

**A STRATIFIED POPULATION STUDY OF THE
CURRICULUM PRIORITIES OF PERRY COUNTY**

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A STRATIFIED POPULATION STUDY OF THE CURRICULUM
PRIORITIES OF PERRY COUNTY

An Abstract
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Educational Specialist

by
Charles R. Lawrence

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ABSTRACT

A survey of five stratified population groups of Perry County citizens was conducted to help determine what the citizens of Perry County desired in their schools. The groups surveyed were: (1) parents of children in grades K-3, (2) parents of children in grades 4-8, (3) parents of children in grades 9-12, (4) recent Perry County High School graduates who were attending college, and (5) non-parents. A total of 150 surveys were distributed, 30 to each stratified group. Ninety-two percent of the surveys, 138, were returned.

The purpose of the study was to determine the priorities in establishing a curriculum for Perry County, to determine needed improvements, to identify the areas the groups felt were adequate, and to discover if the stratified groups perceived the schools in the same way.

Since Perry County was involved in the process of studying the curriculum, the significance of the study would be to provide guidelines for revision.

An analysis of the data indicated some significant factors concerning what the people wanted in their schools.

All stratified groups perceived "good teachers" as a strength and "limited curriculum" as a weakness. A large majority of all groups desired more emphasis on the teaching of basic mathematics and reading. In addition, all groups felt the need for the expansion of instruction in the aesthetic domain. This was revealed by the feelings of inadequacy of the instruction in this area, the desire for a music and art teacher, and the inclusion of band instruction in the high school curriculum. The study also revealed the desire of many Perry County citizens to become involved in local curriculum planning.

A STRATIFIED POPULATION STUDY OF THE CURRICULUM
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A Field Study
Presented to
the Graduate Council of
Austin Peay State University.

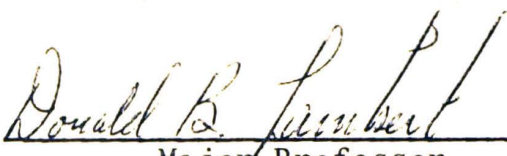
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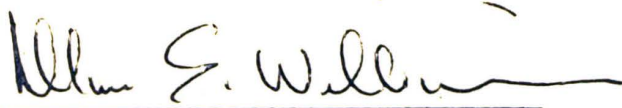
July 1976

To the Graduate Council:

I am submitting herewith a Field Study written by Charles R. Lawrence entitled "A Stratified Population Study of the Curriculum Priorities of Perry County." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.


Major Professor

We have read this field study
and recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the Graduate Council:

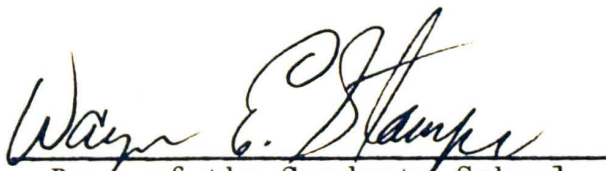

Dean of the Graduate School

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Chapter 1

STATEMENT OF THE PROBLEM

This study was undertaken to determine the curriculum priorities of the citizens of Perry County. Continued study of the curriculum aids educators in providing the best education for students.

The curriculum for Perry County had not been revised since 1950. Realizing evaluation of the curriculum should be a continuous process, it is apparent the school's curriculum should be updated. The study surveyed Perry County to determine the priorities in the school curriculum.

Vernon E. Anderson, in regard to citizen participation in planning a curriculum, stated:

The community has a right and an obligation to participate in defining the school's program. Not only does the citizen have a right to participate in curriculum study, but he also has a duty to do so. (1:198)

When the community cooperates with the school there is a better understanding of the program. The school needs to encourage and review public opinions. The citizen should not only help determine the purposes and experiences, but should help in the evaluation of the school's programs.

Citizens who participate in curriculum change will be quick to defend the curriculum changes. Parents are concerned most about the future of the children, and for this reason, parents can contribute toward developing experiences children should have in school.

SIGNIFICANCE OF THE PROBLEM

The information will be used to aid the various curriculum committees which will be organized to update the curriculum of Perry County schools.

The State Department of Education has required Perry County to revise or update the existing curriculum.

The curriculum priorities will be identified and compiled and presented to the office of superintendent to be used as a guide to the various curriculum committees that will be organized to update the curriculum.

PROCEDURE

This study was devised to obtain responses to a questionnaire from a random stratified sample of the parents of school children in Perry County and the citizens with no children in school. The respondents were divided into five categories: (1) parents who had children in grades K-3, (2) parents with children in grades 4-8, (3) parents who had

children in grades 9-12, (4) recent graduates of Perry County High School who are now attending college, and (5) citizens with no children in school. The respondents were stratified in these five categories to better determine the priorities for each group.

The subjects for this study were randomly selected from stratified lists in the categories noted above. Names were selected from a list obtained from the Soil Conservation Department of Perry County which contained all the names from the census. This department had conducted surveys in the past. Names were drawn until thirty names were selected for the four groups K-3, 4-8, 9-12, and non-parents. A list of recent graduates who were attending college was obtained from the guidance office at Perry County High School. Names from the list were drawn until thirty subjects were obtained. Surveys were distributed by mail, delivered by hand, or conducted by phone. This variance in obtaining the responses of the survey was used simply for the ease in gathering the data. For instance, it was found to be much easier to contact the college group by telephone when they were at their homes. The mailed surveys were accompanied by a self-addressed, stamped envelope.

