1983

A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media (Louisiana).

Aziz Khosh-chashmi

Louisiana State University and Agricultural & Mechanical College

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The Louisiana State University and Agricultural and Mechanical Col. Ed.D. 1983

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A SURVEY OF THE OPINIONS OF SELECTED SECONDARY SCHOOL TEACHERS CONCERNING IN-SERVICE TRAINING IN EDUCATIONAL MEDIA

A Dissertation

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

Doctor of Education

in

The Interdepartmental Program of Education

by

Aziz Khosh-chashmi
B.A., Tehran Teacher Training College, 1960
M.Ed., University of Arkansas, 1976

May, 1983
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A C K N O W L E D G E M E N T S</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>3</td>
</tr>
<tr>
<td>Delimitations of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Hypotheses Tested</td>
<td>4</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Source of Data</td>
<td>6</td>
</tr>
<tr>
<td>Treatment of Data</td>
<td>7</td>
</tr>
<tr>
<td>2. REVIEW OF THE RELATED LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>Evolution and Role of Instructional Technology in Education</td>
<td>8</td>
</tr>
<tr>
<td>Teachers and Educational Media</td>
<td>12</td>
</tr>
<tr>
<td>Rationale and Guidelines for In-Service</td>
<td>15</td>
</tr>
<tr>
<td>Training in Educational Media</td>
<td>20</td>
</tr>
<tr>
<td>Reports of In-Service Programs in Educational Media</td>
<td>23</td>
</tr>
<tr>
<td>Innovations in the Field of In-Service</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>3. PROCEDURE</td>
<td>27</td>
</tr>
<tr>
<td>Setting and Population</td>
<td>27</td>
</tr>
<tr>
<td>The Questionnaire</td>
<td>28</td>
</tr>
<tr>
<td>Administration of the Questionnaire</td>
<td>29</td>
</tr>
<tr>
<td>Treatment of the Data</td>
<td>30</td>
</tr>
<tr>
<td>4. RESULTS OF THE STUDY</td>
<td>33</td>
</tr>
<tr>
<td>Hypotheses Tested</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>49</td>
</tr>
<tr>
<td>5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.</td>
<td>50</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Summary.</td>
<td>50</td>
</tr>
<tr>
<td>Conclusions.</td>
<td>51</td>
</tr>
<tr>
<td>Need.</td>
<td>51</td>
</tr>
<tr>
<td>Objectives.</td>
<td>51</td>
</tr>
<tr>
<td>Planning and Personnel.</td>
<td>51</td>
</tr>
<tr>
<td>Content.</td>
<td>52</td>
</tr>
<tr>
<td>Place.</td>
<td>52</td>
</tr>
<tr>
<td>Time.</td>
<td>52</td>
</tr>
<tr>
<td>Evaluation of the Programs.</td>
<td>52</td>
</tr>
<tr>
<td>Recommendations.</td>
<td>53</td>
</tr>
</tbody>
</table>

SELECTED BIBLIOGRAPHY | 54 |

APPENDICES | 59 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Letter to Glenn Wilkins.</td>
<td>60</td>
</tr>
<tr>
<td>B. Permission from Glenn Wilkins.</td>
<td>62</td>
</tr>
<tr>
<td>C. Survey Instrument.</td>
<td>64</td>
</tr>
<tr>
<td>D. Answer Sheet.</td>
<td>70</td>
</tr>
<tr>
<td>E. Letter to Superintendent (Sample).</td>
<td>72</td>
</tr>
<tr>
<td>F. Permission Slip from Superintendent.</td>
<td>74</td>
</tr>
<tr>
<td>G. Letter to Principal (Sample).</td>
<td>76</td>
</tr>
<tr>
<td>H. Permission Slip from Principal.</td>
<td>78</td>
</tr>
<tr>
<td>I. Follow-up Letter to Principal (Sample)</td>
<td>80</td>
</tr>
<tr>
<td>J. Administrative Form.</td>
<td>82</td>
</tr>
<tr>
<td>K. Tables XI-XVIII.</td>
<td>84</td>
</tr>
</tbody>
</table>

VITA | 160
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Female and Male Participants</td>
<td>35</td>
</tr>
<tr>
<td>II. Participants by Educational Degree</td>
<td>37</td>
</tr>
<tr>
<td>III. Participants by Teaching Experience</td>
<td>39</td>
</tr>
<tr>
<td>IV. Participants by Grade Level</td>
<td>41</td>
</tr>
<tr>
<td>V. Participants by Major Teaching Area</td>
<td>42</td>
</tr>
<tr>
<td>VI. Participants Completing Undergraduate Course in Media Utilization</td>
<td>44</td>
</tr>
<tr>
<td>VII. Participants Completing Graduate-Level Course in Media Utilization</td>
<td>45</td>
</tr>
<tr>
<td>VIII. Attendance of Participants at In-Service Programs in Media Utilization</td>
<td>48</td>
</tr>
<tr>
<td>IX. Enrollment of Participants in the Professional Improvement Programs (PIPs)</td>
<td>48</td>
</tr>
<tr>
<td>X. Summary of Responses by the Eight Survey Groups</td>
<td>49</td>
</tr>
<tr>
<td>XI. Responses of Participants According to the Sex of the Teacher</td>
<td>85</td>
</tr>
<tr>
<td>XII. Responses of Participants According to Educational Degree of the Teacher</td>
<td>91</td>
</tr>
<tr>
<td>XIII. Responses of Participants According to Teaching Experience</td>
<td>100</td>
</tr>
<tr>
<td>XIV. Responses of Participants According to Present Grade Levels Taught</td>
<td>112</td>
</tr>
<tr>
<td>XV. Responses of Participants According to Major Teaching Area</td>
<td>124</td>
</tr>
<tr>
<td>XVI. Responses of Participants According to Completion of Undergraduate Course in Media Utilization</td>
<td>136</td>
</tr>
</tbody>
</table>
TABLE PAGE

XVII. Responses of Participants According to Completion of Graduate-Level Course in Media Utilization .......... 142

XVIII. Responses of Participants According to Attendance at Previous In-Service Programs in Media Utilization .................. 148
ABSTRACT

The study sought the opinions of secondary school teachers toward in-service education in educational media in regard to (1) sex of the teacher; (2) educational degree; (3) years of teaching experience; (4) grade levels taught; (5) major teaching area; (6) undergraduate media preparation; (7) graduate media preparation; and (8) participation of teacher in previous media workshops and programs.

Fifty secondary schools from sixteen parishes in Louisiana were randomly selected to participate in the study. A closed questionnaire of sixty-seven items was used, and three hundred fifty-one teachers from thirty-six schools completed the answer sheets. Teachers responded to each statement of the survey instrument according to a Likert-type scale.

Data was processed at the Louisiana State University Computer Center, using chi-square statistical analysis to test each null hypothesis at the 0.05 level of significance.

The study fails to reject any of the eight null hypotheses, because not enough significant differences were shown in the responses of the teachers in each category.

The following conclusions can summarize the opinions of the secondary school teachers toward in-service training in educational media:

1. In-service education programs should be planned and administered by teachers to meet the actual needs and professional desires of participating teachers.

2. There are enough well-trained teachers in the parish to help with media in-service education.
3. Most teachers agree that they can be more effective in their instruction if they know more about proper utilization of educational media.

4. Most in-service programs in media have been beneficial to teachers and schools.

5. Most teachers will attend media in-service programs.

6. A majority of teachers feel they need training in production of materials such as transparencies and slide-tape programs.

7. There is little need for training in operation of most classroom projectors.

8. At least one state-required day should be devoted to in-service activities in media utilization.

9. A qualified person is needed to coordinate media programs in individual schools.

10. Teachers are aware of most media equipment and materials in their schools and parishes.
Chapter 1

INTRODUCTION

Background of the Problem

Surveys in the history of "audio-visual aids" and "instructional media" in American education traced the beginning of the movement to the early 1920's. In a review of the role of audio-visual education, Hoban (1960) wrote that the period of time from 1930 to 1960 marked an era of growth and development of media in education. After 1945, new technologies brought about an increasing number of media forms, and since then, there has been a more rapid development of these teaching aids than at any time in the history of education. Tanzman and Dunn (1971) pointed out that media could be applied in instruction to teach skills more effectively than by traditional lecture or discussion methods. In a summary of advantages of media in instruction, Tanzman and Dunn stressed that media were relevant to students because they could help bring the world into their learning experiences.

Due to many contributions of media to instruction, the federal government helped schools obtain the necessary equipment. A study reported by Streeter (1969) showed that in spite of the availability of materials and equipment, a large number of those in the teaching profession ignored the possible role and value of media, and did not make extensive use of these resources. Much equipment was merely stored and locked in schools and was seldom, if ever, used. Haney and Ullmer (1970)
reasoned that most teachers did not want to use media for fear of making mistakes or experiencing difficulty with the equipment. In addition, Lemler (1970) charged that teachers were not given sufficient training in proper utilization of the hardware, and also lacked the necessary information for material selection. Many educators and authorities in the field of instructional media emphasized that teachers could and should improve their media competencies through in-service training in order to take advantage of the potentials within instructional media.

As a result of the importance placed on media use, the Association for Educational Communications and Technology (1972) cited an urgent need existed for in-service training to demonstrate to teachers how instructional media could be used more effectively in the classroom. In an effort to help teachers, many school districts, state departments of education, and local colleges developed in-service programs in instructional media (Wilkins, 1979). Most in-service programs attempted to develop media instructional skills of teachers, and focused on wise selection and utilization of materials, with emphasis on teacher involvement.

Studies based on the evaluation of educational media workshops showed that, while some programs succeeded in building positive attitudes toward media use, others failed, mainly because they were poorly planned and executed. More often, the programs paid little or no attention to the needs of teachers, did not involve them in planning and procedures, and lacked a systematic methodology. The question was how to organize and administer a successful workshop, what content should be included, what evaluative procedures should be employed in determining its success or failure. Opinions of teachers concerning in-service training in media could best provide answers and suggest guidelines for better and more
effective programs. With further help being made available in the field of media in-service programs, more teachers felt the need to develop additional media skills. Overall responses indicated that there would be more use of media for instructional purposes.

The Problem

Statement of the Problem

This study investigated the opinions of selected Louisiana secondary school teachers concerning in-service training in educational media. The purpose of the study was to determine if there were significant differences in secondary teachers' opinions toward in-service training in educational media according to:

1. sex of the teacher
2. educational degree
3. years of teaching experience
4. present grade level being taught
5. present major teaching area
6. formal media preparation in undergraduate school
7. formal media preparation in graduate school
8. participation in previous in-service training in educational media.

Delimitation of the Study

Since this study is a replication of a previous study conducted by Glenn C. Wilkins (1979), it randomly chose fifty secondary schools in the same sixteen parishes in Louisiana which were selected for the earlier study. Wilkins' study was conducted at the elementary level.
All secondary school teachers in grades seven through twelve in the selected schools were surveyed. The administrators, librarians, special education teachers, and half-time or part-time teachers were excluded from the study.

**Definition of Terms**

**Educational Media.** All non-book materials traditionally referred to as audiovisual aids and the equipment required for their use. Educational media is used synonymously with terms such as instructional media, instructional technology, and educational technology.

**Material.** A learning resource traditionally referred to as software, items of which store messages for transmission by devices. Material is sometimes self-displaying.

**In-service.** Any and all activities designed to contribute to the improvement on the job of the professional teacher during employment.

**Secondary School Teacher.** A person qualified to teach a major area and employed in an official capacity for the purpose of teaching, guiding, and directing the learning experiences of students in a secondary public school. The teacher instructs at least four hours per day in a secondary public school.

**Hypotheses Tested**

1. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the sex of the teacher.
2. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the level of educational degree earned by the teacher.

3. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the years of teaching experience of the teacher.

4. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the present grade level being taught by the teacher.

5. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the present major teaching area of the teacher.

6. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the formal media preparation of the teacher in undergraduate school.

7. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the formal media preparation of the teacher in graduate school.

8. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the participation of the teacher in previous media in-service programs.
Significance of the Study

As in other states, in-service programs in educational media have been conducted for school teachers in Louisiana for several years. Developments which led to the offering of in-service training have now created the need for such programs to offer more than initial introduction to equipment and materials. They are now called upon to integrate the latest technologies into instructional programs founded upon communications and learning theory. From another aspect, evaluation of in-service training by teachers who participated in them and knowledge about their attitudes and opinions toward these programs will lead to more effectiveness of educational media in-service training. Such investigation will help to determine in-service programs needed to overcome deficiencies in media competencies, will seek areas of strength in media competencies on which to capitalize, and will seek opinions from teachers which might aid in better planning for in-service education in the field of media.

This study was designed to seek the opinions of secondary school teachers in Louisiana concerning the present status of educational media in-service programs. To date, no descriptive research has been conducted at the secondary school level to determine the opinions of secondary school teachers toward the adequacy of these programs in Louisiana.

Source of Data

The descriptive survey method was used in order to gather data. Fifty secondary schools were randomly selected from sixteen parishes in Louisiana to participate in the study.
A closed questionnaire, designed by Wilkins (1979) and revised by this investigator to match with the status of secondary school teachers in regard to grade levels taught and major field of teaching, was used to obtain information from each secondary school teacher. Item number nine was also added to the survey instrument to gather information about the enrollment in the Professional Improvement Program (PIPs) in the Spring Semester, 1982 (see Appendix C). The first nine items of the questionnaire sought personal, yet professional, information about each participating teacher. The remaining fifty-eight items dealt with media competencies and other aspects of in-service training in educational media.

Treatment of the Data

Information submitted by the respondents to the questionnaire was coded for the Computer Center at Louisiana State University. These data were used to test each null hypothesis in the study, using chi-square analysis. Items of the questionnaire were reported to be either unfavorable, favorable, or neutral/indifferent. Results were tested at the 0.05 level of significance.
Chapter 2

REVIEW OF RELATED LITERATURE

A review of related literature focused on five major subtopics. First the evolution and role of instructional technology in education was surveyed, followed by a section on teachers and educational media. Next, the rationale and guidelines for in-service training in educational media were considered, and results of some in-service programs in educational media were reported. The final section of the review gave examples of some innovations in the field of in-service education.

Evolution and Role of Instructional Technology in Education

Learning resources have been used in education for many centuries. Books have been the traditional aid to learning; and the chalkboard has virtually become the universal symbol of the classroom (Bannon, 1979). Other forms have been developed and form a body of learning resources which is continually expanding as a result of research and technological advances (Hutchinson, 1981).

The camera obscura was used by Aristotle to help his students at the lyceum in 330 B.C. (Merrill and Drobb, 1977). John A. Comenius contributed the first illustrated textbook, Orbis Pictus, in the seventeenth century (Rankin, 1977). A type of slide projector was developed and applied to instruction by Athanasius Kircher in 1645 in Rome. Motion pictures were used for instructional purposes at the Sorbonne in 1870.
(Erickson, 1968). In the United States, the Hornbook and the Battledore were being used to teach the alphabet and a collection of numerals during the colonial period (Maxcy, 1976). In 1905, the St. Louis Educational Museum became the first administrative unit for educational media in a public school system (Rankin, 1977).

The audiovisual movement emerged in American education during the years 1918-1924 (Saettler, 1968). The movement was characterized by a number of occurrences. Among them were the first credit courses in the discipline offered in colleges, the emergence of the first visual instruction professional organizations and journals, and the organization of the first visual instruction administrative units in public schools and universities. McClusky (1949) wrote that audiovisual bureaus, first formed during this period in the Chicago public schools, were an outgrowth of projectionist clubs formed by individual school principals as early as 1895.

A period of rapid development and expansion followed World War II as improved technologies were introduced. Following closely were programmed learning, self-instructional and language laboratories, closed-circuit television, and computer-assisted instruction in higher education (McBeath, 1972). During the 1930's, more suitable films and other instructional materials became available and received widespread acceptance in the classroom (Brown and others, 1972). The use of silent motion pictures was quickly followed by experimentation with sound movies as the means for increasing learning and decreasing the costs of instruction (Tyler, 1980).

By the 1940's, the schools offered equipment and facilities for the utilization of educational media, and teachers attended classes
to learn sources and techniques for the employment of visual aids (Rankin, 1977). Also, during the years 1920 to mid-1950's, teachers were acquainted with still pictures and cameras, slides, films, radios, record players, duplicating machines, and typewriters (Gillet, 1973).

In 1960, educators had accepted the fact that new teaching devices provided contributions to the field of education, and media became a basic part of the entire instructional programs. Edinger wrote that the vast majority of the members of the teaching profession had realized that education had to leave the era of "hand labor" and turn to machines to help increase their productivity and to become more effective (Tickton, 1970).

Because of the advantages of media in instruction, the federal government helped schools to obtain the best available equipment. Silberman reported that all of the school systems in the United States had record players and tape recorders, slide projectors, film projectors, filmstrip projectors, television sets, and other technological devices (Tickton, 1970). Gerlach and Ely (1971) also observed that in some schools audiovisual equipment could be found in every classroom. They assured that more and more equipment would be placed in single classrooms as teachers began to use the equipment many times each day.

The period of time beginning around 1965 and extending to the present marked an era of modern development in instructional technology. Multi-color presentations, computer-assisted instruction and information storage systems, instructional television, video-tape and video-disc, and satellite communications developed extensively and found their place in instruction.
During the last three decades a number of sociological and technical developments took place, and as a result of a technological revolution, there were dramatic changes in education and approaches to learning. These changes challenged traditional educational philosophies and methodologies to the extent that they were often found to be inadequate to meet the needs of today's students (Ellison, 1973). Armsey and Dahl (1973) stated that the impetus for change exerted a major pressure for the use of instructional technology. The Commission on Instructional Technology (1970) concluded:

... instructional technology goes beyond any particular medium or device. In this sense, instructional technology is more than the sum of its parts. It is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based upon research and human learning and communication, and employing a combination of human and non-human resources to bring about more effective instruction ... (Tickton, 1970:7).

Pula and Goff (1972) referred to a time when educators ignored the role and value of new technologies in education; however, the use of educational media in the learning process was later realized. Johnson (1981) also confirmed that these new technologies had great potential for use in education. He wrote:

Since the new technology deals with information, the essence of knowledge and culture, it is likely to have a profound effect on education. It may influence how we learn, what we learn, where we learn (Johnson, 1981:15).

Research in educational media, which had begun as early as the 1920's, showed that media could stimulate learning, provide for individual differences, be programmed for independent or group study, bring the sound and sight of distant places and experiences to all students, and provide access to information almost immediately (Tanzman and Dunn, 1971).
Tickton (1970) reported that educational technology could make access to education more equal, and give instruction a more scientific base, and make it more powerful. Erickson and Curl (1972) wrote that educational technology could extend human experience and overcome physical limitations, stimulate meaningful problem solving, guide student response, and provide diagnostic and remedial tools.

With the organization and development of instructional technology came the challenge of acceptance of the "new media." Hyer (1972) wrote that about 1960 the educational community began to realize that instructional technology was different from audiovisual education. Torkelson (1968) indicated that the use of "audiovisual aids" had advanced from the use of a chalkboard to the use of the term "media" and that the latter term was being replaced with a more acceptable term, "instructional technology," which included media as well as technological support systems.

**Teachers and Educational Media**

The role and importance of classroom teacher as the most important component in the instructional process was emphasized by many educators. According to Lemler (1970) teachers had much to gain and nothing to fear if they approached the use of media with good judgement. Teachers were the victims of change brought about by rapidly changing technological society, and the ratio of change was making intense demands on teachers (Hounshell and Liggett, 1976). Rubin (1969) insisted on finding a viable way for teachers to keep abreast of changing times. The character of schools would call for varied media and methods to be used wisely. Ellison (1973) wrote that one of the greatest problems facing teachers and education was that of preparing students for a world that
would be existing in an entirely different form when they were responsible adults. Dale (1969) called upon teachers to seriously apply new techniques and use new aids in their instruction.

Brown and Lewis (1977) claimed that schools were best equipped with these aids. They insisted that practice in using the available media would help to make teachers competent in the use of material and equipment.

Gerlach and Ely (1971:23) wrote, "The teacher as a coordinator of learning resources, has a wide variety of materials from which to choose." They added, "These materials do not become teaching or learning resources until the teacher provides a context for their use." Meierhenry (1969:45) wrote, "Even in classrooms where technology is employed widely and wisely, its success or failure depends on the extent to which the teacher perceives and applies new instructional models." Tickton (1970:56) concluded:

The role of the teacher needs to be more explicitly defined than ever before. The teacher, therefore, should understand the far-reaching implications of technology in order to function at his individual best as the central element of the total system. The base for this understanding should be laid in the teacher's own education, not just in demonstrations and lectures on technology, but through the actual use of technology in his courses.

In spite of all emphasis placed on the advantages and contributions of instructional media to teaching, most teachers were reluctant to use the available materials and equipment in the classroom. Ramsey (1961) reasoned that the reluctance was caused by uncertainty about the uses of strange machinery and materials, doubts about the supposed advantages of the new media, or incompatibility with the teachers' philosophy of education.
Erickson (1968) claimed that teachers did not easily adopt new methods, and did not easily put themselves into situations that added a feeling of insecurity to an already burdensome work load. On the other hand, Wolcott (1981) argued that teachers were continuously searching for materials and methods that might help them with problems of teaching.

According to McBeath (1972) the attitudes and habits of teachers toward instructional technology was the major factor. He suggested that acceptance of the media by an individual teacher was dependent upon the degree of his naivete and the structure of his disciplines.

Rossi and Biddle (1966) observed that much of the teacher distrust of educational media might be due to a generalized negativism toward the image of automated teaching. Young (1974) wrote that attitudes of some teachers might be poor toward instructional media because of fear that machines would replace the teacher. On the other hand, Wolcott (1981: 28) contended that, "schooling is essentially a human activity, not a technological one . . . Regardless of how advanced our technologies become, the meanings attributed to them can only be supplied by humans."

Tickton (1970) indicated that many teachers were textbook oriented, and the lack of use of educational media in education had been influenced by a pattern of superimposing newer instructional methods over organizational and administrative structures based upon teacher-textbook-classroom systems of teaching. Placing part of the blame for new technology's failure to have a major effect upon the educational system, Hooper (1969) stated that the educational system itself was inert, resistant to change, and offered few incentives for teachers to change their teaching methods. However, many authors agreed that teacher contact and experience with educational media tended to dispel the lack of interest
in media use. Tyler (1980:15) wrote, "When teachers see the potential contribution, when they understand what the technology does and how it works, when they believe they can handle effectively the medium, device, or system . . . teachers will adopt the innovation."

Rationale and Guidelines for In-Service Training in Educational Media

Many educators believed that programs of professional growth were needed to train teachers for using educational media. They saw in-service training in educational media as a viable way for solving problems related to improper use, or lack of utilization of media materials and equipment. DeVault and Chapin (1981) observed that the vast majority of teachers today were not interested in technology. They concluded that the only way to increase the use of technology in the classroom was to change teachers' perceptions, understandings, and interests through pre-service and in-service education. In writing about the importance of in-service training, especially in the field of instructional media, Chalmers (1970:60) said:

Inservice training should be designed in better job performance by teachers through instructing them in better utilization of media . . . It can translate theory, research and new technological developments into classroom practicality . . . It can also keep teachers up-to-date in theory and research. However, the most important objective of media inservice training is to make teachers more competent through wise use of mediated instruction.

Chalmers (1970) further added that in-service education could certainly contribute to the excitement of modern teaching.

Harcleroad (1964) pointed out that technological developments in society at large were forcing the use of new and varied resources
and materials in education. Haney and Ullmer (1970) insisted that teachers should use every means to make education interesting. Children had so many media available outside the school that the teacher was forced to utilize media to teach and provide learning experiences (Wilkins, 1979). Students were surrounded by audio and visual images of television, motion pictures, radios, high fidelity recordings, excellently printed magazines and books. They were concerned about their futures, and critical of traditional methods of instruction and rigid lecture-discussion classroom procedures (Bannon, 1979). Hutchins (1981:48) emphasized this by writing:

... "the technology of the blackboard, the classroom, and the textbook"--does creak along. ... The same media that are the instruments for instructional technology...are enjoying unprecedented popularity among consumers. With these devices so commonplace in the society at large, parents and students themselves are insisting that alternative modes of learning be available in the schools. Media are necessities, not luxuries. ...we must concentrate on practice. Professional practice is our stock in trade. We must master the new technologies, develop applications of what we learn. ...

