>99% N</td>
</tr>
<tr>
<td>Television Receiver</td>
<td>19% R</td>
<td>43% N</td>
</tr>
<tr>
<td>Record Player</td>
<td>69% N</td>
<td></td>
</tr>
<tr>
<td>Tape Recorder</td>
<td>10% R</td>
<td>40% N</td>
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<tr>
<td>Filmstrip/Slide</td>
<td>21% O</td>
<td>58% O</td>
</tr>
<tr>
<td>16mm Film Projector</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>15% R</td>
<td>37% O</td>
</tr>
</tbody>
</table>

Table 10 indicates media utilization in Parish BB.

Table 10 indicates media utilization in Parish BB.
Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 40 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. They gain and hold the attention of my pupils.
2. My own testing confirms that students retain more by [their] use.
3. [They] are readily available to me in my school.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.
6. I learned of [their] effectiveness in a faculty study or workshop.
7. Other reason(s) not given on this sheet [questionnaire].
8. I know how to operate [them].
9. I am encouraged by administrators and supervisors to use [media].
10. I observed my fellow teachers using [media] with success.

Reasons Given for Never Using Media. Following are the ten reasons given by 60 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Other reason(s) not given on this sheet [questionnaire].
3. Not applicable to my subject.
4. I have difficulty scheduling . . . equipment . . . and materials together.
5. My classroom is not adequate; not enough electrical outlets; no light control.
7. I don't have enough time to make the necessary preparations.

8. I am uncertain as to who in my school is "in charge" of [media].

9. I am not encouraged by administrators or supervisors to use [media].

10. Available, but I don't know how to use [them].

**Overhead Projector: Reasons for Using.** Following are the five reasons given by 52 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. It is readily available to me in my school.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. My classroom is conducive to media use.

**Overhead Projector: Reasons for Never Using.** Following are the five reasons given by 48 percent of the teachers for never using the overhead projector:

1. Other reason(s) not given on this sheet.

2. My classroom is not adequate.

3. I don't have enough time to make the necessary preparations.

4. I have difficulty scheduling equipment and materials together.

5. Not applicable to my subject.

**16mm Film Projector: Reasons for Using.** Following are the five reasons given by 75 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. My own testing confirms that students retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. I am encouraged by administrators or supervisors to use it.

16mm Film Projector: Reasons for Never Using. Following are the five reasons given by 25 percent of the teachers for never using the 16mm film projector:

1. I have difficulty scheduling equipment and materials together.

2. My classroom is not adequate.

3. Other reason(s) not given on this sheet.

4. I doubt its effectiveness.

5. I don't have enough time to make the necessary preparations.

Filmstrip/Slide Projector: Reasons for Using. Following are the five reasons given by 60 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. It is readily available to me in my school.

3. My own testing confirms that students retain more by its use.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. I learned of its effectiveness in a faculty study or workshop.
Filmstrip/Slide Projector: Reasons for Never Using. Following are the five reasons given by 40 percent of the teachers for never using the filmstrip/slide projector:

1. I have difficulty scheduling equipment and materials together.
2. My classroom is not adequate.
3. Other reason(s) not given on this sheet.
4. I doubt its effectiveness.
5. I don't have enough time to make the necessary preparations.

Tape Recorder: Reasons for Using. Following are the five reasons given by 31 percent of the teachers for using the tape recorder regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. My own testing confirms that students retain more by its use.
3. It is readily available to me in my school.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. I learned of its effectiveness in a faculty study or workshop.

Tape Recorder: Reasons for Never Using. Following are the five reasons given by 69 percent of the teachers for never using the tape recorder:

1. None in my school.
2. Other reason(s) not given on this sheet.
3. Not applicable to my subject.
4. I doubt its effectiveness.
5. I have difficulty scheduling equipment and materials together.
Record Player: Reasons for Using. Following are the five reasons given by 57 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. My own testing confirms that students retain more by its use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.

Record Player: Reasons for Never Using. Following are the five reasons given by 43 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. Other reason(s) not given on this sheet.
3. I doubt its effectiveness.
4. I have difficulty scheduling equipment and materials together.
5. None in my school.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 99.5 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
Table 11 indicates media utilization in Parish C.
Parish C

Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 49 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. [They] gain and hold the attention of my pupils.
2. [They] are readily available to me in my school.
3. My own testing confirms that students retain more by [their] use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. I learned of [their] effectiveness in a faculty study or workshop.
6. My classroom is conducive to media use.
7. I am encouraged by administrators and supervisors to use [media].
8. I know how to operate [them].
9. Other reason(s) not given on this sheet [questionnaire].
10. I observed fellow teachers using [media] with success.

Reasons Given for Never Using Media. Following are the ten reasons given by 51 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Not applicable to my subject.
3. I doubt [their] effectiveness.
4. I have difficulty scheduling . . . equipment . . . and materials together.
5. I don't have enough time to make the necessary preparations.
6. Other reason(s) not given on this sheet [questionnaire].
7. My classroom is not adequate; not enough electrical outlets; no light control.

8. I am not encouraged by administrators or supervisors to use [media].

9. I am uncertain as to who in my school is "in charge" of [media].

10. I am afraid that the pupils or I would damage [them].

**Overhead Projector: Reasons for Using.** Following are the five reasons given by 72 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. It is readily available to me in my school.

3. My own testing confirms that pupils retain more by its use.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. I learned of its effectiveness in a faculty study or workshop.

**Overhead Projector: Reasons for Never Using.** Following are the five reasons given by 28 percent of the teachers for never using the overhead projector:

1. My classroom is not adequate.

2. I have difficulty scheduling equipment and materials together.

3. I don't have enough time to make the necessary preparations.

4. Other reason(s) not given on this sheet.

5. I doubt its effectiveness.

**16mm Film Projector: Reasons for Using.** Following are the five reasons given by 75 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. My own testing confirms that pupils retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. I learned of its effectiveness in a faculty study or workshop.

16mm Film Projector: Reasons for Never Using. Following are the five reasons given by 25 percent of the teachers for never using the 16mm film projector:

1. I don't have enough time to make the necessary preparations.

2. I have difficulty scheduling equipment and materials together.

3. Not applicable to my subject.

4. Other reason(s) not given on this sheet.

5. My classroom is not adequate.

Filmstrip/Slide Projector: Reasons for Using. Following are the five reasons given by 71 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. It is readily available to me in my school.

3. My own testing confirms that pupils retain more by its use.

4. Mediated materials can do a better job of instructing than I can in some cases.

5. I learned of its effectiveness in a faculty study or workshop.
Filmstrip/Slide Projector: Reasons for Never Using. Following are the five reasons given by 29 percent of the teachers for never using the filmstrip/slide projector:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. I have difficulty scheduling equipment and materials together.
4. My classroom is not adequate.
5. I am not encouraged by administrators or supervisors to use it.

Tape Recorder: Reasons for Using. Following are the five reasons given by 38 percent of the teachers for using the tape recorder regularly and occasionally:

1. My own testing confirms that pupils retain more by its use.
2. It gains and holds the attention of my pupils.
3. It is readily available to me in my school.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. I know how to operate it.

Tape Recorder: Reasons for Never Using. Following are the five reasons given by 62 percent of the teachers for never using the tape recorder:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. I have difficulty scheduling equipment and materials together.
4. I don’t have enough time to make the necessary preparations.
5. Other reason(s) not given on this sheet.
Record Player: Reasons for Using. Following are the five reasons given by 78 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. It is readily available to me in my school.
3. My own testing confirms that pupils retain more by its use.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. My classroom is conducive to media use.

Record Player: Reasons for Never Using. Following are the five reasons given by 22 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. I have difficulty scheduling equipment and materials together.
4. I don't have enough time to make the necessary preparations.
5. My classroom is not adequate.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 97.5 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
Media Utilization by 36 Teachers in Parish CC

Table 12

Table 12 indicates media utilization in Parish CC.
Parish CC

Reasons Given for Using All Seven Media Regularly and Occasionally. Following are the ten reasons given by 60 percent of the teachers for using seven items of instructional media regularly and occasionally in classroom instruction:

1. [They] gain and hold the attention of my pupils.
2. My own testing confirms that pupils retain more by [their] use.
3. Mediated materials can do a better job of instructing than I can in some cases.
4. [They] are readily available to me in my school.
5. I learned of [their] effectiveness in a faculty study or workshop.
6. My classroom is conducive to media use.
7. I know how to operate [them].
8. Other reason(s) not given on this sheet [questionnaire].
10. I am encouraged by administrators and supervisors to use [media].