The survey was designed to test the following hypotheses:

1. Is there a difference in the way the stratified population groups selected for this study perceive their schools?
2. What are the curriculum priorities of the groups in the study?
3. How do the groups perceive the adequacy of the school program?
4. What do the stratified groups perceive as needed improvements and additions to the program?

ASSUMPTIONS

In conducting a study of this nature, certain basic assumptions were necessary. Survey instruments are somewhat unreliable, and the data is significant only to that degree it is handled accurately.

Some assumptions basic to this study were:

1. Surveys were truthfully answered.
2. The surveys returned was a representative sample of the various citizen groups in Perry County.

LIMITATIONS

The following limitations were placed upon the survey:

1. The survey was limited to the objectives of the

survey.

2. The sampled groups were of Perry County.

DEFINITIONS OF TERMS

Curriculum. A general overall plan of the content or specific materials of instruction the school should offer the student by way of qualifying them for graduation or certification or for entrance into a professional or a vocational field. (8:157)

Curriculum Guide. A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of living experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected. (8:159)

Curriculum Development. A task of supervising directed toward designing or redesigning the guidelines for instruction; includes developing of specifications indicating what is to be taught, by whom, when, where, and in what sequence or pattern. (8:158)

Curriculum Board. A committee appointed to unify, edit, and distribute the curriculum materials collected or developed by a large number of teachers and to revise, reorganize, and prepare courses of study.

Curriculum Change. An alteration of the curriculum consisting in making different or reconstructing the learning opportunities provided pupils at a given time and place; may include a basic change in the design of learning opportunities. (8:158)

ORGANIZATION

The first chapter presents a statement of the problem, the significance of the problem, the procedure, the basic assumptions underlying the research, the limitations of the study, and the definition of terms.

Chapter 2 gives a review of the current literature on curricular domains, the importance of community involvement in curriculum planning, and the importance in curricular changes.

Chapter 3 describes the instrument used in the survey, and the survey sample and setting. It also gives a discussion of the research procedures.

Chapter 4 presents by the means of tables and expository passages the findings related to the hypotheses.

Chapter 5 gives a summary of the findings, the conclusions, and the recommendations for further use of the survey.

Chapter 2

RELATED RESEARCH

INTRODUCTION

The author conducted a research of literature related to the classifications of curriculum domains which are used as the basis for designing an educational program, community involvement in curriculum planning, and the importance of curricular change. Austin Peay State University Library facilities were used to conduct the study by consulting various indexes, including the Thesaurus of ERIC Descriptors.

CURRICULUM DOMAINS

A curriculum is comprised of components to achieve broad educational goals. One function of the curriculum components is to provide a program of learning opportunities which reflect a particular school system's major educational goals. The identification of broad domains of the curriculum is the basis for designing the educational program (12:25, 37). Systems have had varying goals; accordingly, there have been different classifications of the most common areas of

concern to be included in the curriculum.

In 1918 the Commission on the Reorganization of Secondary Education (12:163-164) listed the Cardinal Principles of Secondary Education, which were seven categories to be covered in the schools. The list was as follows:

1. Health
2. Command of fundamental processes
3. Worthy home-membership
4. Vocation
5. Civic education
6. Worthy use of leisure
7. Ethical character

Twenty years later in 1938 the Education Policies Commission (7:19) devised the following classification for educational purposes:

1. The Objective of Self-Realization
2. The Objective of Human Relationship
3. The Objective of Economic Efficiency
4. The Objective of Civic Responsibility

Another classification (6:24) was presented in a much more detailed manner by the University of Chicago in the 1950's as follows:

A. Intellectual Dimensions

1. Possession of Knowledge: A fund of information

2. Communication of Knowledge: Skill to acquire and transmit
3. Creation of Knowledge: Discrimination and imagination
4. Desire for Knowledge: A love for learning

B. Social Dimensions

5. Man to Man: Cooperation in day-to-day relations
6. Man to State: Civic rights and duties
7. Man to Country: Loyalty to one's own country
8. Man to World: Inter-relationships of people

C. Personal Dimensions

9. Physical: Bodily health and development
10. Emotional: Mental health and stability
11. Ethical: Moral integrity
12. Aesthetic: Cultural and leisure pursuit

D. Productive Dimensions

13. Vocation-Selective: Information and guidance
14. Vocation-Preparative: Training and placement
15. Home and Family: Housekeeping, and family
16. Consumer: Personal buying, selling, and investment

Saylor and Alexander (15:37-40) offered yet another

classification of the major components to be considered in a curriculum. In summary, the categories were:

1. Personal Development: Self-actualization, and self-concept
2. Human Relationships: Citizenship, social welfare, and human rights
3. Continued Learning Skills: Motivation and skills to continue life-long learning
4. Specialization: Interests, qualifications, and careers

Another notable classification of educational goals was made in the 1970's by the Cooperative Accountability Project (4:14). Educational goals from the state departments of education were collected and then grouped into twelve areas:

1. Basic Learning
2. Cultural Appreciation
3. Self-Realization
4. Citizenship and Political Understanding
5. Human Relations
6. Economic Understanding
7. Physical Environment
8. Mental and Physical Health
9. Creative, Constructive, and Critical Thinking
10. Career Education and Occupational Competence

11. Lifelong Learning

12. Values and Ethics

Saylor and Alexander (12:167) discussed the idea of creating curriculum domains from the goals of the schools by stating, "In preparing the general goals of the schools, work committees can readily begin to organize groups of closely related sets of desired outcomes."

