

A STUDY OF CERTAIN FACTORS WHICH
CONTRIBUTE TO GOOD IN-SERVICE EDUCATION
PROGRAMMES FOR ELEMENTARY TEACHERS

by

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ABSTRACT

Educational administrators at the elementary school level are faced with the problem of assisting members of their staffs in keeping abreast of the changes in curricula and methodology which continuously face all educators today. In-Service education programmes are, for most school districts, the usual means of assisting teachers in becoming familiar with such changes. The elementary teachers attending these programmes bring with them a wide variation of experiences and formal training. Do in-service education activities generally meet the needs of such a varied group? The purpose of this study was to determine if differences of opinion regarding in-service education activities exist between beginning and experienced teachers, male and female teachers, or degreed and non-degreed teachers. A second purpose of the study was to identify those aspects of in-service activities which all teachers judge as contributing to the establishment and maintenance of a good in-service programme.

This study was conducted in a large urban school district (Greater Victoria) in the province of British Columbia.

The factors examined in the study, drawn from the related literature as being contributory to good in-service education programmes, are as follows: attitudes, motivation, planning, presentation, content, evaluation, time, and administrative involvement. The data gathered concerning each of these factors was submitted to the Kolmogorov-Smirnov Two-Sample Test to determine if significant differences existed between the responses of each pair of groups being compared.

An analysis of the questionnaire responses indicated that there are few significant differences between the responses of the groups being compared. Where significant differences did occur, they were frequently in degree rather than in direction of response. The findings of the study are that real differences do exist between the opinions of beginning and experienced teachers regarding the discussion of classroom management at in-service activities and the scheduling of in-service programmes during the summer months; between male and female teachers regarding the discussion of child growth and development at in-service activities and administrative planning of in-service education programmes; and between degreed and non-degreed teachers concerning the motivational value of the discussion of philosophy at in-service education programmes.

A further analysis of the data revealed that all participants in the study share a high level of agreement concerning the following aspects of in-service education activities:

1. Elementary teachers agree that increasing attention to in-service activities which will promote their professional development is essential. However, attitudes concerning the positive values of in-service activities have not been firmly established.
2. Successful past experiences and encouragement from fellow teachers are the strongest motivational forces for stimulating attendance at in-service activities.
3. Practicing classroom teachers should identify those areas in need of attention at in-service activities. The planning of in-service programmes, however, should be a responsibility shared by educators at all levels.

4. The content of programmes should offer a balance between philosophy and teaching approaches. Areas of greatest interest have been identified as methodology, use of instructional aids and student study skills.
5. The elementary teachers of Greater Victoria have identified practicing classroom teachers as their first preference for resource persons to present in-service activities.
6. Elementary teachers strongly support the evaluation of in-service activities by teachers participating in the programmes. They have identified the three following areas as those most in need of evaluation: a) relevancy to teacher needs, b) adequacy of resource personnel, c) methods of presentation.
7. Teachers favour the utilization of release time or times partially release and partially after school hours for attendance at in-service activities.
8. The school administrator is seen as functioning best in a supportive role in connection with in-service activities. His role is seen as one who should stimulate interest in and reinforce in-service programmes.

Examiners:



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CHAPTER I.

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

There is no doubt that much time, human energy, and considerable amounts of public monies, have been and continue to be expended on programmes of in-service education for elementary school teachers. School boards, teachers' professional organizations, and district administrators are all involved in the development of programmes and activities that will stimulate elementary teachers to participate in activities designed to increase the professional competency of these teachers in their districts. Although in-service programmes are seemingly carefully planned, many are not well-received by the classroom teacher. Attendance, if voluntary, frequently tends to be poor. Educational administrators at the elementary school level are faced with the necessity of carefully organizing for in-service education programmes and of stimulating interest on the part of the teachers for whom the programmes are devised.

Elementary school administrators have recognized for some time that pre-service training cannot be accepted as complete professional training. A sound educational system must make provision for the

inclusion of changes in methodology and curriculum content. Corey (1957) summarizes Hass' (1957) explanation of the need for better in-service education programmes as follows:

Our rapidly changing culture and its implications for curriculum changes, the continuing increase in pupil enrolments and numbers of teachers, the need for improved school leadership, the continuous additions to our knowledge in general, and particularly our knowledge about children and youth and the learning process, all indicate that professional school people need to work continuously to keep abreast of what they must know and must be able to do (p. 1).

A basic premise of all in-service education, as stated by Foster (1966), is that "in-service education programmes will result in the professional growth of teachers which in turn will result in increased learning for pupils (p. 48)." If, through in-service education activities we are to up-date and improve classroom instruction in our elementary school systems then we must, as Pharis (1966) suggests, make every effort to assist our teachers in re-defining their goals and in feeling secure in a much broader role.

II. THE PROBLEM

Statement of the Problem

A review of the literature reveals a number of characteristics that have been identified as being contributory to good in-service programmes. The purpose of this study is to investigate these factors and to attempt to determine those conditions and activities which beginning and experienced, male and female, degreed and non-degreed

teachers in School District No. 61 (Greater Victoria) judge as making a significant contribution to the development of an in-service education programme that will satisfy teacher needs for professional growth.