Dirr (1976) mentioned the need for in-service education by writing that teachers needed to prepare for media skills through in-service training. He cited that teachers were not adequately prepared to take advantage of the potentials within instructional media. Cobun (1976) also emphasized the necessity and importance of in-service programs in educational media. He wrote that media design and media production required faculty members to be trained. Training could, and had to be provided by means of purposeful programs of in-service education. In a letter to the Commission on Instructional Technology, Polley wrote:

Research indicates that a large part of the existing hardware now in our nation's schools is not being used, or used properly. This has come about partly because the national audio-visual thrust has been toward
the acquisition of equipment and materials with very little concern toward the development of programs that increase the proficiency of their utilization (Tickton, 1970:65).

Torkelson (1968) urged teachers to understand the characteristics and functions of different types of media before they began to use them imaginatively as teaching aids. Teachers needed to understand and use educational media in the classroom if the full potentials of media were to be realized in instruction (Wilkins, 1979). Educational media in-service programs were insufficient if they only trained teachers how to operate media equipment (Hoban, 1960). Media in-service training should help train teachers in materials, equipment, technology, and methodology (Chalmers, 1970).

Christiansen (1971) insisted that a successful in-service program for teachers should meet the needs of the teachers it serves by providing them with ideas and materials which have been requested by them to increase their effectiveness in the classroom. In a paper presented to the Association for Supervision and Curriculum Development, Komoski (1980) called for more in-service training for teachers in the selection of appropriate instructional materials.

Polette (1973) wrote that in-service programs in educational media had to be teacher-initiated and teacher-dominated. She reasoned that teachers had knowledge of the needs, strengths, and weaknesses of their students, and were familiar with curriculum, so they had to be involved in planning, procedures, and process of in-service programs. Ryor (1979) recommended that it was, consequently, in both the public interest and the interest of the teaching profession that teachers be heavily involved in developing programs for improving their own practice.
In a study of the content for an in-service program in instructional media reported by English (1971), teachers desired to learn about preparing transparencies, producing, mounting, and preserving various types of visuals, and making slide-tape combinations. They also showed interest in learning about photography, lamination, color-lifts, posters, displays, and lettering techniques. In the area of operation and utilization, teachers showed a need for an introduction to television teaching, and operation of copy machines, record players, tape recorders, language master, and overhead, opaque, slide, filmstrip, and movie projectors. They also showed concern about better utilization of bulletin boards, flannel boards, magnetic boards, chalkboards, maps, charts, globes, models, and utilization of mobile unit in-service technology, and multi-media presentations. Teachers also suggested that in-service programs in educational media should include instruction on how to match media with objectives, with some work on structuring instructional objectives and identifying types of learning, as well as providing information on obtaining instructional materials and resources.

Haney and Ullmer (1980) also focused on the content aspect of in-service training in educational media. They stressed that the programs should:

1. offer a knowledge of media and materials,
2. help participants to select, produce, and evaluate materials,
3. develop skills in operating educational media equipment,
4. motivate participants to change methods and utilize media in instruction.

Ziegler (1977:84) wrote, "In-service training should be self-motivating, relevant, flexible, and individualized as much as possible."
Smyth (1980) determined that the most promising possibilities in the area of in-service education for teachers lay in individualizing the approach so that each participant might gain personally from working in his or her own classroom with issues that were personally meaningful.

Delano (1975) urged that in-service programs should be continuous, and insisted on release time from duties, pay for attendance, and college credit on the basis of voluntary participation, Baker (1978) emphasized the importance of hands-on experience in media in-service programs. Knowlton and Hawes (1962) stressed that successful instructional media in-service programs could change the negative attitudes of teachers. Chalmers (1970) indicated that in-service training required progressional instruction, moving from general to specific, to immediate needs, and should be planned in behavioral objectives to affect teachers and their methods.

Hull (1982:23) wrote, "Any in-service program will succeed only to the extent that you recognize the unique contribution each person makes in the educative process." He listed the following guidelines for the successful implementation of the programs:

1. Participants are more productive when they deal with problems that are significant to them.
2. Participants who identify problems should also assist in formulating objectives.
3. Participants should help select procedures for in-service education activities.
4. Provide participants with a range of resources.
5. Give participants many opportunities to relate directly to the task and with other participants.
6. Encourage participants to try the activities in real situations.

7. Involve participants in the evaluation. (Hull, 1982:23)

As a result of emphasis placed on in-service education, Hyer (1972) predicted that within the next ten to fifteen years, major changes would have to be made in the training and retraining of teachers to give more emphasis on individualizing instruction, operating as a member of a team, assessing student achievement and diagnosing learning difficulties, providing a working knowledge of technology and selecting and producing instructional material and instructional systems. She further continued that several problems lay ahead in the re-education process, and steps had to be taken to facilitate the role change of the teacher.

Reports of In-Service Programs in Educational Media

Programs of in-service training in educational media have been held throughout the nation for many years. The overall emphasis of these programs have been to improve teacher competency in the field of educational media, and to help teachers gain positive attitudes toward media use and overcome the difficulties caused by uncertainty about the use of strange and unfamiliar materials and equipment through "hands-on" workshops.

Wood (1969) reported of a project conducted at Banks Model School in Southeast Alabama to attempt to break down teacher resistance to change. During a five-day workshop, teachers were taught to make transparencies, slides, eight-millimeter films, lift pictures, make audio and videotapes, and to integrate the media into their lesson plans. This "running start"
gave the teachers confidence and kept them enthusiastically working all year.

Polette (1973) gave nine examples of media workshops and conferences held between 1970 and 1972. She concluded that before the workshops were held, teachers reported a lack of media competency, but after the workshops teachers showed a dramatic increase in media use, production, and techniques.

Kravetz (1976) observed that before a workshop, teachers in Maryland were doubtful about the potentials of media in instruction. At the end of the workshop, they were able to use educational media equipment, produce instructional materials, and acquire basic knowledge about media and methods.

Sanford (1976) reported on two workshops conducted at State University of New York. The faculty were acquainted with educational media services, and were shown how these media services could improve their teaching method. The second workshop was designed to be a "hands-on" week-long session of producing slides, films, transparencies, etc. On each day of the workshops, participants lingered several hours past the allocated time. "This increased interest to initiate AV projects gives verification that people, when shown the way with proper direction, will accept improved and varied techniques for classroom instruction" (Sanford, 1976:39).

Harrod (1976) reported on a workshop in Lawrence, Kansas. More than eighty-five per cent of the teachers expressed positive experience in using educational media after the workshop.

To increase media utilization in Wisconsin's vocational-technical education districts, Igl (1972) made a study to determine
factors that impede or enhance the use of media in instruction. An in-service workshop was developed to teach applications of instructional technology in vocational-technical education, and to motivate teachers to use the technology. As a result of the media utilization survey and the instructional technology in-service workshop, it was concluded that:

1. The previous audiovisual in-service programs were successful in acquainting teachers with the more common types of media, but did not develop teacher competence in planning the optimum use of instructional media.

2. In-service teacher training in instructional media could help teachers with material selection and proper utilization of equipment, and could be successfully used on the vocational-technical school level.

3. The attitudes of teachers toward instructional technology could be improved through in-service workshops.

However, the literature included several works which discussed the reasons why educational media in-service training has often failed to make a significant impact on participating teachers. Too often, in-service programs were thought to be inadequate, low-level, and patchwork, with little attention to teacher need, and typically at supervisor's direction (Edelfelt, 1975). Tickton (1970) charged that while in-service training provided the new teacher's first brush with technology at work, it was often unsatisfactory as pre-service training. He reasoned that both were centered far more on the mechanical "how" of technology rather than on the "why." Hull (1982) cited that unsatisfactory in-service activities often occurred because leadership and decision making had not been
shared. Joyce and Peck (1977) identified poor organization and planning as a major defect in in-service programs.

Ellis (1974) claimed that past program failures could be attributed largely to the absence of adequate materials, forcing the teacher to improvise. Thus, any success of the program due to use of materials was impossible to replicate, as the materials were unknown to anyone other than the improvisor. Lemler (1970) charged that the existing in-service programs did not offer enough assistance to teachers in material selection. Houston and Freiberg (1979:7) described the programs in noting:

Many in-service programs lack a conceptual framework. Some are not programs at all but a series of disparate experiences. Local programs are too often based on a cafeteria approach. The school district organizes a wide array of one-time, two-hour, non-developmental inservice offerings with teachers selecting those that appeal to them. No systematic growth, no direction, no designed sequence of experiences leading toward specified goals of improved performance are involved in such programs.

However, the majority of researchers who studied about in-service programs in educational media determined that if effectiveness were demonstrated for the use of media materials, and if the programs met the needs of teachers, they would certainly enhance teaching skills and develop the media competency of teachers. Also, there was agreement in the literature that teachers who were trained in the use of media in instruction had a more favorable attitude toward media and their use.

Innovations in the Field of In-Service Education

In recent years there have been new improvements in the field of technology which have direct effects in teacher training programs in regard to cost and service. Kirman and Goldberg (1981) reported on a
tool now available to help train teachers through distance education. The combination of one-way television with group telephone conferencing provides a way of reaching teachers scattered in different locations, using one instructor operating out of a central location. The program can be transmitted either through local cable companies or communication satellites. Teachers assembled in small groups in different schools can interrupt the instructor through speaking to the direction of a telephone equipped for group discussion. "Recent research at the University of Alberta's Faculty of Education has shown that this mode of operation appears to be as effective as face-to-face instruction" (Kirman and Goldberg, 1981:41).

The latest development in the field of in-service education in Louisiana has been the introduction of the Professional Improvement Program (PIPs). The program is designed to enhance both the professional growth of educators and the quality of classroom instruction. The Professional Improvement Program is a five-year plan of both academic pursuits and in-service projects open on a voluntary basis to educators in Louisiana's public elementary and secondary schools. According to the guidelines set by the State Committee, each participant must earn a minimum of thirty points in academic pursuits and twenty points in in-service projects per year, up to a total of three hundred points in five years or more, to complete the plan (Superintendent's Newsletter, 1981). Participants in the program will gain salary increases based on degree and their years of experience ranging from a low of $1129 to a high of $3721. A budget of $56.2 million has been allocated for the Professional Improvement Program (LAE News, 1981).
The workshops, seminars, conferences, and courses offered are sponsored by colleges and universities throughout Louisiana, and also by city and parish school systems. The courses include a wide variety of related subjects, and the workshops focus on locally made materials and projects. The program has gained a lot of popularity, and some seventy-six per cent of the state's teachers have enrolled in it for 1981 (LAE News, 1981).

Summary

The review of literature revealed that as a result of technological revolution in the United States, there were dramatic changes in education and approaches to learning. The nature of "change" challenged the traditional methods and necessitated the use of instructional materials and equipment as aids to teachers. In the 1960's, educators realized that media had become a basic part of the entire instructional program.

A review of related research efforts noted that in spite of all emphasis on the contributions of instructional media to education, most teachers were reluctant to utilize unfamiliar equipment in the classroom. Purposeful programs of in-service training were needed to help develop media competency of teachers, and increase positive attitudes toward media use in instruction.

Many authors suggested that in-service programs should concentrate on the needs of teachers, involve them in planning, procedure, and process of in-service training, and provide for credit and increased pay on the basis of voluntary participation. They emphasized that programs should help train teachers in material selection and production, and
utilization of equipment through a "hands-on" method. However, many writers agreed that while in-service education was always the next step to full professionalization of teachers, poor planning and poor execution could lead to serious criticisms about in-service training.
Chapter 3

PROCEDURE

Setting and Population

The study was conducted during the Spring Semester, 1982. As the study was a replication of an earlier study conducted by Glenn C. Wilkins, it chose the same sixteen parishes of the State of Louisiana, where Wilkins' study was performed. These parishes were originally selected because their public school population was less than 4,000 students.

Fifty public secondary schools were randomly selected from the sixteen parishes. Teachers in grades seven through twelve were surveyed.