Reasons Given for Never Using Media. Following are the ten reasons given by 40 percent of the teachers for never using seven items of instructional media:

1. None in my school.
2. Other reason(s) not given on this sheet [questionnaire].
3. I don't have enough time to make the necessary preparations.
4. My classroom is not adequate; not enough electrical outlets; no light control.
5. Not applicable to my subject.
6. I have difficulty scheduling . . . equipment . . . and materials together.
7. I am uncertain as to who in my school is "in charge" of [media].

8. I doubt [their] effectiveness.

9. I am not encouraged by administrators or supervisors to use [media].

10. Available, but I don't know how to use [them].

Overhead Projector: Reasons for Using. Following are the five reasons given by 92 percent of the teachers for using the overhead projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that pupils retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. I learned of its effectiveness in a faculty study or workshop.

Overhead Projector: Reasons for Never Using. Following are the five reasons given by 8 percent of the teachers for never using the overhead projector:

1. I don't have enough time to make the necessary preparations.

2. My classroom is not adequate.

3. Other reason(s) not given on this sheet.

4. I have difficulty scheduling equipment and materials together.

5. I am uncertain as to who in my school is "in charge" of it.

16mm Film Projector: Reasons for Using. Following are the five reasons given by 67 percent of the teachers for using the 16mm film projector regularly and occasionally:
1. It gains and holds the attention of my pupils.

2. My own testing confirms that pupils retain more by its use.

3. It is readily available to me in my school.

4. I learned of its effectiveness in a faculty study or workshop.

5. Mediated materials can do a better job of instructing than I can in some cases.

**16mm Film Projector: Reasons for Never Using.** Following are the five reasons given by 33 percent of the teachers for never using the 16mm film projector:

1. My classroom is not adequate.

2. Other reason(s) not given on this sheet.

3. I have difficulty scheduling equipment and materials together.

4. I don't have enough time to make the necessary preparations.

5. Not applicable to my subject.

**Filmstrip/Slide Projector: Reasons for Using.** Following are the five reasons given by 94 percent of the teachers for using the filmstrip/slide projector regularly and occasionally:

1. It gains and holds the attention of my pupils.

2. My own testing confirms that pupils retain more by its use.

3. Mediated materials can do a better job of instructing than I can in some cases.

4. It is readily available to me in my school.

5. I learned of its effectiveness in a faculty study or workshop.
**Filmstrip/Slide Projector: Reasons for Never Using.** Following are the reasons given by 6 percent of the teachers for never using the filmstrip/slide projector:

1. My classroom is not adequate.
2. Other reason(s) not given on this sheet.
3. I don't have enough time to make the necessary preparations.

Because of the small sample in Parish CC, only three reasons were statistically significant in this category.

**Tape Recorder: Reasons for Using.** Following are the five reasons given by 67 percent of the teachers for using the tape recorder regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. My own testing confirms that pupils retain more by its use.
3. It is readily available to me in my school.
4. I learned of its effectiveness in a faculty study or workshop.
5. My classroom is conducive to media use.

**Tape Recorder: Reasons for Never Using.** Following are the five reasons given by 33 percent of the teachers for never using the tape recorder:

1. Other reason(s) not given on this sheet.
2. I don't have enough time to make the necessary preparations.
3. Not applicable to my subject.
4. I have difficulty scheduling equipment and materials together.
5. I am uncertain as to who is "in charge" of it in my school.
Record Player: Reasons for Using. Following are the five reasons given by 91 percent of the teachers for using the record player regularly and occasionally:

1. It gains and holds the attention of my pupils.
2. My own testing confirms that pupils retain more by its use.
3. It is readily available to me in my school.
4. Mediated materials can do a better job of instructing than I can in some cases.
5. I learned of its effectiveness in a faculty study or workshop.

Record Player: Reasons for Never Using. Following are the five reasons given by 9 percent of the teachers for never using the record player:

1. Not applicable to my subject.
2. I doubt its effectiveness.
3. I don't have enough time to make the necessary preparations.
4. I am uncertain as to who is "in charge" of it in my school.
5. Other reason(s) not given on this sheet.

Television Receiver and Videotape Recorder. The lack of availability of these media accounted for an average 95.5 percent "Never" use response for the two items. Thus the responses were not numerically sufficient to be significant.
Summary of Media Use

Table 13 provides a summary of reasons given by teachers in the sample of 962 teachers for using instructional media regularly and occasionally in their classrooms. The following code is to be used in interpreting Table 13:

- a: [Media] gain and hold the attention of my pupils.
- b: [Media] are readily available to me in my school.
- c: My own testing confirms that students retain more by use [of media].
- d: Mediated materials can do a better job of instructing than I can in some cases.
- e: My classroom is conducive to media use.
- f: I learned of [the] effectiveness [of media] in a faculty study or workshop.

Table 13
Reasons Given by Teachers for Regular and Occasional Use of Media

<table>
<thead>
<tr>
<th>Reasons (Ranked)</th>
<th>Parish A</th>
<th>Parish AA</th>
<th>Parish B</th>
<th>Parish BB</th>
<th>Parish C</th>
<th>Parish CC</th>
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<td>(2)</td>
<td>b</td>
<td>c</td>
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<td>c</td>
<td>b</td>
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<td>(3)</td>
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<td>b</td>
<td>c</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>(4)</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>b</td>
</tr>
<tr>
<td>(5)</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>f</td>
</tr>
</tbody>
</table>
Table 14 provides a summary of reasons given by teachers in the sample of 962 teachers for never using instructional media in their classrooms. The following code is to be used in interpreting Table 14:

- **a**: None in my school.
- **b**: Other reason(s) not given on this sheet [questionnaire].
- **c**: I doubt the effectiveness [of media].
- **d**: Not applicable to my subject.
- **e**: I have difficulty scheduling . . . equipment . . . and materials together.
- **f**: My classroom is not adequate; not enough electrical outlets; no light control.
- **g**: I don't have enough time to make the necessary preparations.

<table>
<thead>
<tr>
<th>Reasons Given by Teachers</th>
<th>Parish A</th>
<th>Parish AA</th>
<th>Parish B</th>
<th>Parish BB</th>
<th>Parish C</th>
<th>Parish CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>(2) b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>d</td>
<td>b</td>
</tr>
<tr>
<td>(3) c</td>
<td>d</td>
<td>e</td>
<td>d</td>
<td>c</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>(4) d</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>e</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>(5) e</td>
<td>g</td>
<td>g</td>
<td>f</td>
<td>g</td>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>
Summary of the Response, "Other Reason(s)"

In the overall "positive" category—that is, regular or occasional use of instructional media—as reported by the six parishes, "other reasons" occurred in the following order: once in sixth place, twice in seventh place, twice in eighth place, and once in ninth place.

In the overall "negative," or non-utilization, category, as reported by the six parishes, "other reasons" occurred in the following order: five times in second place and once in sixth place.

"Other reasons" did not appear—in the thirty categories—among the top five reasons for regular or occasional use of five items of instructional media by teachers in the six parishes.

"Other reasons" appeared among the top five reasons for non-utilization of five items of instructional media by teachers in the six parishes as follows: eleven times in first place, six in second place, seven in third place, twice in fourth place, and twice in fifth place. In two cases, "other reasons" as a choice was not among the top five reasons given for non-utilization.

Summary of Narrative Responses

The questionnaire (see Appendix A) "invited" respondents to cite "other reason(s) not given on this sheet." A study of the reverse sides of the questionnaires yielded the following information:

1. Although certain respondents had indicated "other reasons" for never
using instructional media, they cited, in narrative form and in slightly
different phraseology, the following reasons, which appeared on the
printed side of the questionnaire:

a. "I have difficulty scheduling, or getting equipment and materials
together" (31 citations);

b. "None [no equipment] in my school" (30 citations);

c. "Not applicable to my subject" (14 citations);

d. "I don't have enough time to make the necessary preparations" (13
citations);

e. "My classroom is not adequate" (10 citations);

f. "Available, but I don't know how to use it" (1 citation).