The author reviewed five different schemes that have been devised to classify the broad areas of the curriculum. In the process of curriculum planning, the planners must early decide the outcomes they desire for the school program. School systems have varying curriculum domains which comprise the basic components of the curriculum plan.

COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING

American society has given direction to its educational establishment as exemplified in the following passage:

What the school is and what it has done since the beginning of public education in this country have been inextricably related to the wants and needs of the people--to their hopes and expectations, to the ideals that give direction to their thoughts and actions, and to the circumstances in which they live. The values which people cherish; the theories that hold promise for giving a sense of order, unity, and efficiency to what people do; and the cultural climate that prevails at any given time in large measure shape the educational program.
(9:1)

Oliver (11:62) stated citizens are entitled to partici-

pate in the school program. He described education as a big business, and thus taking a major part of local budgets. Laymen, then, are entitled to participate in the local school's policy-making. It was felt if the public took part in school planning and therefore had factual information on which to form their opinions, the community came to appreciate the things that were being done in the schools.

Anderson (1:198) maintained it was the duty of the community to participate in formulating the curriculum. He stated, "The community has a right and an obligation to participate in defining the school's program."

Oliver (10:65) pointed out the involvement of the public in educational goals had value in the relationship between school and community. It was found in many schools today the pupils are a cross-section of society, and laymen were felt to have the potential to aid school personnel to understand more fully the community they serve.

Turner (15:247) expressed the importance of public involvement in the following passage:

The wise curriculum worker will provide for active involvement of the public, both its students and adults. The interrelationships which exist in a well developed curriculum must also reflect the studied opinion of the non-professional. Often lay assistance will produce a stronger, more inclusive package. Without the understanding and support of the public even a good curriculum can fail miserably.

Another important point made by Turner (15:250) was the value of the parent group in our schools. He said one of the school's greatest resources was the parents. This group was portrayed as having not only a definite, but also a direct investment in the school and its program.

Taba (14:7) described the key word in curriculum planning as cooperation, including teachers and administrators, and lay groups and school personnel.

The upsurge of interest in citizens' advisory committee and lay participation in curriculum study was found to be relatively new. In 1949 the National Citizens Commission for the Public Schools (2:198), now known as the National Citizens Council for Better Schools, was formed and in the 1960's the clamor of voices from the critics increased. Since then, the public's interest in its schools has been more widespread than ever.

Cremin (5:110-112) cited a study in regard to the importance of citizens in a community participating in the development of a school program. The Denver School Board of Education had on three occasions made public opinion surveys for purposes of curriculum improvement. Surveys were sent to the parents and they were asked to list some of the important things they thought should be taught in the Denver Public Schools, and subjects they were neglecting or spending too

much time on in class. These surveys were felt to be important in better school and community relationships.

Yet citizen involvement in some areas has been widely rejected as stated by Oliver (11:462-463):

There is no question that the process of decision making in the curriculum has changed from a one-man action to wide participation, with teachers bearing the brunt of work. The use of laymen is spotty, some educators shying away completely, others giving token gestures, and some making effective use of lay advisory councils along with other forms of participation.

Saylor and Alexander (12:69) recommended "as a general principle in any school community, large or small, the organization and consistent use of one or more curriculum advisory councils."

Cremin (5:149) stated the obligation of school people to involve the public in its curriculum planning. He portrayed the relationship between the educational profession and the lay public as filled with strain and tension. The public possessed ultimate legal and financial authority. The school profession was shown to be obligated, in its own interests and in the interest of the service it performs, to assist the public in developing an ever more sophisticated body of opinion about education.

In summary, the role of citizens in curriculum planning was shown to be important to both the educators and the public. Relationships between the two can be greatly enhanced

by this involvement. The research of literature revealed this involvement, not only as a right, but an obligation of the public.

IMPORTANCE IN CURRICULAR CHANGES

Curriculum reform has become an important component of today's school programs. Educators are confronted with an expansion of knowledge and technological advancements which must be considered in the curriculum.

The earliest method of curriculum revision was felt by Taba (14:446-447) to be legislation regarding which subjects to teach and development of textbooks to cover the content. However, the real beginning of the curriculum reform movement was reported to be in 1951 by the University of Illinois' Committee on School Mathematics (10:52). After Sputnik in 1957, the movement got into high gear. There was an immediate need to produce what the nation needed badly to keep up with the external crises with which they were faced. The National Defense Education Act was established in 1958 to help meet these immediate national ends. Since that time the trend has been toward constant updating of school curriculums to keep pace with technological advancements.