The following list includes the names of randomly selected schools, by parish, with reporting schools shown by an asterisk:

Caldwell Parish
*Caldwell Parish Junior High
*Caldwell Parish High

Cameron Parish
Grand Lake High
*Johnson Bayou High
*South Cameron High

Catahoula Parish
Block High
Central High
*Enterprise High
Harrisonburg High
*Jonesville Junior High
*Martin Junior High
*Sicily Island High

Claiborne Parish
Athens High
Haynesville High
Haynesville Junior High
*Homer High
*Homer Junior High
Junction City High
*Summerfield High

East Carroll Parish
*Lake Providence Junior High
*Lake Providence Senior High
*Monticello High

East Feliciana Parish
*Clinton High
Clinton Junior High
*Jackson High
The Questionnaire
Permission was obtained from Glenn C. Wilkins to use the questionnaire constructed by him (see Appendices A and B) in order to survey the opinions of secondary school teachers toward in-service training in educational media. The closed questionnaire contained sixty-seven items, and was revised by the investigator in order to correspond with the status of secondary school teachers in regard to the grade levels taught, and the major field of teaching (see Appendix C).

The first eight items of the questionnaire sought information about each participant's sex, educational background, teaching experience, present grade levels taught, major teaching area, undergraduate and graduate completion of media courses, and number of attendances in previous
in-service programs in media utilization. Item nine was also added to the survey instrument to seek information about the enrollment of the participants in the Professional Improvement Program (PIPs) in the Spring Semester, 1982.

Items ten through sixty-seven, the remaining questionnaire statements, were ranked according to a Likert-type scale. The participants were requested to indicate their degree of agreement with each statement as: (A) Very strong disagreement; (B) Moderate disagreement; (C) Neutral--neither agree nor disagree; (D) Moderate agreement; and (E) Very strong agreement.

Responses to all statements on the questionnaire were given on a standardized answer sheet containing five possible responses for each statement -- A, B, C, D, or E (see Appendix D). No identification of teacher or school was requested or made on the answer sheet.

Administration of the Questionnaire

Letters of request for permission to include the parish in the study, along with the purpose of the survey and a copy of the questionnaire were sent to the superintendents in the sixteen parishes (see Appendices E and F). After permission was granted, the principals in the fifty randomly selected secondary schools were contacted by mail to request their cooperation (see Appendix G). In response, they mailed back in the stamped, self-addressed envelop sent to them, a permission slip which also determined the number of the questionnaires needed for each participating school (see Appendix H).

As soon as cooperation was secured, a package was mailed to each principal in the participating schools. The package contained the
requested number of questionnaires and answer sheets needed for each full-time teacher in the school, a letter of directions to be read prior to the administration of the questionnaire, a stamped self-addressed envelope to return the completed answer sheets, and a brief administrative form to be filled out by the principal (see Appendix J).

The questionnaire was administered at a faculty meeting at a time convenient to the teachers and the principal. After the completion of the answer sheets, they were sent back to the investigator along with the administrative form. The form gave information about the date of the administration of the questionnaire, the name of the school and parish, and the total number of completed answer sheets mailed.

Three weeks after the mailing of the packages, the first follow-up letter was sent to the principals who had not responded (see Appendix I). After two more weeks, eighteen letters were mailed again to ask for the return of the completed answer sheets. Before the end of the school year, telephone calls were made to fourteen principals to return the remaining sheets from their schools.

Thirty-six packages, or seventy-two per cent of answer sheets from the fifty schools were returned. A total of three hundred fifty-eight completed answer sheets were received. Three hundred fifty-one, or almost ninety-eight per cent, of the answer sheets were usable for the computer.

**Treatment of the Data**

After the answer sheets were read by an optical scanning machine, the data was processed at the Louisiana State University Computer Center.
to secure the results from the questionnaire. An IBM 3033 Computer was used to show the results from the study.

Each null hypothesis was tested using chi-square analysis. Questionnaire items were reported to be either unfavorable, favorable, or neutral/indifferent. Results were tested at the .05 level of significance using the following formula:

\[ \chi^2 = \sum_{r=1}^{r} \sum_{c=1}^{c} \frac{(fo - fe)^2}{fe} \]

with \( df = (r - 1) (c - 1) \)

- \( fo \) = observed frequency in each cell.
- \( fe \) = expected frequency in each cell.
- \( r \) = number of rows.
- \( c \) = number of columns.

To decide whether either of the hypotheses could be rejected or accepted on the basis of the number of the significantly different responses and the overall opinions of the participants toward in-service training in educational media in each hypothesis, the following bionominal test was deemed necessary:

- \( H_0 : P = 1 - P = 0.50 \)
- \( H_a : P > 0.50 \)

where, \( P \) = proportion of the items to which the responses of the participants in the survey according to the category are statistically different,

\( 1 - P \) = proportion of the items to which the responses of the participants in the survey according to the category are not significantly different,
\[ \alpha = 0.05. \]

Thus, \[ \sigma^2_p = \sqrt{\frac{P(1-P)}{N}} = \sqrt{\frac{0.50 (0.50)}{58}} = 0.0656532. \]

Based on this calculation, the following decision rule, which is applicable throughout this research for testing each of the eight research hypotheses was made:

Reject \( H_0 \) if \( P > 0.50 + 1.96 \times (0.0656532) = 0.6286. \)

That is, hypothesis is rejected only if at least thirty-seven items \( (0.6286 \times 58 = 36.45 \approx 37) \) out of fifty-eight in the questionnaire are responded to significantly differently by the participants; otherwise, the hypothesis is not rejected at the .05 level of confidence.
Hypothesis one. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the sex of the teacher.

Table I shows the number and the percentage of females and males who participated in the survey.

Similar responses were given to forty-three of the fifty-eight items. However, there were fifteen survey items with significant differences in the responses of female and male participants. The majority of males showed little need for training in operation of filmstrip and 16mm motion picture projectors for classroom use. Most females felt that such training was necessary. Over half of the female respondents expressed the feeling that they could be more effective in their classroom instruction if they knew more about media utilization of materials. The majority of males in the study gave unfavorable response to the statement.

Also, nearly half of the females in the survey thought that most parish teachers would volunteer to attend media utilization in-service programs. The majority of males neither agreed, nor disagreed with the corresponding statement.

Both females and males agreed that a qualified person to coordinate media in-service programs would be helpful in their parish
system. They desired additional training in making better use of community resources and personnel. However, the indication of agreement with these items was significantly different.

Only sixteen per cent of males and thirty-three per cent of females reported that they hesitated to use media equipment because they lacked the mechanical skills necessary to operate them. Over fifty-four per cent of females and sixty-five per cent of males gave unfavorable responses to the same item.

The study showed that, in comparison to seventy-four per cent of the females who expressed desire in attending in-service programs in media utilization, only fifty-seven per cent of the males were willing to attend. However, most female and male participants disagreed on serving as a volunteer media coordinator in schools or parishes to help plan in-service programs in media.

Most females did not favor the idea of attending media in-service programs only for college credit or pay. On the other hand, the majority of male participants concurred with the opinion.

Overall, the majority of both sexes gave forty-three favorable, one neutral, and fourteen unfavorable opinions to the fifty-eight items. The female and male participants definitely agreed that the major objectives of any in-service education should meet the professional desires of the participating teachers. Both sexes also indicated that in-service education programs planned by teachers rather than administrators would be more effective. The majority of participants reported that they were aware of most media equipment and material available for their use in their schools. Teachers of both sexes showed little need for additional
training in the use of overhead, opaque, and slide projectors, as well as tape recorders and record players.

According to statistical analysis of data, hypothesis one was not rejected at the .05 level of confidence, as no significant differences were shown in forty-three out of fifty-eight survey items.

TABLE I
Female and Male Participants

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>216</td>
<td>61.54</td>
</tr>
<tr>
<td>Male</td>
<td>135</td>
<td>38.46</td>
</tr>
</tbody>
</table>

Hypothesis two. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the level of educational degree earned by the teacher.

The five levels of educational attainment which were specified in the questionnaire had to be arranged in three categories in computer analysis of the results. Master's plus 30, specialist and doctorate categories had to be combined into one, because the frequency of the teachers with specialist and doctorate degrees was not sufficient for the computer to treat them as separate categories. However, Table II shows the number and percentage of respondents in all levels of undergraduate or graduate attainment.

Of the survey items with significant differences, most teachers with Bachelor's degrees agreed that additional training was needed for
operation of 35mm filmstrip projectors. A majority of teachers with higher
degrees responded unfavorably to such training. Most teachers in all
three categories favored training for mounting graphics and pictorials
in a varying range of agreement.

Regardless of the level of educational degree earned by the
teachers, most agreed that in-service education programs in practical
utilization of most media would benefit the school systems. They also
agreed that media in-service programs stimulate student interest and
teacher creativity, help them meet many individual student needs, and
make better use of existing media equipment (hardware) and materials (soft-
ware).

The majority of teachers of all categories were neutral to the
statement, "Teachers in my school would be interested only in attending
media in-service education for college credit or pay." Of item fifty-
five of the questionnaire, "Qualified persons are available in my school
to help with media in-service education," only thirty-eight per cent of
teachers responded favorably. Approximately thirty-six per cent of re-
spondents neither agreed, nor disagreed with the statement. The majority
of teachers indicated that most in-service programs had been of value
to their colleagues in individual schools. However, over forty-eight
per cent did not think that the same programs had been beneficial to
teachers in the parish or county.

The participants gave forty-two favorable, one neutral, and
fifteen unfavorable responses to the fifty-eight items in the question-
aire. Teachers in all three categories gave nearly similar responses
to fifty-five items.
Due to the very limited number of survey items with significant differences, hypothesis two was not rejected at the .05 level of significance.

**TABLE II**

Participants by Educational Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>177</td>
<td>50.57</td>
</tr>
<tr>
<td>Master's</td>
<td>103</td>
<td>29.43</td>
</tr>
<tr>
<td>Master's plus 30</td>
<td>62</td>
<td>17.72</td>
</tr>
<tr>
<td>Specialist's</td>
<td>6</td>
<td>1.71</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>0.57</td>
</tr>
</tbody>
</table>

Hypothesis three. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the years of teaching experience of the teacher.

As shown in Table III, the majority of participants in the study have had ten to twenty years of teaching experience. This represents 159 teachers, or forty-five per cent of the total who participated. A minority of twenty-five, or seven per cent of the teachers have taught for less than two years.

Teachers with different teaching experiences reported similar responses to most survey items. They gave forty-two favorable, one neutral, and fifteen unfavorable answers to the fifty-eight items.

However, there were significant differences in the responses of Table III teachers in regard to fourteen items of the questionnaire.
Most teachers with less than nine years of teaching experience expressed neutral opinions about the question of finding proper time for in-service education programs in the school or parish. A majority of more experienced teachers disagreed with the corresponding statements.

Significant differences were especially noticed in the responses of teachers with less than two years of teaching experience. A majority of these teachers were neutral about the availability of their school library or an appropriate area in the parish for conducting in-service programs. Approximately two-thirds of these teachers reported that they were not aware of media materials available in the parish. Exactly seventy-two per cent of the same teachers neither agreed, nor disagreed with the statement, "Qualified persons are available in my parish to help with media in-service education." The majority of teachers with more than two years of teaching experience responded favorably to these items.

Most teachers agreed that media in-service programs help teachers use media materials and equipment more efficiently. They reported need for training to introduce media presentations effectively, and to perform simple maintenance on projection equipment. Additional training for operation of slide projectors and record players and tape recorders was rejected by the majority. However, the indication of agreement or disagreement with these items differed significantly.

Because of lack of significant difference in forty-four out of fifty-eight items in Table III, hypothesis three was not rejected at the .05 level of confidence.
TABLE III
Participants by Teaching Experience

<table>
<thead>
<tr>
<th>Years Taught</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>25</td>
<td>7.12</td>
</tr>
<tr>
<td>2-4</td>
<td>44</td>
<td>12.54</td>
</tr>
<tr>
<td>5-9</td>
<td>70</td>
<td>19.94</td>
</tr>
<tr>
<td>10-20</td>
<td>159</td>
<td>45.30</td>
</tr>
<tr>
<td>Over 20</td>
<td>53</td>
<td>15.10</td>
</tr>
</tbody>
</table>

Hypothesis four. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the present grade levels taught by the teacher.