2. Certain respondents who had indicated "other reasons" for never using
instructional media cited, in narrative form, the following reasons--
consolidated and paraphrased below--which did not appear as question-
naire choices:

a. "Lack of materials" (52 citations);

b. "I could not reconcile, or use, the arbitrariness of 'regularly,'
'occasionally,' and 'never' as defined in the questionnaire" (17
citations);

c. "Outdated or inappropriate materials" (16 citations);

d. "Too frequent use of machines diminishes their effectiveness and
makes man dependent on them" (7 citations);

e. "I am a 'floating' teacher and cannot plan for media use" (6 cita-
tions);

f. "Equipment is in a state of disrepair" (6 citations);
g. "Weight of equipment poses a problem in mobility, especially in a two-story building" (3 citations);

h. "Instructional media in my classroom disturb other classes" (2 citations);

i. "Instructional media offer students passive experiences" (2 citations);

j. "I have to go to the library to use media" (2 citations);

k. "I prefer to use the chalkboard" (2 citations);

l. "Too much 'red tape' involved in scheduling" (1 citation);

m. "Media are in my school but not available to my grade level" (1 citation);

n. "Media are in my school but not available to my department" (1 citation);

o. "I have used AV in the past, but not this year" (1 citation);

p. "I had bad experiences in the past with faulty or complicated equipment" (1 citation);

q. "I am uncertain where to purchase materials and how to pay for them" (1 citation);

r. "I was told I would have to pay for movie film if it were damaged or lost" (1 citation);

s. "I don't think the time required to obtain it [instructional media] is worth the effort" (1 citation).

Summaries of Principals' and Supervisors' Responses

Principals' Responses

Below are the reasons given by fifty-five of the seventy-nine cooperating principals for their teachers' use of instructional media. The questionnaire item (see Appendix A) read: "If any or all of the items listed above are available and
are (in your estimation) being well used by your teachers, please indicate below the reasons why you think teachers are using these media." The numbers in parentheses after each reason indicate the frequencies of response.

1. Media gain and hold the attention of pupils (42 citations).
2. Media are readily available to my teachers (32 citations).
3. Supervisors and I encourage teachers to use media (23 citations).
4. Mediated materials can do a better job of instructing than teachers can in some cases (22 citations).
5. Teachers' testing confirms that students retain more from media (10 citations).
6. My teachers learned of the effectiveness of media in a faculty study or workshop (10 citations).
7. My teachers know how to operate media (9 citations).
8. My teachers observed fellow teachers using media with success (7 citations).
9. My teachers' classrooms are conducive to media use (3 citations).
10. Other reason(s) not given (1 citation).

Following are the reasons given by fifty-five of the seventy-nine cooperating principals for their teachers' less-than-full utilization of instructional media. The questionnaire item (see Appendix A) read: "If any or all of the items listed above are available and are (in your estimation) not being well used by your teachers, please indicate below the reasons why you think teachers are not using media. Rank your reasons 1, 2, and 3. If none of these reasons applies, please record a zero in this blank." The blank was filled by eighteen principals. The numbers in parentheses after each reason indicate the frequencies of response.
1. Teachers don't have enough time to make the necessary preparations (24 citations).

2. Teachers' classrooms are not adequate—that is, there is no light control or there are not sufficient electrical outlets (21 citations).

3. Teachers have difficulty scheduling, or getting equipment and materials together (16 citations).

4. Other reason(s) not given (16 citations).

5. Teachers feel that certain media are not applicable to their subjects (10 citations).

6. Teachers are afraid they or their pupils will damage certain media (10 citations).

7. Teachers doubt the effectiveness of media (8 citations).

8. Teachers are not encouraged by supervisors or me to use media (1 citation).

9. Teachers are uncertain as to who in the school is "in charge" of media (1 citation).

Following are the responses and their frequencies to the questionnaire item, "Are these items of instructional media housed primarily in . . . (?) . . . (a) a central location; (b) the classrooms; (c) a combination of (a) and (b)"

1. a combination of (a) and (b) (37 citations);

2. a central location (30 citations);

3. the classrooms (9 citations).

Following are the responses and their frequencies to the questionnaire item, "If they are housed in a central location, who is primarily responsible for lending, accounting (for return), etc.? . . . (a) principal; (b) librarian; (c) a teacher designated as an 'AV' coordinator; (d) teacher(s); (e) student(s); (f) janitor; (g) a combination of the first six. (Specify)";
1. librarian (43 citations);
2. teacher(s) (15 citations);
3. principal (8 citations);
4. a teacher designated as an "AV" coordinator (5 citations);
5. student(s) (1 citation).

In addition to and instead of checking questionnaire items, certain principals included under the item, "Specify," the following categories of persons responsible for instructional media: an aide (6); assistant principal (2); library secretary (1), and curriculum coordinator (1).

Supervisors' Responses

In Table 15 are figures supplied by supervisors, or "contact" persons, in the six parishes. Figures in parentheses indicate the amounts spent per pupil for all instructional media and materials with the exception of equipment and materials for reading and foreign language laboratories.
### Table 15

Numbers of Pupils, Amounts Spent for Instructional Equipment and Materials, and Per-Pupil Expenditures in Six Louisiana Parishes, 1969-72

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numbers of Pupils</td>
<td>A $200,000.00</td>
<td>A $120,000.00</td>
</tr>
<tr>
<td>A</td>
<td>67,274 pupils</td>
<td>($2.97)</td>
<td>($1.78)</td>
</tr>
<tr>
<td></td>
<td>$200,000.00</td>
<td>($2.97)</td>
<td>($1.78)</td>
</tr>
<tr>
<td></td>
<td>$160,000.00</td>
<td>($2.32)</td>
<td>($1.78)</td>
</tr>
<tr>
<td></td>
<td>$120,000.00</td>
<td>($2.32)</td>
<td>($1.78)</td>
</tr>
<tr>
<td>AA</td>
<td>62,613</td>
<td>($3.83)</td>
<td>($5.22)</td>
</tr>
<tr>
<td></td>
<td>$240,000.00</td>
<td>($4.41)</td>
<td>($5.22)</td>
</tr>
<tr>
<td></td>
<td>($3.83)</td>
<td>($4.41)</td>
<td>($5.22)</td>
</tr>
<tr>
<td>B</td>
<td>16,497</td>
<td>($3.83)</td>
<td>($5.22)</td>
</tr>
<tr>
<td></td>
<td>$4,500.00</td>
<td>($3.83)</td>
<td>($5.22)</td>
</tr>
<tr>
<td></td>
<td>($2.27)</td>
<td>($3.83)</td>
<td>($5.22)</td>
</tr>
<tr>
<td>BB</td>
<td>17,695</td>
<td>($1.35)</td>
<td>($5.93)</td>
</tr>
<tr>
<td></td>
<td>$24,000.00</td>
<td>($1.35)</td>
<td>($5.93)</td>
</tr>
<tr>
<td></td>
<td>($1.35)</td>
<td>($1.35)</td>
<td>($5.93)</td>
</tr>
<tr>
<td>C</td>
<td>6,102</td>
<td>$5,305</td>
<td>$5,435</td>
</tr>
<tr>
<td></td>
<td>$120,000.00</td>
<td>($19.66)</td>
<td>($23.91)</td>
</tr>
<tr>
<td></td>
<td>($19.66)</td>
<td>($19.66)</td>
<td>($23.91)</td>
</tr>
<tr>
<td>CC</td>
<td>2,548</td>
<td>$2,513</td>
<td>$2,205</td>
</tr>
<tr>
<td></td>
<td>$19,700.00</td>
<td>($7.73)</td>
<td>($8.84)</td>
</tr>
<tr>
<td></td>
<td>($7.73)</td>
<td>($7.73)</td>
<td>($8.84)</td>
</tr>
</tbody>
</table>
Table 16 shows the answers given by six parish supervisors to the question, "Have the teachers in your school system received instruction in media usage within the past year? the past two years? the past three years?" Only the supervisor in Parish A responded "No," and this was in reference to the 1971-72 session. The supervisor in Parish AA gave no response for the years 1969-71. All other responses were affirmative.

Table 16

In-Service Instruction in Media Usage by Parishes 1969-72

<table>
<thead>
<tr>
<th>Parishes</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1971-72</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1970-71</td>
<td>Yes</td>
<td>(no response)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1969-70</td>
<td>Yes</td>
<td>(no response)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Table 17 shows the answers given by six parish supervisors to the question, "Would you estimate the percentage of teachers (parishwide) who received such instruction?" The extent of teacher participation in media utilization workshops ranged from a low of 10 percent in Parish B to a high of 100 percent in Parish CC.