Anderson (1:307) stated demands of the 1960's were made on the secondary school curriculum as a result of the

revolution in technology and an explosion of knowledge. In this age of specialization and mass production it was of the utmost importance for the schools to produce truly cultivated students to succeed in the world. He further stated these demands of a technological age resulted in not only marked revisions of the secondary school curriculum, but also in teaching approaches to the new content.

Oliver (11:1) supported the importance of curriculum reform. He expressed the problem was not to create a curriculum, but to keep it current. The new demands for intellectual quality amid the era of great knowledge expansions was discussed. Curriculum improvement was seen to be a continuous task, for curriculum obsolescence occurred at a rapid rate.

Anderson (1:5) described curriculum change as one of the most significant trends in today's educational program. The reason for this trend was attributed to the fact schools cannot afford to stand still while the world moves ahead.

According to Berman (3:15), curriculum change was necessary for the survival of today's educational system. He stated education cannot be pedantic and survive. The curriculum must be fresh and vital for the modern educational system's continuance.

Skeel and Hagen (13:99) summed up the importance of

curricular change by stating, "Curriculum change is a challenging, frustrating, and endless process because the needs of children in school today may not be the same needs tomorrow."

SUMMARY

The review of the literature brought into focus the importance of curriculum change and community involvement in planning the curriculum. Various authors were found to support these trends.

The author reviewed literature concerning the various types of organizational patterns of curriculum domains. The author concluded each school system has varying educational goals and varying curriculum domains to fit these needs.

In conclusion, in a notable passage Anderson (1:62) supported these trends by stating:

The community--whether it be a slum or a wealthy suburb--is, in a sense, the most powerful of curriculum makers. Its hopes, despairs, attitudes, and values, and the disruptions caused by change, affect what the school can do or what the community allows it to do.

The type of community, its organizational patterns, modes of living, and traditions have an important bearing upon planning experiences for school children.

Chapter 3

DESIGN OF STUDY

The review of literature revealed the importance of community involvement in curriculum planning, and the need for curriculum change. Various organizational patterns of curriculum domains were presented.

Perry County has been faced with the task of revising its outdated curriculum. The purpose of the study was to determine the curriculum priorities of the citizens of Perry County, and the areas they felt needed improvement.

The hypotheses tested were in question form and were previously listed on page four.

POPULATION

A total of one hundred and fifty subjects were selected for the study. These were evenly divided between the five stratified groups: (1) parents of children in K-3, (2) parents of children in grades 4-8, (3) parents of children in grades 9-12, (4) recent graduates of Perry County High School now attending college, and (5) non-parents.

PROCEDURES

To complete the objectives of this study, a questionnaire, which can be found in Appendix B, was devised to survey the curriculum priorities, adequacy, and needed improvements of the program. The survey was sent to the aforementioned one hundred and fifty subjects.

A letter of transmittal was sent with the questionnaire. This letter was designed to explain the purpose of the study and the importance of their response; this letter can be seen in Appendix A. Included was a stamped, self-addressed envelope.

In order to assure a sufficient number of responses, a follow-up letter (See Appendix C) was devised to be sent to all those who had not returned the questionnaire by a designated date. Along with this was also another stamped, self-addressed envelope.

This field work was completed during January and February, 1976.

COLLECTION OF DATA

There were one hundred and thirty-eight of the one hundred and fifty surveys returned for ninety-two percent response. After the questionnaires were received, each item

was tabulated to arrive at the final conclusions. Tables were made and percentage comparisons were presented for all of the information, except the open-ended questions which were followed by expository passages.

Chapter 4

INTERPRETATION OF DATA

REPORT OF FINDINGS

Survey forms were sent to 150 citizens of Perry County. The returns included 138 usable forms. This was a ninety-two percent return. Definitions of column headings are as follow: strongly agree - S.A., agree - A., no opinion - N.O., disagree - D., and strongly disagree - S.D. The following table gives an indication of how the returns were distributed.

Table 1
Number and Percentage of Returns by Stratum

Stratum	Distributed	Returned	Percent
K-3	30	20	66.7
4-8	30	28	93.3
9-12	30	30	100
College	30	30	100
Non-Parents	30	30	100
Total	150	138	92

Item number one stated, "Schools need to have a closer contact with the home." The following table analyzes the information received:

Table 2
Desired Degree of School-Community
Contact by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	55	40	5	0	0	100
4-8	54	35	11	0	0	100
9-12	33.3	46.7	13.3	0	6.7	100
College	6.7	60	20	13.3	0	100
Non-Parents	40	50	3.3	6.7	0	100

There appeared to be a very high degree of desired school-community contact. A majority of each population sample exhibited the need for a closer contact of the schools with the home. However, an interesting observation made from the table was in the samples of parents of children in grades 9-12 and the college students. The group of parents of children in grades 9-12 displayed a 6.7% strongly disagree pattern with this statement. College students only showed a 6.7% strongly agree, and 13.3% disagreeing. This seemed to indicate that as students get older the contact between the

school and home is felt to be of less importance.