On survey item four, teachers chose the grade levels in which they spend most of their teaching time. Table IV shows that three hundred thirty-eight answer sheets were usable.

Few significant differences were indicated by data analysis according to grade levels taught. The majority of teachers in grades seven through nine indicated willingness to give some unencumbered time (such as lunch, recess, or planning time) to learn about instructional media. The same teachers did not favor the idea of serving as a volunteer media coordinator in their schools or parishes to help plan media in-service workshops. On the other hand, the majority of teachers in grades ten through twelve favored the idea of serving as a media coordinator only at school level, but disapproved devoting any time to learn more about educational media.
Teachers of different grade levels felt the need for additional training for designing and producing thermal and hand-made overhead transparencies, as well as constructing models and building dioramas. On the other hand, teachers showed no interest for designing and constructing bulletin boards and exhibits. Most teachers disagreed with the statement, "I would be interested only in attending media in-service education for college credit or pay." A majority of teachers of all grades indicated that in-service programs had been of benefit to them and their colleagues in school. They also indicated a desire to attend in-service programs in media utilization; however, over sixty-one per cent of teachers of all grade levels thought that in-service education programs are viewed by many parish teachers as a wearisome, time-consuming responsibility to be endured. This opinion was shared more by teachers of higher grades than lower.

In regard to grade levels taught, teachers gave fifty-two nearly similar answers to fifty-eight items. There were forty-three favorable, one neutral, and fifteen unfavorable responses.

Few significant differences were shown in statistical analysis of data according to the grade levels taught. Therefore, hypothesis four was not rejected at the .05 level of confidence.
TABLE IV  
Participants by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th/8th</td>
<td>84</td>
<td>24.85</td>
</tr>
<tr>
<td>8th/9th</td>
<td>31</td>
<td>9.17</td>
</tr>
<tr>
<td>9th/10th</td>
<td>80</td>
<td>23.67</td>
</tr>
<tr>
<td>10th/11th</td>
<td>72</td>
<td>21.30</td>
</tr>
<tr>
<td>11th/12th</td>
<td>71</td>
<td>21.01</td>
</tr>
</tbody>
</table>

Hypothesis five. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the present major teaching area of the teacher.

Of the five categories given in the major teaching area, the largest group of teachers relate to the category listed as "Other." Over thirty-eight per cent of the teachers who participated in the study teach subjects other than English, mathematics, social studies, and science.

Teachers of different teaching areas gave nearly similar answers to all survey items. They agreed that at least one state-required day of in-service education should be used for learning more about media utilization. Over fifty per cent of the teachers indicated that a qualified person to coordinate media in-service programs would be very helpful in the school system. Teachers indicated that they would attend media in-service programs. They agreed that these programs stimulate student interest and enable them to meet individual student needs, achieve stated classroom instructional objectives, and choose appropriate media for specific types of learning. Nearly seventy per cent of the teachers of
different major areas of teaching indicated that media in-service programs assisted teachers in gaining media skills necessary to make better use of media materials and equipment.

In the unfavorable category, teachers did not report the need for additional training in operation of 16mm motion picture projectors, overhead projectors, filmstrip projectors, slide projectors, opaque projectors, and record players and tape recorders. Most teachers disagreed with the statement, "I hesitate to use media equipment (hardware) because I lack the mechanical skills necessary to operate it." They also indicated that they would not serve as volunteers to coordinate media programs in their schools or parishes.

Of the fifty-eight survey items, teachers gave forty-three favorable, one neutral, and sixteen unfavorable answers.

No significant differences were reported according to the major area of teaching in all categories of Table V. Therefore, hypothesis five was not rejected at the .05 level of confidence.

TABLE V
Participants by Major Teaching Area

<table>
<thead>
<tr>
<th>Major Teaching Area</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60</td>
<td>17.29</td>
</tr>
<tr>
<td>Mathematics</td>
<td>59</td>
<td>17.00</td>
</tr>
<tr>
<td>Social Studies</td>
<td>53</td>
<td>15.27</td>
</tr>
<tr>
<td>Science</td>
<td>40</td>
<td>11.53</td>
</tr>
<tr>
<td>Other</td>
<td>135</td>
<td>38.91</td>
</tr>
</tbody>
</table>
Hypothesis six. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the formal preparation of the teacher in undergraduate school.

Table VI shows that the majority of teachers took an undergraduate course in media utilization. The Table also shows that three hundred forty-seven answer sheets were usable. Forty-two favorable, one neutral, and fifteen unfavorable responses were reported in Table VI.

Significant differences were shown in nine survey items. Among them, the majority of those who did not have an undergraduate course in media desired help to specify in behavioral objectives the learning task for which a medium (such as recording, film, filmstrip) is to be used. The same teachers also indicated need in designing and producing transparencies of different types. The majority of teachers who had an undergraduate course in media utilization did not think such training was necessary. However, most respondents in Table VI reported need for training in selection of media for specific purposes and learners, and planning and producing instructional presentations using 35mm slides and tape recordings. Over half of the teachers wanted training to follow-up media presentations effectively.

Over sixty per cent of the teachers referred to in Table VI were of the opinion that in-service programs in the practical utilization of educational media would be beneficial to their schools and parishes. Most reported that they were aware of media available for their use in individual schools and parishes.

In the unfavorable category, most teachers again reported little need for training in operation of several types of classroom projectors.
Based on statistical results of data analysis, hypothesis six was not rejected at the .05 level of confidence, as few significant differences were shown in all survey items in Table VI.

TABLE VI
Participants Completing Undergraduate Course in Media Utilization

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>181</td>
<td>52.16</td>
</tr>
<tr>
<td>No</td>
<td>166</td>
<td>47.84</td>
</tr>
</tbody>
</table>

Hypothesis seven. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the formal preparation of the teacher in graduate school.

As shown in Table II, nearly fifty per cent of the teachers who participated in the study had earned graduate degrees. Table VII shows that less than one-third of all teachers had completed at least one course in media utilization in their graduate studies.

Statistical analysis of data indicated forty-one favorable, and sixteen unfavorable responses, with significant differences in six survey items.

Respondents in Table VII, like all other comparative groups of the survey, were neutral to the statement, "Teachers in my school would be interested only in attending media in-service education for college credit or pay."
In the favorable category, approximately sixty-five per cent of all teachers agreed that media in-service programs aid teachers in achieving stated classroom objectives. They indicated that most teachers would volunteer to attend media utilization in-service programs. However, the difference in agreement with these items was significant. In comparison to fifty-seven per cent of teachers with no preparation at graduate school, only forty-three per cent of other teachers indicated need for training in mounting skills.

The majority of teachers expressed that they could be more effective in their instruction if they knew more about media utilization of materials. They showed need for training in making transparencies, and introducing media presentations effectively. Less than half of the teachers desired more knowledge about planning field trips, and using stimulation games or role playing in instruction. They indicated that qualified persons and well-trained teachers were available in the parish to help with media in-service training.

Due to lack of significant differences in most areas referred to in Table VII, hypothesis seven was not rejected at the .05 level of confidence.

<table>
<thead>
<tr>
<th>TABLE VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants Completing Graduate-Level Course in Media Utilization</td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
Hypothesis eight. There is no significant difference in the opinions of secondary school teachers toward in-service training in educational media according to the participation of the teacher in previous media in-service programs.

As shown in Table VIII, nearly forty-five per cent of the teachers had no in-service training in educational media. Over seventy-one per cent had attended two or less.

Teachers referred to in the Table VIII category gave forty-two favorable, one neutral, and fifteen unfavorable responses.

Teachers with different number of participations in media workshops gave significantly different opinions to five items of the questionnaire. Although the majority of all teachers agreed that they were aware of most media materials available for their use in the parish, the indication of agreement differed significantly. Thirty-seven and a half per cent of the teachers who had attended five or six programs in media utilization gave both favorable and neutral opinions to the same item.

Also, most teachers in all categories in Table VIII gave favorable responses to the statement, "Our school library would lend itself as an area for school in-service education in media utilization." Approximately forty-four per cent of teachers with five or six attendance in media programs did not agree with the statement.

Among the favorable responses, over two-thirds of all teachers thought that media in-service programs help teachers choose appropriate media for specific types of learning, and achieve classroom instructional objectives.

Over eighty-six per cent of teachers thought that the major objective of any in-service education should meet the professional desires
of the participating teachers. Like teachers in other hypotheses, participants confirmed that in-service education programs would be more effective if planned by teachers rather than administrators. Over half of the teachers gave the opinion that at least one state-required day of in-service education should be used for learning more about media utilization.

The majority of teachers who had more than three participations in media workshops agreed that there were enough well-trained teachers in the parish, or at least one qualified person in school to help with media in-service education. Most teachers with two or less participations in media workshops neither agreed, nor disagreed with the existence of such teachers in the parish. A majority of teachers with no attendance, along with seventeen per cent of all teachers, shared the same doubt about the availability of a qualified person in individual schools. Teachers indicated that media in-service workshops had been of value to them, and they would attend programs in media utilization. However, over half of the teachers thought that in-service education was a wearisome, time-consuming responsibility to be endured.

Most teachers again reported that they needed little training in the use of classroom projection equipment.

Hypothesis eight was not rejected at the .05 level of confidence as few significant differences were reported according to the number of attendances at in-service programs in media utilization.
TABLE VIII
Attendance of Participants at In-Service Programs in Media Utilization

<table>
<thead>
<tr>
<th>Number of Programs Attended</th>
<th>Number of Participants</th>
<th>Per Cent Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>156</td>
<td>44.57</td>
</tr>
<tr>
<td>1 to 2</td>
<td>93</td>
<td>26.57</td>
</tr>
<tr>
<td>3 to 4</td>
<td>44</td>
<td>12.57</td>
</tr>
<tr>
<td>5 to 6</td>
<td>17</td>
<td>4.86</td>
</tr>
<tr>
<td>7 or more</td>
<td>40</td>
<td>11.43</td>
</tr>
</tbody>
</table>

The study also sought information about participation of the teachers in the survey in the Professional Improvement Program (PIPs). In response to item nine of the questionnaire, two hundred thirty-eight, or over sixty-eight per cent of all the teachers in the study indicated that they were enrolled in the program, and ninety-two respondents, or over twenty-six per cent reported that they were not. Eighteen teachers, or five per cent of the total population chose to answer "Not Applicable."

TABLE IX
Enrollment of Participants in the Professional Improvement Program (PIPs)

<table>
<thead>
<tr>
<th>Participation in PIPs</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>238</td>
<td>68.39</td>
</tr>
<tr>
<td>No</td>
<td>92</td>
<td>26.44</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>18</td>
<td>5.17</td>
</tr>
</tbody>
</table>
Summary

Opinions of three hundred fifty-one teachers were sought in their responses to fifty-eight items on the survey questionnaire according to the eight hypotheses of the study.

Table X shows an average of fifteen unfavorable, one neutral, and forty-two favorable responses by the majority in the eight categories. The Table also shows the number of the items with significant differences in the responses of the participating teachers in each category. (For further detail, see Tables XI-XVIII in the Appendices on pages 85-159.)

TABLE X
Summary of Responses by the Eight Survey Groups

<table>
<thead>
<tr>
<th>Survey Group According to:</th>
<th>Unfavorable Responses by Majority</th>
<th>Neutral: Neither Agree nor Disagree by Majority</th>
<th>Favorable Responses by Majority</th>
<th>Number of Items with Significant Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex of Teacher</td>
<td>14</td>
<td>1</td>
<td>43</td>
<td>15*</td>
</tr>
<tr>
<td>Educational Degree</td>
<td>15</td>
<td>1</td>
<td>42</td>
<td>3*</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td>15</td>
<td>1</td>
<td>42</td>
<td>14*</td>
</tr>
<tr>
<td>Grade Levels Now Taught</td>
<td>15</td>
<td>1/2</td>
<td>42/43</td>
<td>6*</td>
</tr>
<tr>
<td>Major Subject Area</td>
<td>16</td>
<td>1</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate Media Preparation</td>
<td>15</td>
<td>1</td>
<td>42</td>
<td>9*</td>
</tr>
<tr>
<td>Graduate Media Preparation</td>
<td>16</td>
<td>1</td>
<td>41</td>
<td>6*</td>
</tr>
<tr>
<td>Participation in Previous In-Service Training</td>
<td>15</td>
<td>1</td>
<td>42</td>
<td>5*</td>
</tr>
</tbody>
</table>
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study sought to survey the opinions of secondary school teachers toward in-service training in educational media. The study was conducted at sixteen parishes of Louisiana, whose public school population numbered less than 4,000 students.