Table 17

Percentage of Teachers Receiving Instruction in Media Usage 1969-72

<table>
<thead>
<tr>
<th>School Years</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969-72</td>
<td>25</td>
<td>25</td>
<td>10*</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

*This figure is low because mass, intensive in-service training for all teachers was carried out in 1966, and only new teachers and paraprofessionals received such training in 1969-72.
Table 18 presents the answers given by six parish supervisors to the question, "What was the format of the instruction sessions?" Although all the formats given as options were used by the parish supervisors, emphasis was placed on study sessions in individual schools. This format was followed by parishwide sessions, "other" kinds of in-service education, and instruction in media utilization in a "group of schools."

Table 18

Formats of In-Service Training Sessions

<table>
<thead>
<tr>
<th>Parishes</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parishwide</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Individual Schools</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups of Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>x*</td>
<td>x*</td>
<td></td>
<td></td>
<td></td>
<td>x**</td>
</tr>
</tbody>
</table>

*Title I, Elementary-Secondary Education Act, Schools
**Individual teachers
Table 19 lists responses of the six parish supervisors to the question, "Who provided the instruction [in instructional media usage]? Rank your responses by number, ranking the primary instruction agent as No. 1." The table indicates that parish supervisors and college instructors ranked first in two parishes; that paraprofessionals ranked first in one parish; that salesmen ranked second in two parishes, third in another and were engaged to instruct teachers in a fourth parish; that school principals and teachers were not primary agents of instruction; and that librarians were not involved in in-service education for media utilization in the six parishes surveyed.

Table 19
Agents of Instruction in Media Usage in Six Louisiana Parishes

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Supervisor(s)</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School Principal</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>College Instructor(s)</td>
<td>x</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesman(men)</td>
<td>2</td>
<td>x</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1*</td>
<td>x**</td>
<td></td>
<td>4***</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Paraprofessionals
**Director of Instructional Resources Center
***Vendors' Consultants
Table 20 gives the percentages of federal funds used for media. The use of these funds ranged from a low of 25 percent in Parish AA to a high of 75 percent in four parishes.

Table 20

Percentages of Federal Funds Used for Purchase of Instructional Media

<table>
<thead>
<tr>
<th>Parishes</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 21 presents the percentages of local (parish) funds spent on media. The range was from a low of 25 percent in four parishes to a high of 75 percent in Parish AA.

Table 21

Percentages of Local (Parish) Funds Used for Purchase of Instructional Media

<table>
<thead>
<tr>
<th>Parishes</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Following are narrative responses of five of the six supervisors, who were asked to make comments, suggestions, and recommendations regarding in-service training of teachers in the use and application of instructional media:

**Supervisor in Parish A**: "More media training and philosophy for teachers before they enter the classroom for the first time."

**Supervisor in Parish B**: "In-service training should stress educational application of media rather than the mechanics of a world of machines."

**Supervisor in Parish BB**: "Provide outside consultants when purchasing new media to insure proper use and care; make use of teachers who have had college courses in educational media."

**Supervisor in Parish C**: "We need a better working relationship between Federal programs and regular programs. [There are] too many restrictions on how Federal funds can be used. Many more teachers could take advantage of in-service training with just a small added cost if Federal restrictions were not as they are."

**Supervisor in Parish CC**: "Teachers need refreshing in-service training all through each year."

Chapter 4 contains an analysis of the data and conclusions drawn from the data presented in this chapter as well as a recommendation for further study.
Chapter 4

ANALYSIS OF THE DATA; CONCLUSIONS AND IMPLICATIONS;
AND RECOMMENDATION FOR FURTHER STUDY

Analyses and Conclusions

This report has been organized to present a detailed description of the problem and of the survey procedures outlined in Chapter 1. A review of related literature was presented in Chapter 2. Chapter 3 was devoted to a brief statement explaining how the data were treated, but primarily to presenting and summarizing the data.

This chapter contains an analysis of the data, conclusions and implications, and a recommendation for further study warranted by results of the investigation.

Media Usage by Sex of Teachers

In the sample of 962 classroom teachers, there were 749 females and 213 males. Females reported significantly greater usage of instructional media on a regular basis than did males (20 percent as compared to 9 percent) and significantly less non-utilization (46 percent as compared to 58 percent). On an "occasional" usage basis, only one percentage point separated the sexes. (See Table 1, page 39.)
Media Usage by Levels Taught

As a group, teachers in special education reported greatest usage of instructional media (regular use, 38 percent; occasional use, 31 percent). The following usage by levels is reported in descending order: elementary teachers (regular use, 25 percent; occasional use, 34 percent); junior high school teachers (regular use, 12 percent; occasional use, 33 percent); and high school teachers (regular use, 10 percent; occasional use, 35 percent). (See Table 2, page 40.)

Media Usage by Subjects Taught

The sample of 932 teachers in fourteen subject-matter areas showed that teachers of elective subjects, with the exception of teachers of industrial arts and of driver education, used instructional media more regularly than did teachers of required subjects. Teachers of industrial arts and driver education ranked at the bottom insofar as regular use of media was concerned.

There were thirty respondents who reported teaching "other" subjects. Since the questionnaire did not ask for a specification of subject in this category, the assumption was made that certain of the thirty teachers taught reading, a required course, while others taught sociology, psychology, economics, or government—subjects ordinarily included under social studies but considered elective rather than required.

The samples were much larger in the required subject areas—English, science, mathematics, social studies, and health and physical education—than in the elective subject areas. (See Table 3, pages 41-43.)
Media Usage by Educational Background

Teachers with bachelor's degrees were the least "regular" users of instructional media, while those with advanced degrees were the most regular users. There was a steady, but relatively insignificant increase in regular usage of media with each educational level. With respect to regular usage, nine percentage points separated teachers with bachelor's degrees and those with the specialist degree. However, there were only four teachers in the "specialist" sample, while there were 425 in the bachelor's degree sample. (See Table 4, page 44.)

Media Usage by Years of Teaching Experience

Teachers in the 21 to 30-year experience category reported more than twice the regular use of media than did first-year teachers. In the former category, 106 teachers reported regular usage at a 23 percent level, while in the latter category seventy-six teachers in their first year reported regular use of media at a 10 percent level. Although there was a steady and significant increase in media use from the first year to the thirtieth year, there was a dramatic decrease in media use at the "beyond thirty-year" level. (See Table 5, page 45.)

Media Usage by Sizes of School Systems

The data from the survey (see Table 6, page 46, and Table 22, page 101) indicated that:

(a) teachers in the two large and primarily urban parishes made more use of instructional media on combined regular and occasional bases than did teachers in the two small and primarily rural parishes or the two medium (rural-urban) parishes;
(b) teachers in the two small parishes made more use of media on combined regular and occasional bases than did those in the two medium parishes;

(c) although there was only one percentage point separating the combined regular and occasional use of instructional media in the two large parishes and the two small parishes, there was a ten-point percentage spread separating the combined regular and occasional use in the two small parishes and that in the two medium parishes;

(d) although there was only one percentage point separating the degree of teacher non-utilization of instructional media in the two large parishes and the two small parishes, there was an eleven-point spread separating the degree of teacher non-utilization in the two large parishes from that in the two medium parishes.

Table 22 illustrates media utilization by sizes of school systems.

Table 22

<table>
<thead>
<tr>
<th></th>
<th>Regular Use</th>
<th>Occasional Use</th>
<th>Combination of Regular and Occasional</th>
<th>Non-Use (&quot;Never&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Large Parishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A and AA</td>
<td>20</td>
<td>35</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Two Medium Parishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B and BB</td>
<td>14</td>
<td>30</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Two Small Parishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C and CC</td>
<td>24</td>
<td>30</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>
Media Usage in Relation to In-Service Education

Data bearing on the relationship between in-service education and degree of media utilization were inconclusive. (See Table 6, page 46, and Table 17, page 93.)

The supervisor in Parish A reported that 25 percent of the teachers had received instruction in media use in the years 1969-72. Nineteen percent of the teachers reported regular use of media during 1971-72.