Survey item two stated, "I would like to hear more about Perry County schools on the local radio and in the local newspaper." The following table indicates the percentages of each population sample:

Table 3
Percentages of Media Preference by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	45	30	25	0	0	100
4-8	32	55	13	0	0	100
9-12	36.7	53.3	6.7	0	3.3	100
College	30	60	10	0	0	100
Non-Parent	6.7	63.3	30	0	0	100

It seemed the people of Perry County wanted to hear more about their schools through the local media which are a weekly newspaper and a FM radio station. At the present time the Perry Countian carries a 4-H Club report of meetings from the various elementary schools, and sports reports from the schools. The radio station broadcasts each morning the list of absentees from the high school. A conclusion from this information appeared to be more reports and programs con-

cerning the Perry County schools would be desirable. Possible suggestions for the broadening of the use of media in relating school news would be to use the radio for the announcing of early school closings. Also, the radio and newspaper could be used for programs explaining the general operation of schools and the duties and responsibilities of various school personnel.

Table 4

Percentages Responding to the Desire of Involvement
in Local Curriculum Planning by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	20	50	30	0	0	100
4-8	32	34	34	0	0	100
9-12	13.3	30	40	10	6.7	100
College	6.7	40	46.6	6.7	0	100
Non-Parent	10	30	53.3	6.7	0	100

The percentage of various population samples desiring to become involved in curriculum planning in the schools of Perry County was given in Table 4. This county is now involved in a process to update the curriculum. As of yet, no parent groups have been asked to participate in the curriculum revision, but the table indicated a majority of

people want to become involved in curriculum planning. Also, another interesting observation made was in the no opinion category. A large percentage of population samples marked this statement with a no opinion. This further suggested the citizens of Perry County were not knowledgeable of curriculum planning. The review of literature emphasized the importance of community involvement in the planning of educational experiences, and the community expressed the desire to become involved, yet no provision for community involvement has been made.

DISCUSSION OF HYPOTHESES

An objective of this study was to test the hypothesis, "What are the curriculum priorities of the groups in the study?" There were three statements on the survey pertaining to this. One of those stated, "There should be more emphasis on basic math in the schools." Table 5 illustrates the percentages.

Table 5
Percentages Responding to Emphasis on
Basic Math by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	60	15	20	5	0	100
4-8	48	13	32	7	0	100
9-12	23.3	53.3	16.7	6.7	0	100
College	46.7	40	13.3	0	0	100
Non-Parent	46.7	50	3.3	0	0	100

Noting the high percentages in the strongly agree and agree categories it appeared a curriculum priority of all population samples was basic instruction in mathematics.

Another item regarding the curriculum priorities stated, "There should be more emphasis on the teaching of reading." In all groups sampled there was a very high percentage agreeing with this statement. A breakdown of the groups revealed the following percentages: K-3, 90%; 4-8, 87%; 9-12, 96.7%; College, 83.3%; and Non-Parent, 73.4%. The following table analyzes all categories:

Table 6
Percentages Responding to Emphasis on
Reading Instruction by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	60	30	10	0	0	100
4-8	56	31	13	0	0	100
9-12	53.3	43.4	0	3.3	0	100
College	70	13.3	10	6.7	0	100
Non-Parent	66.7	6.7	13.3	13.3	0	100

From this information the people clearly felt reading was a curriculum priority.

Many people in Perry County have expressed the need for the high school curriculum to include band instruction. An item pertinent to this idea was included in the survey. It stated, "Band instruction should be included in the high school curriculum." Table 7 shows the percentages of the population samples responding.

Table 7
Percentages Responding to Inclusion of
Band Instruction by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	35	40	20	5	0	100
4-8	21	32	47	0	0	100
9-12	43.3	20	16.7	10	10	100
College	20	46.7	13.3	20	0	100
Non-Parent	30	56.7	3.3	10	0	100

The total percentages of the groups agreeing or strongly agreeing are as follows: K-3, 75%; 4-8, 53%; 9-12, 63.3%; College, 66.7%; and Non-Parent, 86.7%. From this data it was interpreted, band instruction was a desired component of the curriculum.

Another purpose of this study was to test the hypothesis, "How do the groups perceive the adequacy of the school program?" Four statements on the survey related to this question.

One statement was, "The schools are providing adequate music and art instruction." At the present time there is no instruction in either of these areas in the high school. There are no teachers employed to teach art or music in Perry County. The elementary teachers are required to spend thirty minutes per week in the instruction of both of these areas. Not surprisingly, at least 50% of all groups disagreed with the statement. The following table illustrates the percentages:

Table 8

Percentages Responding to Adequacy of
Music and Art Instruction by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	0	25	25	45	5	100
4-8	0	17	17	31	35	100
9-12	2.3	10	26.7	21	40	100
College	0	6.7	20	40	33.3	100
Non-Parent	0	10	10	60	20	100

A second item concerning the adequacy of the school program stated, "The Hohenwald Vocational School and the vocational agriculture and home economics classes in Perry County are providing adequate vocational needs for Perry County." The following table analyzes the information gained from this statement:

Table 9
Percentages Responding to Adequacy of
Vocational Education by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	0	20	20	40	20	100
4-8	0	5	42	32	21	100
9-12	0	33.3	43.3	3.4	20	100
College	6.7	26.7	20	33.3	13.3	100
Non-Parent	0	26.6	10	46.7	16.7	100

All groups reported a trend toward disagreeing with the statement, except the parents of children in grades 9-12. One-third of this group felt vocational instruction was adequate; 23% felt it was not adequate. Surprisingly, 43.3% expressed no opinion. It would seem this group, in particular, should be knowledgeable of the vocational opportunities offered to their children.