Fifty secondary schools were randomly selected, and thirty-six of them, or seventy-two per cent, participated in the study. Three hundred fifty-one secondary school teachers completed the survey questionnaire.

Data was analyzed, using the chi-square analysis at the .05 level of confidence, to test each of the eight null hypotheses.

No significant differences were found in any of the eight hypotheses; therefore, all of them were confirmed as reported in Chapter 4. Participants in the study usually favored or did not favor the same item in all of the eight hypotheses. Nearly similar opinions were recorded by most members of the comparative groups in response to the items of the questionnaire. The majority gave an average of forty-two favorable, one neutral, and fifteen unfavorable responses to the fifty-eight items of the survey questionnaire (see Table X on page 49).
Conclusions

Opinions of the teachers in the study in regard to in-service education in instructional media, which was evident from their answers to the items of the questionnaire, can be summarized and classified under the following subheadings:

Need

A majority of teachers in all eight hypotheses expressed that they could be more effective in their classroom instruction if they knew more about media utilization of materials. They also indicated that a media coordinator would be helpful in their school and parish system.

Objectives

Most teachers gave the opinion that the major objectives of any in-service education should meet the professional desires of participating teachers. They agreed that in-service programs in media should stimulate student interest and teacher creativity, help teachers choose appropriate media in order to achieve instructional objectives in meeting students' needs, and aid them to make better use of media equipment and materials.

Planning and Personnel

Most teachers indicated that programs should be planned by teachers rather than administrators, in order to be more effective. They confirmed that well-trained teachers were available in the parish to help with media in-service education. Yet, they did not want to serve as a volunteer media coordinator in the individual school or parish.
Content

Even though most teachers reported that they did not hesitate to use media equipment because of lack of mechanical skills, they desired additional training in simple maintenance on projection equipment, designing and producing transparencies, mounting and laminating pictorials, producing educational slide-tape programs, and introducing and following media presentations effectively. Most reported little need for training in operation of classroom projectors and tape recorders and record players, or of constructing bulletin boards.

Place

Most teachers agreed that not only the school library could be used as a place for conducting in-service programs in media, but also there are appropriate areas in the parish.

Time

Most teachers believed that finding the proper time for in-service programs in the schools or parishes was not a problem. The majority of all teachers in all categories were unwilling to give any unencumbered time to learn about instructional media. However, most agreed that at least one state-required day should be allocated to in-service programs in media utilization.

Evaluation of the Programs

Most teachers reported that in-service programs had been of value to them and beneficial to school and parish systems. They indicated that they would attend in-service programs in media utilization. However, a majority of teachers felt that in-service education was a wearisome and time-consuming responsibility to be endured.
In addition, a majority of teachers in all categories indicated that they were aware of media equipment and materials in the school and parish system.

Recommendations

Based on the opinions of the participating teachers, the investigator suggests that:

1. In-service training programs in educational media should be held at each parish school at a state-required time.
2. Parish media director, along with volunteer teachers, should coordinate the programs.
3. The programs, with input from participating teachers, should centralize on "hands-on" experience with the equipment, and teacher production of the materials. The programs should concentrate on teaching participants how to select, utilize, and evaluate educational media materials.
4. Parish media centers should take more serious steps in providing schools with information about new products and materials.

Furthermore, the investigator recommends that:

1. A study be made of the opinions of the teachers in the Professional Improvement Program in educational media to decide whether credit and pay have any effect on attendance and teacher use of the educational media
2. Opinions of teachers in large schools be investigated to see if significant differences exist between the opinions of teachers in large and small schools and parishes.
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Published Materials


Unpublished Materials


ERIC Documents


APPENDICES
APPENDIX A

Letter to Glenn Wilkins
Dear Glenn:

As you know I finished my course work last spring, and soon I will be working on my dissertation. I have decided to try a replication of your study with secondary school teachers as participants. To do so, I wish to employ the survey instrument designed by you. If I am permitted to do this, I will have to introduce slight changes in two items on the survey instrument to make it conform with the situation of secondary school teachers (as regards the grade level taught and subject area). I also need to add one item to the questionnaire to ask about teachers' enrollment in PIPS.

If you find my proposal acceptable, I hope you will send me written permission to use the survey instrument in your dissertation. In case you have any questions about my request, please call collect (504) 343-6743 at your convenience. I shall deeply appreciate your approval and help, and hope to hear from you as soon as possible.

Sincerely,

Aziz Khosh-chashmi
APPENDIX B

Permission from Glenn Wilkins
Dear Aziz:

I was so happy to hear from you! It is good to know you are at the stage of your dissertation.

You certainly have my permission to use any part of my dissertation in your work, and this includes the questionnaire as well. Feel free to adapt any of it for your benefit and in your study, and let me know if I can be of further assistance. The school phone is listed above and my home phone is 932-5858 if you need to call. Area code is 318. I wish you the very best in your work and will be very happy to assist you when I can.

Sincerely,

Glenn Wilkins

Glenn Wilkins
APPENDIX C

Survey Instrument
Survey Instrument

PERSONAL INFORMATION: Please provide all information requested below.

Use a #2 lead pencil to shade appropriate blanks on the answer sheet.

Do not give your name or your school. Shade only one answer for each item 1-67

1. Sex: A--Female  B--Male

2. Education: A--Bachelor's degree  B--Master's degree  C--Master's plus 30  D--Specialist  E--Doctorate

3. Years of teaching experience: A--Less than 2  B--2 to 4  C--5 to 9  D--10 to 20  E--More than 20

4. Present grade level in which I spend most teaching time: A--7th/8th  B--8th/9th  C--9th/10th  D--10th/11th  E--11th/12th

5. Present main teaching area: A--English  B--Mathematics  C--Social Studies  D--Science  E--Other

6. I had an undergraduate course in media (audio-visual) utilization: A--Yes  B--No

7. I had a graduate-level course in media utilization: A--Yes  B--No

8. Since beginning teaching, I have attended this number of in-service programs in media utilization: A--None  B--1 to 2  C--3 to 4  D--5 to 6  E--7 or more

9. I am presently enrolled in the Professional Improvement Program (PIPs): A--Yes  B--No  C--Not applicable.

The following statements about in-service programs should be answered as you continue using the answer sheet. Please respond with your degree of agreement with those statements. There are no "right" or "wrong" answers; indicate your personal opinion on each item without discussing the statements with anyone. Mark your answers on the answer sheet according to the following code which is to be used for all statements, 10-67:
A--VERY STRONG DISAGREEMENT
B--MODERATE DISAGREEMENT
C--NEUTRAL--NEITHER AGREE NOR DISAGREE
D--MODERATE AGREEMENT
E--VERY STRONG AGREEMENT

10. The major objective of any in-service education should meet the professional desires of the participating teachers.

11. In-service education programs planned by teachers rather than administrators would be more effective.

12. Most in-service programs have been of value to teachers in my school.

13. Most in-service programs have been of value to teachers in my parish (county).

14. In-service education is viewed by many parish (county) teachers as a wearisome, time-consuming responsibility to be endured.

15. Finding the proper time for in-service education programs in this school is a problem.

16. Finding the proper time for in-service education programs in this parish (county) is a problem.

In order to be more competent in the proper utilization of instructional media, I need additional training in the following:

17. Set up and operate a 16mm motion picture projector for classroom use.

18. Set up and operate an overhead projector for classroom use.

19. Set up and operate a 35mm filmstrip projector for classroom use.

20. Set up and operate a slide projector.

21. Set up and operate an opaque projector.

22. Use a simple camera to aid instruction.

23. Operate record players and tape recorders.


25. Perform simple maintenance on projection equipment, such as cleaning lenses and replacing lamps.
26. Design and construct appropriate bulletin boards and exhibits

27. Design and produce overhead transparencies using a Thermofax machine.


29. Mount graphic and pictorial materials using dry mount tissue or rubber cement.

30. Use a laminating machine.

31. Construct models or build dioramas.

32. Plan and produce instructional presentations using 35mm slides and tape recordings.

33. Plan field trips for instructional purposes.

34. Use simulation games or role playing in instruction.

35. Make better use of community resources and personnel.

36. Specify in behavioral objectives the learning tasks for which a medium (such as recording, film, filmstrip) is to be used.

37. Select media for specific purposes and learners on the basis of learning theories.

38. Introduce media presentations effectively.

39. Follow up media presentations effectively.

40. In-service education programs in practical utilization of most media mentioned in items 16-38 would benefit this school

41. In-service education programs in practical utilization of most media mentioned in items 16-38 would benefit this parish (county) school system.

42. If available, I would attend in-service programs in media utilization.

43. Most parish teachers would volunteer to attend media utilization in-service programs.

44. Media in-service programs stimulate student interest and teacher creativity.
45. Media in-service programs help teachers meet many individual student needs.

46. Media in-service programs help teachers achieve stated classroom instructional objectives.

47. Media in-service programs aid teachers in choosing appropriate media for specific types of learning.

48. Media in-service programs help teachers make better use of existing media equipment (hardware) and materials (software).

49. At least one state-required day of in-service education should be used for learning more about media utilization.

50. Teachers in my school would be interested only in attending media in-service education for college credit or pay.

51. I would be interested only in attending media in-service education for college credit or pay.

52. I would be willing to give some unencumbered time (such as lunch, recess, or planning time) to learn more about instructional media.

53. I hesitate to use media equipment (hardware) because I lack the mechanical skills necessary to operate it.

54. I could be more effective in my classroom instruction if I knew more about media utilization of materials (software).

55. Qualified persons are available in my school to help with media in-service education.

56. Qualified persons are available in my parish to help with media in-service education.

57. A qualified person to coordinate media in-service programs would be helpful in this school.

58. A qualified person to coordinate media in-service programs would be helpful in this parish.

59. I would serve as a volunteer media coordinator in my school to help plan media in-service workshops.

60. I would serve as a volunteer media coordinator in my parish to help plan in-service programs in media.

61. There are enough well-trained teachers in this parish in educational media to help plan an effective in-service program in media.
62. Our school library would lend itself as an area for school in-service education in media utilization.

63. Our parish has an appropriate area to conduct parish-wide media in-service programs for teachers.

64. I am aware of most media equipment available for my use in this school.

65. I am aware of most media equipment available for my use in this parish.

66. I am aware of most media materials (such as films, filmstrips, charts, posters, pictures, etc.) available for my use in this school.

67. I am aware of most media materials available for my use in this parish.
APPENDIX D

Answer Sheet
**IMPORTANT DIRECTIONS FOR MARKING ANSWERS**

Use black lead pencil only (#2 or softer)

Make heavy black marks that fill the circle completely

Erase clearly any answer you wish to change

Make no stray marks on this answer sheet

--- REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES ---

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D E</td>
<td>A B C D E</td>
</tr>
<tr>
<td>1 O O O O 1</td>
<td>1 O O O O 1</td>
</tr>
<tr>
<td>1 O O O O 2</td>
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APPENDIX E

Letter to Superintendent
(Sample)
Dear [Superintendent's Name]:

Your parish has been selected to be included in a study of in-service training programs in educational media. The study, entitled, "A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media," is being conducted as a dissertation topic at Louisiana State University.

As a graduate assistant at Louisiana State University with sixteen years of teaching experience, I am especially interested in in-service programs and their effectiveness. I am sure that you see the value of good in-service programs. This study should be helpful in your parish in planning future in-service programs.

If you will give your permission for your secondary schools to be included in the study, a report will be sent to you at the conclusion of the research. There will be no cost and no time will be required from the school day for teachers to participate in the study.

An enclosed form and a stamped, self-addressed envelope will make replying easier for you during your busy schedule. Your reply within one week will be very helpful in order that I have more time to mail the surveys to participating schools early in the Spring Semester, 1982.