Importance of the Problem

The importance of effective in-service education programmes for elementary teachers cannot be overemphasized. Methods of educating our future citizens cannot and must not remain static. Either schools and their methods of instruction are going to change haphazardly or, as Hayes (1966) indicates, in a manner that will be advantageous to both students and teachers. Even those changes that surround us at the moment, could, says Taba (1965), "be profound enough to cause a serious gap between what teachers are now doing and what is expected of them in the field of methodology and curriculum content (p. 464)."

Foster (1966) suggests that meaningful changes in teacher behavior will be effected only as a result of meaningful experiences arising from recognized needs and he stresses that interest and involvement are requisite if purposeful teacher action is to be expected. Every thoughtful administrator realizes that ultimately it is the classroom teacher who decides what will or will not be part of the latter's daily routine. Therefore, before practicing classroom teachers can place significant value on in-service activities they must feel that such activities have a direct and immediate relation to their classroom task. Unless this is fully recognized by administrative personnel, the outcomes of in-service education activities will be of little lasting value.

Two studies related to this survey, both concerned with the improvement of the quality of in-service activities, approached the problem by soliciting judgments of administrators. Miel's (1966) report consolidated the opinions of directors and supervisors, while Schild's (1964) study reported the findings of seventy-three executive secretaries of the Associated Public School Systems concerning the effectiveness of certain in-service practices. This study examines characteristics similar to the two aforementioned investigations, but searches for differences and similarities which may exist between the opinions of beginning and experienced, male and female, degreed and non-degreed teachers as to how activities can best be organized and presented to promote the professional development of elementary school teachers.

Need for the Study

A survey of in-service practices as reported in the professional journals tells us very little regarding the extent to which the needs of teachers with various backgrounds are satisfied through professional growth activities. Documented research on in-service education, as indicated by Denmark and MacDonald (1967), is disappointingly scanty. If in-service education activities are to be operated for teachers and not for the convenience of administrative personnel, it seems reasonable that we should look to the teaching body to determine those aspects of in-service programmes that teachers feel are most significant in contributing to their professional development. It would appear that a much greater awareness of how teachers feel should be developed before

activities are planned or undertaken. The problem of how to establish and effectively achieve a satisfactory program of professional growth for all teachers must be a major concern of the administrator.

Mauth (1962) indicates that:

The surest way to avoid abuse of the principle of learning is to start an in-service education programme with the direct and immediate concern of the staff. These concerns cannot be surmised but must be defined in direct consultation with the teachers themselves. This approach may not achieve precisely what administrators have in mind, but if improvements of the educational program is the ultimate purpose, there is no other justifiable approach (p. 13).

In view of these comments the question: "How can we best organize an in-service programme to meet the needs of all elementary school teachers?" appears to be a worthwhile research problem. If this study can indicate the type of organization and content that will best satisfy teacher needs for professional development, it should provide a foundation for the development of a worthwhile in-service programme.

Definition of Terms

In-service Education

The term "in-service education" as used in this study will refer to all activities, excluding university credit courses, which are designed to assist practising elementary teachers to improve their professional performance.

Beginning Teacher

The term "beginning teacher" will refer to those teachers having up to two years teaching experience but who do not possess a professional teaching certificate.

Experienced Teacher

The term "experienced teacher" will be used to identify those teachers having more than two years teaching experience and possessing a professional teaching certificate.

Release Time

The term "release time" will be used to indicate those periods of time during the regular school day when a teacher is relieved of classroom responsibilities.

Positive Response

The term "positive response" will be used to indicate the respondents choice of SA (Strongly Agree) or A (Agree) from the scale (Appendix B) to indicate his response to questionnaire items.

Negative Response

The term "negative response" will be used to indicate the respondents choice of D (Disagree) or SD (Strongly Disagree) to indicate his response to questionnaire items.

Hypotheses

A search of the literature dealing with in-service education practices has provided a basis for the hypotheses advanced in this study.

Hypothesis 1.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 11-20) referring to factors which influence teacher attitudes toward in-service activities.

Hypothesis 2.

There will be no significant differences between the responses of beginning and experienced teachers to questionnaire items (no. 21-30) referring to factors motivating teacher attendance at in-service activities.

Hypothesis 3.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 31-38) referring to the planning of in-service activities.

Hypothesis 4.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 39-53) referring to the content for presentation at in-service activities.

Hypothesis 5.

Both beginning and experienced teachers will rank practicing classroom teachers as their first preference for resource persons to present in-service activities.

Hypothesis 6.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 59-65) referring to the evaluation of in-service activities.

Hypothesis 7.

Both beginning and experienced teachers will rank the evaluation of in-service activities in terms of their relevancy to teacher needs as being that area of in-service programmes that is in most urgent need of evaluation.

Hypothesis 8.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 71-82) referring to the most favourable times for scheduling in-service activities.

Hypothesis 9.

There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 83-90) referring to the involvement of school administrators in in-service activities.