The supervisor in Parish AA reported that 25 percent of the teachers had received in-service education in media utilization during 1969-72. Twenty-one percent of the teachers reported regular usage of media for 1971-72.

The supervisor in Parish B indicated that only 10 percent of the teachers had received media utilization instruction during the three-year period, but that an inestimable number of teachers had received such instruction prior to that period. The teachers participating in the survey reported regular use of media at a 17 percent level in 1971-72.

The supervisor in Parish BB reported that 50 percent of the teachers had received in-service education during 1969-72. Eleven percent of the teachers reported using media regularly during 1971-72.

The supervisor in Parish C reported that 50 percent of the teachers had received instruction in media use during 1969-72. Fifteen percent of the teachers reported regular use of media in 1971-72.

The supervisor in Parish CC reported that 100 percent of the teachers had received in-service education in media utilization during 1969-72. Thirty-three
percent of the teachers reported that they had used media on a regular basis during 1971-72.

Supervisors in parishes A and AA listed parish supervisors as the primary agents of instruction for in-service education, while supervisors in parishes C and CC listed college instructors as the primary agents. The supervisor in Parish B listed paraprofessionals as the primary instruction agents, while the supervisor in Parish BB listed, without priority, college instructors, salesmen, and the director of an instructional resource center. Formats of in-service education sessions varied as widely from one parish to another as did the agents of instruction. (See Table 18, page 94.)

Only in parishes C and CC did teachers give as a major reason for using media, "I learned of [their] effectiveness in a faculty study or workshop." (See Table 13, page 83.) This reason correlated positively with the usage reported by teachers in Parish CC (the highest in utilization) but negatively with media usage as reported by teachers in Parish C. Parish C ranked fifth in regular use and fourth in non-utilization by teachers.

With the exception of Parish CC, from which came a sample of thirty-six teacher responses, whose supervisor reported 100 percent participation by teachers in in-service education sessions, and whose teachers reported the highest percentage of media use (33 percent regularly; 27 percent occasionally) and the lowest non-use percentage (40 percent), there was no positive correlation between in-service education and degree of media utilization in the total sample.
Media Usage as Affected by Availability of Media

The number one reason given by teachers in all six parishes for non-utilization of media was "None in my school." (See Table 14, page 84.)

Although the first reason given by teachers in all six parishes for regular use of media was an attitudinal, or a pedagogical, one—"Media gain and hold the attention of my pupils" (see Table 13, page 83)—availability of media ranked high as a reason for media use. Teachers in parishes A, B, and C ranked as the second reason for media use, "[They] are readily available to me in my school." (See Table 13, page 83.) Teachers in parishes AA and BB gave this as the third reason, and teachers in Parish CC gave it as their fourth reason.

Responses from fifty-five school principals were almost identical to those of teachers. The top reason given by principals for teachers' use of media was that media gain and hold the attention of pupils. The second reason was that media are readily available to teachers. (See "Principals' Responses," pages 87-90.)

Media Usage as Affected by Expenditure of Local and Federal Funds for Media

The study showed conclusively that media use was directly related to availability of media. Table 23 indicates that, in four of the six cases, expenditures for media had a definite bearing on media use. Major purchasing of media equipment and materials prior to 1969, as reported by the local supervisor, accounted for the "no correlation" factor for Parish A. The supervisor in Parish C reported that major purchases of media equipment and materials were made during the 1971-72 school year and that lack of time and personnel prevented the staff from providing in-
service education for all teachers in utilization. These facts accounted for the "no correlation" factor in Parish C.

Table 23

Regular and Occasional Use of Media Ranked by Parishes, 1971-72; Average Per-Pupil Expenditure for Media and Materials, Ranked, 1969-72; Average Per-Teacher Expenditure for Media and Materials, Ranked, 1969-72; Correlation Factors

<table>
<thead>
<tr>
<th>Parish</th>
<th>Percentage of Media Use (Regular Plus Occasional), 1971-72</th>
<th>Average Per-Pupil Expenditure for Media, 1969-72</th>
<th>Average Per-Teacher Expenditure for Media, 1969-72</th>
<th>Correlation Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>56% (2)</td>
<td>$ 2.35 (4)</td>
<td>$ 155.00 (4)</td>
<td>No Correlation</td>
</tr>
<tr>
<td>AA</td>
<td>55% (3)</td>
<td>$ 4.49 (3)</td>
<td>$ 312.00 (3)</td>
<td>Correlation</td>
</tr>
<tr>
<td>B</td>
<td>48% (5)</td>
<td>$ 0.17 (6)</td>
<td>$ 12.00 (6)</td>
<td>Correlation</td>
</tr>
<tr>
<td>BB</td>
<td>40% (6)</td>
<td>$ 0.96 (5)</td>
<td>$ 64.00 (5)</td>
<td>Correlation</td>
</tr>
<tr>
<td>C</td>
<td>49% (4)</td>
<td>$21.43 (1)*</td>
<td>$1,285.00 (1)*</td>
<td>No Correlation</td>
</tr>
<tr>
<td>CC</td>
<td>60% (1)*</td>
<td>$ 8.49 (2)</td>
<td>$ 586.00 (2)</td>
<td>Correlation</td>
</tr>
</tbody>
</table>

*Numbers in parentheses indicate rank order from one to six.
Media Usage as Reflected by Attitudes Toward Media

Attitudes, in general, toward instructional media were positively related to media use. Teachers in all six parishes gave as the first reason for using media regularly or occasionally, "Media gain and hold the attention of my pupils." They gave, as the second reason, "My own testing confirms that students retain more by the use of media."

The third and fifth reasons given by teachers for using media were more physical in nature than attitudinal: third, "Media are readily available in my school," and fifth, "My classroom is conducive to media use." However, the intervening reason, number four, was attitudinal: "Mediated materials can do a better job of instructing than I can in some cases."

Non-utilization of media was more attributable to physical reasons than to teachers' negative attitudes toward media. Teachers in all six parishes gave as the first reason for never using media, "None in my school." The second reason was "Other reason(s) not given on this sheet [questionnaire]." The third reason given, "Not applicable to my subject," might possibly be considered attitudinal, and the fifth reason, "I doubt the effectiveness of media," was definitely attitudinal. However, the intervening reason, number four, was physical: "I have difficulty in scheduling, or getting equipment ... and ... materials together."

Media Usage as Affected by Scheduling Problems

Teachers probably felt that other possible reasons given in the questionnaire were more important to them than the problem of scheduling, since they gave this
problem as the fourth reason for non-utilization of instructional media. In response to questionnaires, school principals gave third place to "Teachers have difficulty scheduling, or getting equipment and materials together" as a reason for teachers' non-utilization of media.

**Media Usage as Related to Fear of Damage or Breakage**

Fear of damage to equipment was not a major deterrent to media use, since teachers listed this as the last of eleven reasons for non-utilization. School principals ranked teachers' fear of damage significantly higher than did teachers. It was ranked fifth in a field of nine possible reasons for non-utilization of media. (See page 89.)

**Media Usage as Related to Preparation Time**

There was great disparity between principals' and teachers' responses in relation to preparation time and media usage. Principals gave the time factor as the first reason for non-utilization of media by teachers. However, teachers gave lack of preparation time as the sixth reason for non-utilization.

**Media Usage as Affected by Physical Arrangements of Classrooms**

There was also great disparity between principals' and teachers' perceptions of the relationship between physical conditions of classrooms and media use. Of ten choices for using media, teachers ranked "My classroom is conducive to media use" as fifth, while principals ranked a parallel item as the ninth of ten choices.
Of eleven choices for not using media, teachers ranked "My classroom is not adequate . . ." as seventh, while principals ranked a similar item, "Teachers' classrooms are not adequate," as the second of nine choices.

**Media Usage as Related to Knowledge of Use**

Degree of knowledge concerning operation of equipment was not reported to be a significant contributory factor to use and non-use of instructional media. Teachers ranked "I know how to operate [media]" as the seventh of ten reasons for regular or occasional use. Principals gave the same ranking to an equivalent reason, "My teachers know how to operate media." Lack of knowledge of media operation was ranked by teachers as the tenth of eleven reasons for non-utilization.

**Media Usage as Related to Identification of Who is "In Charge"**

Teachers in the sample apparently were aware of personnel responsible for media in the schools, since they gave, as the ninth reason of eleven choices for non-utilization, "I am uncertain as to who in my school is 'in charge' of media." Principals were even more positive about identification of the persons in charge of media in schools. They gave "Teachers are uncertain as to who in the school is 'in charge' of media" as the last of nine reasons for non-utilization of media by teachers.