If you give your permission for this study to be conducted in your parish, the principals of the secondary schools selected will be contacted seeking their cooperation.

Please call me collect in Baton Rouge at 504 343-6743 if you have any questions.

Your cooperation and permission will be deeply appreciated.

Sincerely yours,

Aziz Khosh-chashmi
Graduate Assistant, L.S.U.
Division of Instructional Support and Development
APPENDIX F

Permission Slip from Superintendent
(Sample)
To: Aziz Khosh-chashmi  
275 W. Roosevelt St. #1256  
Baton Rouge, Louisiana 70802  

Re: Dissertation Study  

Please sign below and return as soon as possible.  

As Superintendent of Schools, I hereby give my permission for my parish to be included in the study, "A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media," to be conducted during the 1981-82 school year.

(Superintendent's Signature)

(Parish)

(Date)
APPENDIX G

Letter to Principal

(Sample)
Dear (Principal's Name):

The Superintendent of Schools in your parish has given permission for your parish to be included in my dissertational study entitled, "A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media."

Opinions of secondary school teachers in grades seven through twelve are being sought in order to make concrete and helpful suggestions toward future in-service programs. Will you please help?

If you are willing to cooperate in this study, please fill out the enclosed form and return it in the stamped, self-addressed envelope.

You can be assured that at no time will teachers, schools, nor you be identified in any way. Also, there will be no cost and no time will be required from the school day for teachers to participate.

Here are the items in which I would like to ask your cooperation:

1. Please give your permission now and return the form.

2. Questionnaires and answer sheets will be mailed to you as soon as your permission is granted.

3. After receiving materials, please administer the survey questionnaire during a faculty meeting as soon as possible. No more than twenty minutes will be required for teachers to complete the survey answer sheet. You will administer the form only to teachers who teach in any subject area in grades seven through twelve. Please omit special education teachers, librarians, and part-time and half-time teachers. The purpose of this study is to seek opinions only from classroom teachers; others are being omitted only because of the nature of the study and not because their opinions and attitudes are unimportant.

4. Return the answer sheets and a brief administrative form giving the number of score sheets returned as well as the school name. Teachers may keep their questionnaires. A stamped, self-addressed envelope will be provided for the mailing. At the completion of my topic, you will be sent a summary report for your files.

Your cooperation will be most appreciated as the study continues.

Sincerely yours,

Aziz Khosh-chashmi
Graduate Assistant, L.S.U.
Division of Instructional Support and Development
APPENDIX H

Permission Slip from Principal
(Sample)
To: Aziz Khosh-chashmi  
275 W. Roosevelt St. #1256  
Baton Rouge, Louisiana 70802

Re: Dissertation Study  
Please sign and return as soon as possible.

As school principal, I hereby agree to cooperate with the study, "A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media." I will administer the questionnaire at a faculty meeting in my school within two weeks after receipt of the questionnaire.

________________________
(Principal's Signature)

________________________
(School)

________________________
(Number of questionnaires Needed)
APPENDIX I

Follow-up Letter to Principal

(Sample)
Dear (Principal's Name):

Approximately three weeks ago, I sent you a packet of materials which included a survey questionnaire for your teachers. The survey represents a major part of my dissertational work at Louisiana State University. The topic of my dissertation is concerned with in-service training in educational media.

At this time, more than fifty per cent of participating schools have returned their completed answer sheets.

Your assistance is needed to return your school's answer sheets. Your cooperation will be so helpful in getting the data to the Computer Center as soon as possible.

If you have any problems or questions, please call me collect in Baton Rouge at 504 343-6743.

Thank you so much for your participation in the study.

Sincerely,

Aziz Khosh-chashmi
Graduate Assistant, L.S.U.
Division of Instructional Support and Development
APPENDIX J

Administrative Form
ADMINISTRATIVE FORM

To the principal or survey administrator:

Please fill in this form and include in the mailing with the completed answer sheets. Mail immediately in the stamped, self-addressed envelope. Do not return survey questionnaires and unused answer sheets.

Survey administered on date of __________________________

School __________________________

Parish __________________________

Name of Principal or Survey Administrator __________________________

Number of completed answer sheets mailed __________________________
APPENDIX K

Tables XI-XVIII
# TABLE XI

Responses of Participants According to the Sex of the Teacher

## Chi-Square Analysis

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## CHI-SQUARE ANALYSIS

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**CHI-SQUARE ANALYSIS**
### CHI-SQUARE ANALYSIS

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Master's         | 48.71       | 48.71       | 48.71     | 146.13| 0.801  | 0.9383|
Master's Plus    | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
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Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
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Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's Plus    | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's Plus    | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's Plus    | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's Plus    | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Bachelor's       | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
Master's         | 25.71       | 25.71       | 25.71     | 76.13 | 0.801  | 0.9383|
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| Bachelor's Degree | 36          | 43          | 115       | 176   | 1.058  | 0.300    |
| Master's Degree   | 10          | 23          | 64        | 101   | 0.095  | 0.703    |
| Master's Degree   | 12          | 25          | 64        | 101   | 0.095  | 0.703    |
| Master's Degree   | 14          | 14          | 44        | 70    |        |          |
| Plus 30 and Higher| 15          | 17          | 43        | 70    | 0.095  | 0.703    |
| Total             | 41          | 82          | 228       | 346   | 0.046  | 0.833    |

| Bachelor's Degree | 18          | 34          | 124       | 176   | 2.304  | 0.129    |
| Master's Degree   | 10          | 23          | 70        | 102   | 0.095  | 0.703    |
| Master's Degree   | 10          | 19          | 73        | 102   | 0.095  | 0.703    |
| Master's Degree   | 15          | 15          | 44        | 70    |        |          |
| Plus 30 and Higher| 17          | 14          | 43        | 70    | 0.095  | 0.703    |
| Total             | 39          | 68          | 221       | 348   |        |          |

| Bachelor's Degree | 16          | 29          | 122       | 177   | 1.979  | 0.150    |
| Master's Degree   | 10          | 21          | 72        | 102   | 0.095  | 0.703    |
| Master's Degree   | 10          | 17          | 68        | 70    |        |          |
| Master's Degree   | 15          | 17          | 44        | 70    | 0.095  | 0.703    |
| Plus 30 and Higher| 22          | 14          | 44        | 70    | 0.095  | 0.703    |
| Total             | 49          | 68          | 221       | 348   |        |          |

| Bachelor's Degree | 28          | 25          | 55        | 175   | 1.381  | 0.245    |
| Master's Degree   | 26          | 25          | 50        | 102   | 0.095  | 0.703    |
| Master's Degree   | 16          | 20          | 34        | 70    |        |          |
| Master's Degree   | 22          | 17          | 49        | 70    | 0.095  | 0.703    |
| Plus 30 and Higher| 22          | 14          | 44        | 70    | 0.095  | 0.703    |
| Total             | 78          | 90          | 258       | 348   |        |          |

| Bachelor's Degree | 22          | 23          | 68        | 175   | 2.204  | 0.139    |
| Master's Degree   | 24          | 36          | 42        | 102   | 0.095  | 0.703    |
| Master's Degree   | 26          | 55          | 61        | 92    | 0.095  | 0.703    |
| Master's Degree   | 14          | 33          | 23        | 70    |        |          |
| Plus 30 and Higher| 20          | 47          | 32        | 70    | 0.095  | 0.703    |
| Total             | 76          | 76          | 244       | 349   |        |          |
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### CHI-SQUARE ANALYSIS

**Question #** | **Category** | **Unfavorable** | **Indifferent** | **Favorable** | **TOTAL** | **CHI-SQ** | **P**-**VALUE**
--- | --- | --- | --- | --- | --- | --- | ---
34 | Less than 2 | 22 | 22 | 13 | 57 | 7 | 6.558 | 0.012
| 2 to 4 | 18 | 11 | 21 | 50 | 9 | 7.61 | 0.006
| 5 to 9 | 13 | 19 | 19 | 41 | 4 | 1.4 | 0.99
| 10 to 20 | 29 | 25 | 13 | 67 | 3 | 0.59 | 0.75
| More than | 21 | 21 | 10 | 52 | 2 | 0.1 | 0.99
| TOTAL | 75 | 65 | 38 | 178 | 10 | 6.358 | 0.012

35 | Less than 2 | 16 | 16 | 10 | 42 | 7 | 7.09 | 0.008
| 2 to 4 | 10 | 10 | 15 | 35 | 3 | 0.5 | 0.76
| 5 to 9 | 13 | 15 | 10 | 38 | 3 | 0.5 | 0.76
| 10 to 20 | 29 | 27 | 19 | 75 | 3 | 0.5 | 0.76
| More than | 15 | 10 | 9 | 34 | 2 | 0.1 | 0.99
| TOTAL | 83 | 70 | 54 | 207 | 10 | 6.358 | 0.012

36 | Less than 2 | 28 | 28 | 28 | 84 | 7 | 7.09 | 0.008
| 2 to 4 | 13 | 13 | 15 | 41 | 3 | 0.5 | 0.76
| 5 to 9 | 15 | 15 | 10 | 40 | 3 | 0.5 | 0.76
| 10 to 20 | 34 | 29 | 19 | 82 | 3 | 0.5 | 0.76
| More than | 16 | 10 | 9 | 35 | 2 | 0.1 | 0.99
| TOTAL | 114 | 90 | 63 | 267 | 10 | 6.358 | 0.012

37 | Less than 2 | 28 | 28 | 28 | 84 | 7 | 7.09 | 0.008
| 2 to 4 | 13 | 13 | 15 | 41 | 3 | 0.5 | 0.76
| 5 to 9 | 15 | 15 | 10 | 40 | 3 | 0.5 | 0.76
| 10 to 20 | 34 | 29 | 19 | 82 | 3 | 0.5 | 0.76
| More than | 16 | 10 | 9 | 35 | 2 | 0.1 | 0.99
| TOTAL | 114 | 90 | 63 | 267 | 10 | 6.358 | 0.012

38 | Less than 2 | 28 | 28 | 28 | 84 | 7 | 7.09 | 0.008
| 2 to 4 | 13 | 13 | 15 | 41 | 3 | 0.5 | 0.76
| 5 to 9 | 15 | 15 | 10 | 40 | 3 | 0.5 | 0.76
| 10 to 20 | 34 | 29 | 19 | 82 | 3 | 0.5 | 0.76
| More than | 16 | 10 | 9 | 35 | 2 | 0.1 | 0.99
| TOTAL | 114 | 90 | 63 | 267 | 10 | 6.358 | 0.012
| Category         | Unfavorable | Indifferent | Favorable | TOTAL | CHI-SQ | P>|   |
|------------------|-------------|-------------|-----------|-------|--------|-----|
| 44 Less than 2   | 4           | 1           | 5         | 15    | 25     | 5.762 |
| 2 to 4           | 9           | 3           | 5         | 15    | 12.57  |
| 5 to 9           | 16          | 6           | 12        | 36    | 19.41  |
| 10 to 20         | 24          | 21          | 10        | 35    | 15.14  |
| More than 20     | 6            | 3           | 3         | 13    | 5.33   |
| TOTAL            | 25           | 80          | 129       | 250   | 6.657  |
|------------------|-------------|-------------|-----------|-------|--------|-----|
| 45 Less than 2   | 4           | 1           | 5         | 15    | 25     | 3.557 |
| 2 to 4           | 22          | 11          | 23        | 19    | 14.61  |
| 5 to 9           | 20          | 7           | 20        | 27    | 15.77  |
| 10 to 20         | 12          | 19          | 54        | 75    | 15.27  |
| More than 20     | 10           | 11          | 9         | 28    | 8.959  |
| TOTAL            | 35           | 82          | 109       | 105   | 34.81  |
|------------------|-------------|-------------|-----------|-------|--------|-----|
| 46 Less than 2   | 4           | 3           | 25        | 25    | 17     | 0.995 |
| 2 to 4           | 9           | 10          | 23        | 36    | 12.58  |
| 5 to 9           | 23          | 19          | 54        | 96    | 19.83  |
| 10 to 20         | 12          | 19          | 75        | 106   | 14.00  |
| More than 20     | 10           | 11          | 5         | 26    | 5.28   |
| TOTAL            | 41           | 82          | 251       | 225   | 16.341 |
|------------------|-------------|-------------|-----------|-------|--------|-----|
| 47 Less than 2   | 1           | 1           | 5         | 7     | 29     | 4.112 |
| 2 to 4           | 3           | 3           | 18        | 24    | 9.946  |
| 5 to 9           | 11          | 24          | 16        | 51    | 19.37  |
| 10 to 20         | 12          | 20          | 23        | 33    | 15.19  |
| More than 20     | 7            | 10          | 20        | 37    | 5.28   |
| TOTAL            | 39           | 68          | 242       | 349   | 16.341 |
|------------------|-------------|-------------|-----------|-------|--------|-----|
| 48 Less than 2   | 1           | 1           | 21        | 25    | 318    | 4.112 |
| 2 to 4           | 6           | 4           | 20        | 30    | 12.37  |
| 5 to 9           | 2           | 4           | 24        | 29    | 10.77  |
| 10 to 20         | 16          | 20          | 14        | 40    | 14.37  |
| More than 20     | 16           | 16          | 10        | 42    | 15.14  |
| TOTAL            | 36           | 73          | 251       | 350   | 16.341 |
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|          | 9th/10th | 31          | 7           | 68        | 106   | 23.74   |          |
|          | 10th/11th| 27          | 7           | 63        | 97    | 21.07   |          |
|          | 11th/12th| 22          | 7           | 61        | 90    | 7.17    |          |
|          | TOTAL    | 129         | 37          | 203       |       | 19.67   |          |