The third statement was, "Advanced math instruction is adequate for college bound students." There was a wide range of differences found here and is exemplified in the following table:

Table 10
Percentages Responding to Adequacy of
Math Instruction for College
Bound Students by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	10	25	30	30	5	100
4-8	14	33	25	14	14	100
9-12	20	43.3	16.7	13.3	6.7	100
College	33.3	33.3	6.7	20	6.7	100
Non-Parent	0	10	13.3	46.7	30	100

Of the college population sample 66.6% felt math instruction was adequate for college bound students. On the other hand, only 10% of the non-parent sample agreed advanced math instruction was adequate.

The parents of children in grades 9-12 showed 63.3% expressing the adequacy of advanced math instruction. It appeared the 9-12 and college students, in particular, should be more knowledgeable of the math program in the high school.

Perhaps the non-parent group was not well informed of the advanced math program.

Another related statement was, "Advanced science study is adequate for college bound students." Again, differences were found and can be seen in this table:

Table 11

Percentages Responding to Adequacy of Advanced Science Instruction by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	20	30	30	20	0	100
4-8	7	38	11	31	13	100
9-12	16.7	43.3	16.6	16.7	6.7	100
College	20	46.7	0	20	13.3	100
Non-Parent	10	20	13.3	16.7	40	100

The groups showing the widest range of difference were the college and non-parent groups. Of the college group, 66.7% felt advanced science is adequate, but only 30% of the non-parent group agreed. The attitude of the non-parent group was advanced science instruction is not adequate as reflected by the large percentage, 40, strongly disagreeing. Again, the conclusion was the college students should be the better judge of the adequacy of advanced science instruc-

tion. Perhaps, the non-parent group is unaware of the science preparation in the schools.

The third hypothesis stated, "What do the stratified groups perceive as needed improvements and additions to the program?" There were five items on the survey which were directly related to this hypothesis.

One of these statements was, "A certified music and art teacher would greatly enhance the school program." The majority of all population samples agreed with this statement, as can be seen in the following table:

Table 12

Percentages Responding to Need of Music
and Art Teacher by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	30	40	30	0	0	100
4-8	36	43	21	0	0	100
9-12	36.7	43.3	10	6.7	3.3	100
College	33.3	46.7	13.3	6.7	0	100
Non-Parent	50	43.3	6.7	0	0	100

Two statements on the survey were concerned with the need of a full-time guidance counselor at the elementary and high school. At the present time a part-time counselor works at the high school, but there is no counselor at the elementary school. The information gained from the survey indicated a high percentage from each group felt a full-time guidance counselor at the high school is a necessary expenditure of funds. Table 13 presents the data.

Table 13

Percentages Responding to Need of Guidance
Counselor for High School by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	25	60	10	5	0	100
4-8	42	31	21	0	6	100
9-12	26.7	33.3	30	6.7	3.3	100
College	46.7	40	0	13.3	0	100
Non-Parent	26.6	60.1	13.3	0	0	100

The need for a full-time guidance counselor at the elementary level was not perceived the same in all populations samples. A wide range of differences were indicated and are exemplified in the following table:

Table 14

Percentages Responding to Need of Guidance
Counselor for Elementary
Level by Stratum

Stratum	S.A.	A.	N.O.	D.	S.D.	Total
K-3	20	25	15	40	0	100
4-8	30	20	30	13	7	100
9-12	16.7	26.7	43.3	0	13.3	100
College	0	40	13.3	33.4	13.3	100
Non-Parent	10	13.3	40	36.7	0	100

The table indicated the groups were divided in their feelings for an elementary counselor. From this information, it would be difficult to determine if the majority of people felt an elementary guidance counselor is a necessary expenditure of funds.

Another statement related to this hypothesis stated, "In order to improve the instructional staff in your schools which of the two choices would you recommend? (1) Additional resources be provided to hire new staff members, or (2) A redirection of emphasis of present staff." Three groups indicated the need for additional resources, and two groups felt a redirection of present staff would be best to improve the instructional staff. This table shows the percentage distribution.

Table 15

Percentages Responding to Improvement of
Instructional Staff by Stratum

	K-3	4-8	9-12	College	Non- Parent
Additional Resources	80	53.5	43.3	46.7	56.7
Redirection	20	46.5	56.7	53.3	43.3
Total	100	100	100	100	100

The final statement concerning needed improvement asked the subjects to recommend expansions to the vocational education program, if they felt this area was not adequate. Some valuable suggestions were made, and a complete list of these can be found in Appendix D. The most common recommendation from all groups was "add more vocational courses." Perry County High School offers agriculture and home economics, but nothing else in this area. The need for more vocational courses in general was the common theme.