**Media Usage as Affected by Peer Influence**

Teachers in the survey did not rank positive influence by their colleagues highly as a factor leading to use of media. They listed, as the last reason of ten
choices for using media regularly or occasionally, "I observed my fellow teachers using media with success." Principals ranked a similar reason two places higher: eighth in a field of ten choices.

**Media Usage as Influenced by Supervisors and Administrators**

This study showed, rather conclusively, that teachers did not perceive the influence of principals and supervisors on media utilization to be as great as principals and supervisors perceived their own influence on teacher utilization of media to be. Teachers ranked, as the ninth reason of ten choices for using media regularly or occasionally, "I am encouraged by administrators and supervisors to use [media]." Principals ranked, as the third reason of ten choices for teachers' use of media, "Supervisors and I encourage teachers to use media."

Data concerning non-utilization showed that teachers ranked, as the eighth reason of eleven choices, "I am not encouraged by administrators or supervisors to use [media]." Principals ranked, as the last reason of nine choices for teachers' non-utilization, "Teachers are not encouraged by supervisors or me to use media."

**Media Most Frequently Used**

Teachers in the six parishes reported the following percentages of regular and occasional use of five items of instructional media: (1) 79 percent used the filmstrip/slide projector regularly and occasionally; (2) 78 percent, the record player; (3) 72 percent, the 16mm film projector; (4) 71 percent, the overhead projector; and (5) 49 percent, the tape recorder.
Table 24 illustrates the priorities assigned to the five items of instructional media by teachers in the six parishes.

Table 24

Most Frequently Used Media,
by Parishes

<table>
<thead>
<tr>
<th>Rank</th>
<th>A</th>
<th>AA</th>
<th>B</th>
<th>BB</th>
<th>C</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overhead Projector</td>
<td>Filmstrip/Slide Projector</td>
<td>Filmstrip/Slide Projector</td>
<td>16mm Projector</td>
<td>Record Player</td>
<td>Filmstrip/Slide Projector</td>
</tr>
<tr>
<td>2.</td>
<td>Record Player</td>
<td>Record Player</td>
<td>Record Player</td>
<td>Filmstrip/Slide Projector</td>
<td>16mm Projector</td>
<td>Overhead Projector</td>
</tr>
<tr>
<td>3.</td>
<td>Filmstrip/Slide Projector</td>
<td>Overhead Projector</td>
<td>16mm Projector</td>
<td>Record Player</td>
<td>Overhead Projector</td>
<td>Record Player</td>
</tr>
<tr>
<td>4.</td>
<td>16mm Projector</td>
<td>16mm Projector</td>
<td>Overhead Projector</td>
<td>Overhead Projector</td>
<td>Filmstrip/Slide Projector</td>
<td>16mm Projector</td>
</tr>
<tr>
<td>5.</td>
<td>Tape Recorder</td>
<td>Tape Recorder</td>
<td>Tape Recorder</td>
<td>Tape Recorder</td>
<td>Tape Recorder</td>
<td>Tape Recorder</td>
</tr>
</tbody>
</table>
Summary of Major Conclusions

An analysis of data in this study provided evidence which seemed sufficient to warrant the conclusions below. Unless reported to the contrary, in conclusions twelve through nineteen, principals were in agreement with teachers.

(1) Regular and occasional use of five of the seven items of instructional media was high. An extremely low utilization rate reported for television receivers and videotape recorders was due almost exclusively to non-availability of these two media in the schools surveyed.

(2) Female teachers, by a margin of eleven percentage points, made more regular use 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) Generally 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 of a parish had little or no bearing on media use by teachers.

(8) There was no positive relationship between in-service education and degree of media utilization in five of the six parishes.
(9) A positive relationship between availability of media and media use was found; teachers used media when media were available.

(10) In four of the six parishes, expenditures for instructional media were positively related to media utilization.

(11) While doubtlessly some teachers did not use media when media were available, failure to do so 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 equipment; principals expressed some concern that teachers' fears were deterrents to media use.

(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 to 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 contributory 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.

(19) Teachers did not perceive principals and supervisors as positive influence agents of media use; principals felt that they and supervisors were positive influence agents.

Implications Drawn from the Study

The data in this study, although inconclusive, implied that supervisors and principals responsible for in-service education should devote more individual attention to first-year teachers of both sexes, with special emphasis on first-year male teachers of required courses, rather than to all teachers on a faculty or to a system-wide program of in-service education.

Narrative responses indicated that equipment was generally available to teachers. Maintenance and repair of equipment was more of a problem in many schools than was initial acquisition of equipment. The most acute problem was lack of materials and poor condition, obsolescence, and inappropriateness of materials.

Another implication was that federal and local funds were available for purchase of equipment but not for repair. Nor were there sufficient funds for purchase of materials of instruction. One of the supervisors observed that so long as the capital-outlay regulation remained in force—that regulation which permits relatively convenient purchase of items costing ten dollars or more, but which makes purchase of items priced below ten dollars rather difficult or impossible—teachers would experience a shortage of materials to use with their instructional equipment.

An examination of the data, particularly of teacher priorities assigned to
the various media, may aid school personnel in making fewer arbitrary decisions about purchasing instructional equipment and materials. For example, not every new classroom in Parish A need be provided with an overhead projector merely because this item ranked first in regular and occasional use in that parish. Certain teachers do not use overhead projectors sufficiently to justify placement of them in their classrooms. Nor should funds for the purchase of tape recorders necessarily be reduced merely because teachers in the six parishes reported using this item least of all. While teachers of mathematics and science rarely use tape recorders, teachers of reading, English, and social studies often use multiple tape recorders in their classrooms.

Recommendation for Further Study

One major question that went unanswered in this study and that would lend itself to further study is "How did teachers acquire their positive attitudes toward media?" Only one "external" item in the questionnaire accounted, to a relatively significant degree, for such positive attitudes. That item was "I learned of the effectiveness of media in a faculty study or workshop." This reason averaged out to sixth place in a field of ten choices. Two other external reasons accountable for teachers' positive attitudes averaged out to ninth and tenth places in a field of ten. They were (a) "I am encouraged by administrators and supervisors to use media," and (b) "I observed fellow teachers using media with success."

If teachers' positive attitudes were not acquired primarily from faculty studies and workshops, from principals and supervisors, or from other teachers, how
were they acquired? There was substantial, though not inviolate, evidence that teachers' personal experiences in classrooms accounted for favorable attitudes toward media. The overall first, second, and fourth reasons for using the given media were (a) "[Media] gain and hold the attention of pupils," (b) "My own testing confirms that students retain more by [the use of media]," and (c) "Mediated materials can do a better job of instructing than I can in some cases."

Further study might develop a hierarchy of sources from which positive attitudes are derived. Personnel responsible for pre- and in-service education of teachers could capitalize on the primary reasons for teacher utilization of media, should those reasons be isolated. The investigator in such a study might also discover how teachers acquire negative attitudes toward instructional media and might suggest ways of eliminating those negative attitudes as well as their sources.
REFERENCES CITED

BOOKS


**PERIODICALS**


GOVERNMENT DOCUMENTS


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. (Mimeographed.)


OTHER SOURCES


Dear (Superintendent's Name):

You will soon be hearing from Perry Guedry, a doctoral candidate at Louisiana State University. Mr. Guedry is Supervisor of Instructional Media Services in the East Baton Rouge Parish School System and the immediate past president of the Louisiana Audio-visual Association. He will ask for your cooperation in a research project he is conducting.

The distribution and collection of questionnaires should pose no really serious problem for a member of your staff and would greatly facilitate the gathering of data.

I urge you to cooperate in this project, as the findings would be of value to the professional staff members of the Louisiana State Department of Education as they go about the state working with local school systems.

Sincerely,

E. E. Davis, Jr., Supervisor
Audio Visual Education

cc: Perry Guedry
P. O. Box 2950
Baton Rouge, La. 70821
EAST BATON ROUGE PARISH SCHOOL BOARD
OFFICE OF
SUPERINTENDENT
P. O. BOX 2950
BATON ROUGE, LOUISIANA 70821

December 8, 1971

Superintendent's Name
Parish School Board Office
Address

Dear (Superintendent's Name):

As a Ph. D. 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 success of the project hinges, quite naturally, on your cooperation. The dissertation, approved by my doctoral committee at L.S.U., is called "A Study of Factors Related to the Use of Instructional Media by Classroom Teachers in Selected Louisiana Parishes."