| 26       | 7th/9th  | 21          | 13          | 42        | 76    | 25.00   | 0.0004   |
|          | 3rd/9th  | 31          | 14          | 71        | 116   | 9.75    |          |
|          | 9th/10th | 27          | 14          | 62        | 93    | 22.99   |          |
|          | 10th/11th| 28          | 21          | 62        | 91    | 21.49   |          |
|          | 11th/12th| 29          | 13          | 69        | 97    | 21.49   |          |
|          | TOTAL    | 97          | 55          | 208       |       | 14.47   |          |

| 27       | 7th/8th  | 32          | 12          | 65        | 109   | 24.85   | 0.0001   |
|          | 3rd/9th  | 10          | 6           | 22        | 38    | 9.17    |          |
|          | 9th/10th | 31          | 14          | 68        | 113   | 23.67   |          |
|          | 10th/11th| 27          | 13          | 61        | 93    | 21.30   |          |
|          | 11th/12th| 29          | 13          | 69        | 95    | 21.01   |          |
|          | TOTAL    | 110         | 52          | 214       |       | 13.38   |          |

| 28       | 7th/8th  | 22          | 13          | 58        | 93    | 24.85   | 0.0001   |
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|          | 9th/10th | 31          | 14          | 65        | 110   | 23.67   |          |
|          | 10th/11th| 10          | 11          | 31        | 52    | 7.00    |          |
|          | 11th/12th| 29          | 13          | 69        | 95    | 21.01   |          |
|          | TOTAL    | 110         | 52          | 214       |       | 13.38   |          |
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**Note:** The table includes categories for different age groups and their respective counts for Unfavorable, Indifferent, and Favorable responses, with calculated Chi-Square (CHI-SQ), Probability (PROB), and Standard Deviation (S-D) values. The significance level is indicated by the PROB values.
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| 9th/9th   | 64    | 69        | 11          | 4           | 9.34   |
| 9th/10th  | 28.75 | 58        | 12.50       | 24.10       |
| 10th/11th | 27.99 | 53        | 12.42       | 20.78       |
| 11th/12th | 31.89 | 55        | 13.04       | 20.78       |
| TOTAL     | 88     | 197       | 530         | 332         |

| 66 7th/8th | 64    | 66        | 9           | 28          | 8.385  | 0.3968 |
| 9th/9th   | 64    | 21        | 19          | 4           | 9.34   |
| 9th/10th  | 20.25 | 67.50     | 12          | 24.10       |
| 10th/11th | 15.18 | 79.00     | 8.82        | 20.48       |
| 11th/12th | 15     | 52        | 3           | 21.08       |
| TOTAL     | 63     | 264       | 530         | 332         |

| 67 7th/8th | 64    | 59        | 49          | 25          | 8.777  | 0.3609 |
| 9th/9th   | 64    | 19        | 7           | 9           | 9.39   |
| 9th/10th  | 20.71 | 50.63     | 12          | 23.94       |
| 10th/11th | 16     | 39.41     | 15          | 20.61       |
| 11th/12th | 23     | 53        | 9           | 20.49       |
| TOTAL     | 98     | 182       | 55          | 330         |

TOTAL NUMBER OF STATISTICALLY SIGNIFICANT CHI-SQUARES
OUT OF 56 (AT 0.05 LEVEL) 6
TABLE XV
Responses of Participants
According to Major Teaching Area

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| Science       | 15          | 9           | 5          | 30    | 10.00  |       |     |
| Other         | 19          | 14          | 7          | 40    | 13.71  |       |     |
| **TOTAL**     | 141         | 60          | 37        | 238   |        |      |     |

| **26** English| 10          | 12          | 8          | 30    | 10.00  |       |     |
| Mathematics   | 24          | 14          | 8          | 46    | 16.85  |       |     |
| Social Studies| 15          | 19          | 6          | 40    | 10.00  |       |     |
| Science       | 17          | 6           | 6          | 39    | 13.71  |       |     |
| Other         | 19          | 23          | 5          | 47    | 15.27  |       |     |
| **TOTAL**     | 140         | 60          | 37        | 238   |        |      |     |

| **27** English| 15          | 10          | 14         | 41    | 10.00  |       |     |
| Mathematics   | 32          | 19          | 11         | 62    | 10.00  |       |     |
| Social Studies| 15          | 7           | 11         | 33    | 5.55   |       |     |
| Science       | 16          | 7           | 19         | 42    | 4.00   |       |     |
| Other         | 17          | 23          | 5          | 45    | 15.27  |       |     |
| **TOTAL**     | 111         | 56          | 37        | 104   |        |      |     |

| **28** English| 15          | 13          | 8          | 36    | 10.00  |       |     |
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| Social Studies| 24          | 6           | 11         | 41    | 5.55   |       |     |
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| Other         | 17          | 23          | 5          | 45    | 15.27  |       |     |
| **TOTAL**     | 129         | 53          | 37        | 219   |        |      |     |
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Total number of statistically significant Chi-Squares out of 58 (at 0.05 level) = 0
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in Media Utilization

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| TOTAL    | 155        | 75.77      | 155       |       |

Chi-Square:

- Observed Values (expected values): 12.12, 25.56, 59.32
- Chi-Square Value: 155
- Degrees of Freedom: 2
- p-value: 0.0003

The chi-square test indicates a significant association between the categories and the outcomes (Observed vs. Expected values) at a very low significance level, suggesting that the observed frequencies are not random and that the categories have a significant influence on the outcomes.
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| None             | 27          | 41          | 3         | 71    |        |          |
| 1 to 2           | 20          | 14          | 13        | 47    | 5.78   | 0.13     |
| 3 to 4           | 29          | 15          | 4         | 48    | 4.91   | 0.09     |
| 5 to 6           | 8           | 16          | 0         | 24    | 0.29   | 0.01     |
| 7 or more        | 9           | 13          | 19        | 33    | 4.08   | 0.05     |
| **TOTAL**        | **77**      | **34**      | **23**    | **134** |        |          |

| None             | 45          | 17          | 6         | 68    |        |          |
| 1 to 2           | 40          | 14          | 2         | 56    | 5.44   | 0.13     |
| 3 to 4           | 27          | 16          | 6         | 49    | 4.6     | 0.08     |
| 5 to 6           | 6           | 4           | 13        | 23    | 1.73   | 0.05     |
| 7 or more        | 13          | 8           | 4         | 25    | 1.67   | 0.08     |
| **TOTAL**        | **116**     | **43**      | **21**    | **180** |        |          |

| None             | 41          | 12          | 12        | 65    |        |          |
| 1 to 2           | 24          | 16          | 14        | 54    | 2.29   | 0.05     |
| 3 to 4           | 15          | 17          | 11        | 43    | 4.12   | 0.05     |
| 5 to 6           | 9           | 4           | 23        | 36    | 2.17   | 0.14     |
| 7 or more        | 14          | 12          | 7         | 33    | 0.88   | 0.04     |
| **TOTAL**        | **116**     | **53**      | **21**    | **190** |        |          |
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|          | 1 to 2   | 29.21       | 29.21       | 41.58     | 13.52        | 6.99      |
|          | 3 to 4   | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | 5 to 6   | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | 7 or more | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | TOTAL    | 13.52       | 13.52       | 13.52     | 0            | 0         |

| 56       | None     | 22.42       | 29.21       | 48.37     | 13.52        | 6.99      |
|          | 1 to 2   | 29.21       | 29.21       | 41.58     | 13.52        | 6.99      |
|          | 3 to 4   | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | 5 to 6   | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | 7 or more | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | TOTAL    | 13.52       | 13.52       | 13.52     | 0            | 0         |

| 57       | None     | 22.42       | 29.21       | 48.37     | 13.52        | 6.99      |
|          | 1 to 2   | 29.21       | 29.21       | 41.58     | 13.52        | 6.99      |
|          | 3 to 4   | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
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|          | 7 or more | 48.37       | 19.21       | 32.42     | 13.52        | 6.99      |
|          | TOTAL    | 13.52       | 13.52       | 13.52     | 0            | 0         |

<p>| 58       | None     | 22.42       | 29.21       | 48.37     | 13.52        | 6.99      |
|          | 1 to 2   | 29.21       | 29.21       | 41.58     | 13.52        | 6.99      |
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<td>29.00</td>
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| 67         | None     | 32.62       | 16.25       | 64.72     | 183   | 18.462 | 0.0180  *
|            | 1 to 2   | 26.37       | 19.99       | 67.22     | 91    | 26.61  | 0.0001  |
|            | 3 to 4   | 12.02       | 26.19       | 54.75     | 35    | 4.22   | 0.0393  |
|            | 5 to 6   | 25.00       | 37.50       | 27.30     | 16    | 4.68   | 0.0325  |
|            | 7 or more | 25.00       | 10.00       | 65.00     | 10    | 0.40   | 0.5299  |
| TOTAL      |          | 100.00      | 55.00       | 54.88     | 342   |        |          |

* TOTAL NUMBER OF STATISTICALLY SIGNIFICANT CHI-SQUARES
OUT OF 58 (AT 0.05 LEVEL)
Aziz Khosh-chashmi was born December 30, 1939, at Hamadan, Iran. He graduated from high school in 1957 and attended Teacher Training College in Tehran, Iran. Aziz received a B.A. in education in 1960, and served as a teacher of English as second language in Kermanshah secondary public schools for nine years.

In 1968, Mr. Khosh-chashmi won a scholarship awarded by the British Council in Iran to outstanding teachers of English to study English Linguistics in England. He received a Diploma in the subject from University of Lancaster, England, in 1969.

After his return to his country, Aziz was assigned to supervise the regional teacher training programs in teaching English. He worked in the center in Kermanshah as an instructor and the chairperson of the evaluation committee of teacher education programs for six years.

In 1975 Aziz was selected by the Ministry of Education in Iran to come to the United States to study educational media. He received the Master of Education in educational media from University of Arkansas, Fayetteville, in 1976.

On his return, Aziz was invited by Razi University in Iran to join the faculty, both as an English instructor and coordinator of university media programs. In 1978, on the basis of merit, he won the joint scholarship of Razi University and the Ministry of Higher Education in Iran to complete his studies in educational media in an American University. He attended Louisiana State University in
1978, and worked as a graduate assistant in the College of Education, Louisiana State University.

Since January, 1983, Aziz has been employed by Louisiana State University to serve as a full time member of the staff in the Division of Instructional Support and Development to help with the audiovisual services of the center. He is married to Aki Khosh-chashmi, and has three children, Fred, Ellie, and Houman.
Candidate: Aziz Khosh-chashmi

Major Field: Education

Title of Thesis: A Survey of the Opinions of Selected Secondary School Teachers Concerning In-Service Training in Educational Media

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

March 17, 1983