The final hypothesis stated, "Is there a difference in the way the stratified population groups selected for this study perceive their schools?" In order to answer this question, all the information gained from the survey had to be studied and analyzed; however, two questions on the survey were devised to directly elicit answers for this objective. These questions asked the subjects to list their good and bad feelings about their schools, and the schools' major strengths and weaknesses. Many people combined their responses for both questions, and for that reason the author elected to also combine the information.

It was interesting to note in all population samples many more weaknesses and bad feelings were listed than strengths and good feelings. The review of literature brought into focus the point if citizens were involved in the

schools they would be more appreciative of the things that were being done in the schools (14).

Good teachers was the most common response in all population samples as the strength of the schools. A complete list can be found in Appendix E. No single other response was found in each population sample. It was determined there was no difference in the way the stratified groups perceived the strengths of the school.

There were numerous weaknesses, which can be found in Appendix E, listed by the groups. The most frequently mentioned weakness was a limited curriculum. All groups perceived the limited curriculum of the schools as a major weakness. Limited facilities and materials was mentioned as a weakness by all groups except the college students.

At least 60% of all population samples also felt for the schools of Perry County to become accredited by the Southern Association of Schools and Colleges is a worthwhile objective. It was interpreted the stratified groups perceived the need for their schools' accreditation.

In the analysis of the other survey statements, already discussed in the treatment of the data, it was determined the stratified groups did not perceive all the aspects covered by the survey in the same way. The following is a list of items not perceived in the same manner:

1. Adequacy of vocational education
2. Adequacy of advanced math instruction
3. Adequacy of advanced science instruction
4. The need of an elementary guidance counselor
5. The way to improve the instructional staff

On the other hand, the stratified groups did perceive some areas alike, and they were as follows:

1. More emphasis on basic math
2. More emphasis on reading
3. Need for band instruction in high school
4. Inadequacy of music and art instruction
5. Need for a music and art teacher
6. Need for a full-time high school guidance counselor
7. Strengths and weaknesses of schools
8. Accreditation as a worthwhile objective

Chapter 5

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

FINDINGS

This survey supplied information needed for the revision of Perry County's curriculum and provided insight into the ways schools are perceived by various population groups. The following list includes some of the most valuable findings:

1. An average 84% of the population samples agreed the schools need to have a closer contact with the home.
2. All population samples stated they would like to hear more about Perry County schools in the local newspaper and on the local radio.
3. An average 51% of the groups stated they would like to become involved in local curriculum planning.
4. An average 79% of the groups felt a need for more basic math instruction.
5. More emphasis on the teaching of reading was supported by 86% of all groups.
6. Band instruction to be included in the high school was a desired curriculum component by 69% of all

population groups.

7. An average 66% of the groups felt music and art instruction was not adequate.

8. All groups, except the parents of children in grades 9-12, displayed a feeling of inadequacy toward the vocational education program in Perry County.

9. It was stated by 86% of all groups a music and art teacher would greatly enhance the school program.

10. An average 78% of the stratified groups thought a full-time guidance counselor for the high school is a necessary expenditure of funds.

11. To improve the instructional staff, 56% thought it would be best to hire new staff members, but 44% felt the need for a redirection of present staff.

12. The most common response for the improvement of vocational program was to add more courses to the program.

13. Strength of the schools was perceived to be good teachers.

14. A limited curriculum was indicated as the major weakness of the schools.

CONCLUSIONS

These findings provided a basis of direction for the revision of the curriculum, future curriculum planning, and

needed areas of improvements. The following is a list of conclusions that were reached:

1. This study revealed the desire of a great many people who would like to become involved in the local curriculum planning process.

2. Citizens have a poor view of their schools, as denoted by the large response of weaknesses, but small number of strengths in the schools.

3. Parents reflected the need for a better relationship between the school and home.

4. In general, more school news through the local news media would be welcomed.

5. The idea of "return to the basics" was indicated by a large majority of people who felt there should be more instruction in basic math and reading.

6. People are displeased with the lack of emphasis on the aesthetic areas, such as music and art. This was interpreted by the large number who felt art and music instruction was inadequate, the desire for the high school curriculum to include band instruction, and the expression of the need for a music and art teacher.

7. To improve the vocational program more courses in this area should be added.

8. The study revealed the desire for the schools to

strive toward becoming accredited by the Southern Association of Schools and Colleges.

9. More emphasis should be placed on guidance counseling in the high school, but not necessarily in the elementary schools.

10. The curriculum should be broadened to satisfy more of the needs of more of the children.

RECOMMENDATIONS

From the findings and conclusions reached in this study, some helpful suggestions can be made to aid Perry County's curriculum planning process. The following list of recommendations will be presented to the Perry County Board of Education in hope it will be considered in the process of curriculum revision and planning:

1. Strive to achieve a closer school and community relationship.
2. Organize a citizens' committee to aid in curriculum planning.
3. Provide the local media with more reports on school related news.
4. Teach additional courses in the vocational education program.
5. Hire a full-time, certified and qualified guid-

ance counselor for the high school.

6. Provide more art and music instruction.

7. Provide a teacher to instruct music and art.

8. Include band instruction in the high school.

9. Place more emphasis on the teaching of basic mathematics and reading.

10. Provide the community with factual information on which they can form better opinions of the schools and their programs.