The six school systems which I hope to use in my study are (parishes). These are not really paired but, rather, grouped according to numbers of teachers. Thus (parishes) are "small" and primarily rural; (parishes), "medium" and rural and urban; and (parishes), "large" and primarily urban. In the study, the results will be reported according to these groupings, but otherwise the systems and schools within them will remain anonymous.

If you approve of (parish's) participation in this study (and I sincerely hope you will), I shall need to know the name of a "contact" person in your system -- a supervisor, director, coordinator -- who assumes responsibility in the area of audiovisual education and inservice training in media utilization.
You'll find -- with this letter and for your information -- the dissertation proposal, the questionnaire for teachers, one for a supervisor, and forms for the principals of the schools to be included in the study. The schools are to be randomly selected; teachers also, but through a more structured procedure (for instance, teachers 1, 3, 5, 7, etc. in an alphabetical listing). The names of the principals will be available (to me) in the LOUISIANA SCHOOL DIRECTORY (Bulletin No. 1180) to be re-issued in January.

I would hope to mail to you or the contact person a complete "package," the elements of which I hope could be distributed and collected through your normal channels. If this plan does not meet with your approval, I would try an alternate plan.

My first objective, however, is to acquire your approval. This, I hope, will be forthcoming. I can be reached at the letterhead address, or by telephone (Office: (504) 926-2790; Residence: (504) 344-5428).

I don't think you will regret (parish's) participation in this study. Since I plan to share the results of the study with you and with the other five school superintendents involved, we may realize a contribution -- even if only a small one -- to our profession.

Sincerely,

Perry A. Guedry, Supervisor
Instructional Media Services
Supervisor's Name
Parish School Board Office
Address

Dear (Supervisor's Name):

I am very pleased that your school system has agreed to participate in my research project, "A Study of Factors Related to the Use of Instructional Media by Classroom Teachers in Selected Louisiana Parishes."

You will find that I have used a purposive sampling procedure in selecting the schools in your system to take part in the study. My information about schools comes from the latest edition of the LOUISIANA SCHOOL DIRECTORY, Bulletin No. 1202. If there have been any radical changes (closing of a school, and the like) since the information was compiled for this bulletin, would you please notify me by letter or by a collect telephone call.

Having decided on a percentage of elementary and secondary schools in your system needed for a valid survey, I used the alphabetical listings in the directory and counted from the top downward. The schools thus chosen are listed below:

(Names of Schools)

You will be receiving the packets for each school in the study. In each packet there will be a questionnaire for the school principal and questionnaires for one-half of the faculty of a school. (The principal's letter in each package asks him to give a questionnaire to "every other" teacher on his alphabetical listing of his teachers,
beginning with number one. The letter gives a few more simple directions and asks him to return the complete packet to you.

I hope that you will be able to distribute and collect the questionnaires through your normal channels of communication, such as a daily or weekly delivery and pick-up service. If you have to use the mails, I, of course, will pay for the postage on your notification. I shall also send you the postage for return of the entire collection of packets.

You will find, with this letter, a questionnaire which I would like for you to complete and return to me. You may do this at any time prior to return of the collected data.

Although the six parishes in the study will remain anonymous in the dissertation, it is necessary that we identify them initially for data processing, coding, etc. In spite of such identification, I hope that all participants will feel free to respond frankly and candidly.

Once again, I appreciate your efforts and cooperation. A summary of findings, conclusions, observations, and, especially, suggestions for future directions (if they are warranted) will be sent to you.

If you run into any difficulty, please call me collect at either (504) 926-2790 (office) or (504) 344-5428 (Baton Rouge residence). Office switchboard hours are 8-4:30.

I hope to have all responses returned to me by April 30.

My sincere thanks to you.

Yours truly,

Perry A. Guedry
Dear (Principal's Name):

You may be aware that your superintendent has indicated interest in and has agreed for selected schools to participate in a research project, the title of which is "A Study of Factors Related to the Use of Instructional Media by Classroom Teachers in Selected Louisiana Parishes."

The success of this project will depend on your cooperation. We believe you will find such cooperation and participation to be beneficial to your instruction program.

We are asking that you:

1) complete the principal's questionnaire (attached) at your convenience;

2) distribute questionnaires to "every other" teacher on your alphabetical list, beginning with number one. (Only full-time classroom teachers are asked to complete questionnaires. EXCLUDED are guidance and library personnel and "helping" or itinerant teachers. If a regular classroom teacher is absent from school on the day you select, please do not ask a substitute to respond; instead, proceed to the next name on your alphabetical list.) Information about schools comes from the LOUISIANA SCHOOL DIRECTORY. Numbers of teachers may have changed since the information for this directory was compiled. Please distribute questionnaires to "every other" teacher until your supply of questionnaires is depleted. Please discard extra copies after you have determined that there is no longer a need for them.
3) ask teachers to complete the questionnaires on any one day you choose within a two-week period after receiving the packets;

4) ask the teachers not to discuss the questionnaire among themselves or with others;

5) ask them to be as candid and frank as possible. (The data programmer and I are the only two who should see the completed questionnaires.)

6) call attention to the need to read the instructions carefully. PLEASE NOTE: Numbers II and III ask teachers to indicate 1, 2, and 3--NOT TO CHECK OFF REASONS. IF THESE INSTRUCTIONS ARE NOT FOLLOWED, THE QUESTIONNAIRES WILL BE INVALID.

7) allow for 15 minutes of a teacher's time. (Most teachers in my "trial runs" completed the questionnaires in less than 15 minutes.)

8) please ask teachers to complete both sides--right and left--of the response sheet; and

9) that you collect the responses and put them with your own completed questionnaire in the envelope provided and return this envelope to the "contact" person in your parish central office in a manner designated by him.

Even though schools are identified at this time (a necessity for data computation), they will be anonymous in the completed study, a copy of which will be sent to your parish superintendent.

I should like to thank you in advance for your cooperation.

Sincerely,

Perry A. Guedry
### Survey of Instructional Media Usage Among Teachers

#### Please check (√) all blanks applicable to you.

- **M**ale  
- **F**emale  
- **(A)** Elementary Teacher (K-6)  
- **(B)** Jr. High Teacher (7, 8, 9)  
- **(C)** High School Teacher (9, 10, 11, 12)  
- **(D)** Special Education Teacher  
- **(E)** Beyond Bachelor's  
- **(F)** Beyond Master's  
- **(G)** Beyond Doctorate  

**Education:**
- **(A)** B.S. or B.A.  
- **(B)** Beyond Bachelor's  
- **(C)** Beyond Master's  
- **(D)** Beyond Doctorate  

**Years of Teaching Experience:**
- **(A)** First Year  
- **(B)** 1-5  
- **(C)** 6-10  
- **(D)** 11-20  
- **(E)** 21-30  
- **(F)** More than 30  

**Subject(s) Taught (7-12 Only):**
- **(A)** English  
- **(B)** Speech  
- **(C)** Social Studies  
- **(D)** Mathematics  
- **(E)** Science  
- **(F)** Business Subjects  
- **(G)** Home Economics  
- **(H)** Industrial Arts, "Shop," etc.  
- **(I)** Foreign Language  
- **(J)** H.S.P.E.  
- **(K)** Driver Education  
- **(L)** Music  
- **(M)** Art  
- **(N)** Agriculture  
- **(O)** Other  

**Please read over entire form and begin in lower left corner.**

#### If you checked "Regularly" or "Occasionally," please think in terms of your "average" use of media during an entire school year.

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Use Numbers</th>
<th>Do Not Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead Projector</td>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>16mm Projector</td>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Filmstrip/Slide Projector</td>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Tape Recorder</td>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Record Player</td>
<td><img src="image5.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Television Receiver</td>
<td><img src="image6.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Videotape Recorder</td>
<td><img src="image7.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Instructions

**Please Begin Here:**

1. Do you use the following media in your classroom instruction?
2. If you checked "Regularly" or "Occasionally," please think in terms of your "average" use of media during an entire school year.
3. If you checked "Occasionally" or "Never," please indicate for each piece of equipment, three reasons why you do not use it regularly in instruction. Rank your reasons 1, 2, 3 in order of importance to you. For the study to be valid, it is important that you rank no fewer than three and no more than three.