11. Strive to become accredited by the Southern Association of Schools and Colleges.

APPENDIXES

APPENDIX A. Letter of Transmittal

January 2, 1976

Dear Citizen:

The attached survey is concerned with determining what the citizens of Perry County would like to see in their schools. This study is being conducted for research in the graduate department in conjunction with Austin Peay State University.

This survey is our way of asking you what you feel is important in your schools. By finding this out, we can attempt to teach all the children of all the people the things they need to learn in order to be productive citizens.

You are asked to fill out the survey at your earliest convenience. Please do not sign your name. A self-addressed, stamped envelope is enclosed for the return of the survey.

It is of the utmost importance you complete and return the survey because the study cannot be finished until an assessment of the information gained from the survey is made.

Thank you for your consideration.

Faithfully yours,

Charles R. Lawrence

APPENDIX B. Survey

Directions: Please carefully read each statement. Then, place a check in the blank that best fits your opinion.

1. Schools need to have a closer contact with the home.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

2. I would like to hear more about Perry County School on the local radio and in the local newspaper.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

3. I would like to become more involved in curriculum planning in the schools of Perry County.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

4. Advanced math study is adequate for college bound students.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

5. Advanced science study is adequate for college bound students.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

6. The schools are providing adequate music and art instruction.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

7. A certified music and art teacher would greatly enhance the school program.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

8. Band instruction should be included in the high school curriculum.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

9. There should be more emphasis on basic math in the schools.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

10. There should be more emphasis on the teaching of reading in the schools.

☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree

11. The Hohenwald Vocational School and the vocational agriculture and home economics classes in Perry County are providing adequate vocational needs for Perry County.
- ☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree
12. If you disagree with the preceding statement, what expansions would you recommend? _____
-
13. To have a full-time qualified guidance counselor in the high school is a necessary expenditure of funds.
- ☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree
14. To have a full-time qualified guidance counselor in the elementary school is a necessary expenditure of funds.
- ☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree
15. For the schools of Perry County to become accredited by the Southern Association of Schools and Colleges is a worthwhile objective.
- ☐ Strongly agree
☐ Agree
☐ No opinion
☐ Disagree
☐ Strongly disagree
16. In order to improve the instructional staff in your schools which of the two choices would you recommend?
- ☐ Additional resources be provided to hire new staff members.
☐ A redirection of emphasis on present staff.

17. Do you have any strong feelings, good or bad, about the schools in Perry County? If so, please express. _____

18. What do you think the major strengths and weaknesses are in Perry County schools? _____

APPENDIX C. Follow-up Letter

January 30, 1976

Dear Citizen:

Recently you were sent a questionnaire regarding what the people of Perry County would like to see in their schools. We are certain you wished to help us in this study, but for some error on our part or as a result of an oversight, your reply has not been received.

It is extremely important we receive your reply so that an assessment of what the people want in their schools can be made.

Please at your earliest convenience complete the enclosed questionnaire and return it in the included stamped, self-addressed envelope.

Thank you for your cooperation.

Respectfully yours,

Charles R. Lawrence

APPENDIX D. Recommendations for Expansions of Vocational Education Programs

K-3

More courses in general	4
Home economics at a lower level	1
Special home economics classes	1

4-8

More vocational classes	2
Build a vocational school	1
Get outside help	1

9-12

More courses and trades	2
Offer auto mechanics	2
Courses for non-college bound students	1

College

More courses in general	2
More emphasis on home economics	1

Non-Parent

More courses and equipment	4
Cosmetology	1
General Fix-It class	1

APPENDIX E. Strengths and Weaknesses of Program

STRENGTHS

K-3

Good teachers 1

4-8

Qualified teachers 2

System's smallness 1

Good discipline 1

High standards 1

Good teacher-parent relationship 1

9-12

Good teachers 3

Good administration 1

College

Good teachers 1

System's smallness 1

Non-Parent

Good teachers 2

Good discipline 2

WEAKNESSES

K-3

Limited facilities and materials	8
Limited curriculum	7
Poor teacher-parent-student relationship	7
Lack of discipline	2
Too much politics	2
Need consolidation	1
Too much homework	1
Lack of community interest	1
Poor administration	1
Lack of good teachers	1

4-8

Limited curriculum	4
Need to return to basics	3
Lack of facilities and materials	3
Too much emphasis on athletics	1
Poor janitorial service	1
Poor teacher-parent-student relationship	1
Lack of discipline	1
Too much politics	1
Poor administration	1

9-12

Limited facilities and materials	6
Limited curriculum	6
Poor administration	3
Need to return to basics	2
Difficult curriculum	1
Lack of fire drills	1
Better grading system	1
Poor teacher-parent-student relationship	1
Too much emphasis on athletics	1
Lack of discipline	1

College

Limited curriculum	5
Return to basics	4
Poor teachers	3
Too much emphasis on athletics	2
Poor administration	2
Poor discipline	1
Poor teacher-parent-student relationship	1
Lack of funds	1

Non-Parent

Limited curriculum	10
Poor administration	2
Lack of materials and facilities	1
Lack of teacher in-service	1

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