**Please note:**
- Numbers are used to indicate ranking.
- "None in my school" indicates no use.
- "Available but I have never used it" indicates lack of availability.
- "I don't have enough time to make the necessary preparations" indicates lack of time.
- "It is not coordinated with our school program" indicates lack of coordination.
- "Other reasons not given on this sheet" indicates additional reasons.

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**Note:**
- Numbers indicate ranking of importance.
- "None in my school" indicates no use.
- "Available but I have never used it" indicates lack of availability.
- "I don't have enough time to make the necessary preparations" indicates lack of time.
- "It is not coordinated with our school program" indicates lack of coordination.
- "Other reasons not given on this sheet" indicates additional reasons.

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**Top right corner:**

![Image](image8.png)

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**Bottom right corner:**

![Image](image9.png)
SURVEY OF INSTRUCTIONAL MEDIA USAGE
School Principal’s Response

1. How many of the following items of instructional media (in good operating condition) are housed in your school throughout the school year?

   a) overhead projector __________
   b) 16mm projector __________
   c) filmstrip/slide proj. __________
   d) tape recorder __________
   e) record player __________
   f) television receiver __________
   g) videotape recorder __________

2. Are these items of instructional media housed primarily in . . . (Check the response which applies.)
   a) a central location ;  (b) the classrooms ; (c) a combination of (a) and (b) .

3. If they are housed in a central location, who is primarily responsible for lending, accounting (for return), etc.?
   a) principal ; (b) librarian ;  (c) a teacher designated as an “AV” coordinator ; (d) teacher (s) ; (e) student(s) ; (f) janitor ;  (g) a combination of the first six (Specify) __________

4. If any or all of the items listed above are available and are (in your estimation) being well used by your teachers, please indicate below the reasons why you think teachers are using those media. Rank the reasons 1, 2, and 3.

   a) media gain and hold the attention of pupils __________
   b) teachers’ testing confirms that students retain more from media __________
   c) media are readily available to my teachers __________
   d) my teachers know how to operate media __________
   e) my teachers learned of the effectiveness of media in a faculty study or workshop __________
   f) my teachers’ classrooms are conducive to media use __________
   g) “mediated” materials can do a better job of instructing than teachers can in some cases __________
   h) my teachers observed fellow teachers using media with success __________
   i) supervisors and I encourage teachers to use media __________
   j) other reason(s) not given __________

5. If any or all of the items listed above are available and are (in your estimation) not being well used by your teachers, please indicate below the reasons why you think teachers are not using media. Rank your reasons 1, 2, and 3. If none of these reasons apply, please record a zero in this blank. __________

   a) teachers feel that certain media are not applicable to their subjects __________
   b) teachers doubt the effectiveness of media __________
   c) teachers have difficulty scheduling, or getting hardware (equipment) and software (materials) together __________
   d) teachers are afraid that they or their pupils will damage certain media __________
   e) teachers don’t have enough time to make the necessary preparations __________
   f) teachers are not encouraged by supervisors or me to use media __________
   g) teachers are uncertain as to who in the school is “in charge” of media __________
   h) teachers’ classrooms are not adequate—that is, there is no light control or there are not sufficient electrical outlets __________
   i) other reason(s) not given __________

* For the purpose of this study, “classroom teacher” is one who teaches at least four hours a day for the entire school year. Do not include itinerant, or “helping” teachers, librarians, and guidance persons.
SURVEY OF INSTRUCTIONAL MEDIA USAGE

Parish "Contact" Person's Response

1. Have the teachers in your school system received instruction in media (*) usage within the past year? Yes _ No _
   . . . the past two years? Yes _ No _ . . . the past three years? Yes _ No _

2. Would you estimate the percentage of teachers (parishwide) who received such instruction. (Check one percentage category.)
   0 _
   25% _
   50% _
   75% _
   100% _

3. What was the format of the instruction sessions (workshop, study session, faculty study, etc.)? (Check as many as apply.)
   Parish-wide _
   Individual schools _
   Group of schools _
   Other (specify) _

4. Who provided the instruction? Rank your responses by number, ranking the primary instruction agent as No. 1.
   Parish supervisor(s) _
   Principal _
   Librarian _
   Classroom teacher(s) _
   College instructor(s) _
   Salesman (men) _
   Other (specify) _

5. Have Federal funds been used for purchase of instructional media in your parish? Yes _ No _
   If Federal funds have been used, what percentage do they represent of the total amount spent for media? 0 _
   25% _
   50% _
   75% _
   100% _

6. Have local (parish) funds been used for purchase of instructional media? Yes _ No _
   If local funds have been used, what percentage do they represent of the total amount spent? 0 _
   25% _
   50% _
   75% _
   100% _

7. Can you estimate the total amount (Federal and local) spent on instructional media in your parish in the years.
   1969-70 _
   1970-71 _
   1971-72 _

8. Have you any comments, suggestions, recommendations, etc., to make regarding in-service training of teachers in the use and application of instructional media? (Please use the back of this sheet for remarks.)

(*) For the purpose of this survey, the term "media" is limited to overhead projectors, 16mm projectors, filmstrip/slide projectors, tape recorders, record players, television receivers, and videotape recorders.
August 8, 1972

Mr. Perry A. Guedry, Supervisor
Instructional Media Services
East Baton Rouge Parish School Board
P.O. Box 2950
Baton Rouge, Louisiana 70821

Dear Mr. Guedry:

Tecnifax is now part of Scott Education and, in that regard, I am responding to your letter of August 2.

The quotation you refer to, "The greatest problem in communication is the illusion it has been achieved", was used, in visual form by Joe W. Coffman, then President of Tecnifax. Mr. Coffman is since deceased and I cannot venture an opinion as to its original source, if not Mr. Coffman.

Yours very truly,

Robert L. Smith
Director of Marketing

RLS:mm
VITA

Perry A. Guedry was born in St. Amant, Louisiana, November 28, 1928. He received his elementary and secondary education in the public schools of Ascension Parish and was graduated from St. Amant High School in the spring of 1946.

In the summer of 1946, he enrolled at Louisiana State University in Baton Rouge, Louisiana. Upon completion of student teaching in English at the University Laboratory School, he received a Bachelor of Science degree in education in May, 1949. In June he was admitted to the Louisiana State University Graduate School. The following summer he received an officer's commission from the Reserve Officers Training Corps. He was awarded a Master of Education degree in education supervision in January, 1951. While at the university he was elected to membership in Kappa Phi Kappa, Kappa Delta Pi, and Phi Delta Kappa.

From 1950 to 1953, the writer was an English teacher, school newspaper advisor, and senior class sponsor at Leon Godchaux High School in Reserve, Louisiana. From 1953 to 1956, he taught English at the Missouri Military Academy in Mexico, Missouri, where he also served as tactical officer of one of the three military companies, as assistant commandant, and as coach of the academy's tennis team.

During the 1956-57 school year, the writer was an English teacher on the faculty of the St. Amant High School, a local leader of the 4-H Club, and senior class sponsor.

In the summer of 1957, the writer enrolled at Louisiana State University to begin a master's program in the School of Journalism.
From 1957 to 1961, he served on the central office staff of the East Baton Rouge Parish School Board as supervisor of publications and information services.

In 1961 he went to Washington, D. C., to serve as an education specialist in the U. S. Office of Education. During his two-year tenure, he worked in the programs of Titles III, V, and VII of the National Defense Education Act administered by the Office of Education.

He returned to Baton Rouge in 1963 to become supervisor of instructional media services for the Baton Rouge school system, a position he now holds.

In the summer of 1965, the writer was selected to attend a nine-week educational media institute sponsored by the U. S. Office of Education at The University of Texas in Austin.

In 1970 he was awarded a graduate fellowship in the Department of Student Teaching, College of Education, Louisiana State University, and he entered the doctoral program of the Graduate School, the College of Education, and the School of Journalism.
EXAMINATION AND THESIS REPORT

Candidate: Perry A. Guedry

Major Field: Education

Title of Thesis: A Study Of Factors Related To The Use Of Instructional Media By Classroom Teachers In Selected Louisiana Parishes

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

November 28, 1972