A survey of the related literature offers no information as to whether or not a) male and female teachers or, b) teachers with university degrees and teachers not having completed their degrees share similar or different views regarding in-service education activities. Therefore, the following null hypotheses are presented.

Hypothesis 10.

There will be no significant differences between the responses of male and female teachers to all items presented on the In-service Education Survey.

Hypothesis 11.

There will be no significant differences between the responses of teachers with university degrees and teachers not having university degrees to all items presented on the In-service Education Survey.

Limitations of the Study

This study will be limited to those aspects of in-service education which the literature has identified as being generally characteristic of good in-service programmes. The contributing factors identified for this study are not the only ones suggested in the literature, but are those which have been widely discussed during the past twenty years.

No attempt has been made to evaluate present or past in-service activities either in individual schools or district-wide programmes.

The subjects for this study were drawn from the elementary public school teachers employed in School District No. 61, Greater Victoria, in the province of British Columbia. Twenty elementary schools were randomly selected from this large urban centre. Staff members of these schools were then requested to participate in the

study. The participating subjects have been grouped and regrouped into the following categories: a) beginning and experienced teachers, b) male and female teachers and, c) degreed and non-degreed teachers.

CHAPTER II.

REVIEW OF THE LITERATURE

Most school districts are attempting to foster the professional development of their practising teachers in some way or other. As indicated in a comprehensive study conducted by the National Education Association (1967), almost every school system in North America feels some commitment to support the growth and development of the teachers in its employ. Hillar (1968) suggests that the school district that expects its teachers to reach their maximum potential must make it possible for teachers to grow on the job. An even stronger position is taken by Dionne (1966) who maintains that "it is the responsibility of the local school district through in-service to make possible teacher growth toward new requirements. (p. 266)." Since modern procedures in curriculum building and school organization require the teamwork of many individuals, we must, suggests Richey (1957), establish a continuous in-service education program as an essential part of a school system if the system is to function as a cohesive unit.

A review of the literature clearly points out that a vigorous in-service education programme can do much in helping to meet the challenge of educational change.

Teacher attitudes. Initially, we must recognize that it is the attitudes of the participants that will, to a great extent,

determine the effectiveness of any in-service programme. Thelen (1967) points out that the quality of the change process in teaching will depend on the quality of teacher behavior, its affective and attitudinal loading. Before commencing any programme of professional development we should first ask ourselves whether attitudes of acceptance or rejection have been fostered. If the latter prevails, steps must be taken to improve the acceptance of in-service activities. Alam (1967) stresses that in-service activities "must be designed to get at the attitude level of teachers (p. 153)." Through in-service programmes teachers must be led to feel better about themselves and their profession. Improved attitudes can best be fostered through the consideration of the needs and potentials of the participants.

Westby-Gibson (1967) suggests that teacher attitudes towards participation in programmes of continuing education may well be determined by the expectations held by their peers. Groups show strong capabilities for structuring the expectations of their fellows, thus reinforcing or breaking down good or bad attitudes. Moffitt (1963) indicates that "the extent to which beginning teachers will accept an in-service education programme depends substantially on the degree to which it has or has not been accepted by the experienced teachers (p. 55)." Torrance (1959) also feels that the inexperienced teacher is readily influenced by the more experienced staff member.

There are many reasons why experienced teachers are reluctant or unready to participate in in-service programmes. Negative attitudes are reaffirmed by past experiences which have consumed valuable time but have contributed little to teacher improvement. All too often

teachers feel that in-service programmes make unnecessary demands upon their time and energy. Others regard such programmes as a personal indictment of their professional competency.

Beginning teachers, anxious to be successful in their career in the classroom are generally responsive to assistance offered to them. A 1956 survey of such teachers in urban schools, conducted by the National Education Association, revealed that one-third of first year teachers would have welcomed more assistance. We can assume that beginning teachers will initially be responsive to in-service activities that offer guidance in the teaching task. However, we must realize that the beginner is likely to be strongly influenced by the attitudes of his more experienced co-workers.

The development of good attitudes towards in-service activities should be a subtle and long term consideration for every administrator suggests Mauth (1962). It is essential that there be a long range plan to develop those desirable attitudes and skills required to build a better educational system. If we believe that professional growth is needed, that it is a continuous process, that it involves changes in attitude and behavior, then we have to realize that administrators must expend a greater effort to determine teachers' attitudes toward in-service practices before entering the planning stages (Foster, 1966).

Motivation. To a number of writers, teacher growth and in-service opportunities appear to be synonymous. However, as Alam (1967) points out, "whether positive growth results from in-service activities will depend upon what teachers experience in the process

(p. 153)." Similarly, much teacher motivation will depend upon how relevant they feel the in-service activities to be. If they feel the programmes are of a worthwhile nature they will be motivated to participate. As Sternig (1962) suggests, every in-service project must have a direct relation to the goals of the teachers concerned. Mauth (1962) indicates that the surest way of insuring teacher self-motivation is by "starting an in-service education programme with the direct and immediate concerns of the teachers (p. 13)." The literature generally supports the view that when teachers are able to see real and significant implications in an in-service programme for their own particular classroom or school, they will be motivated to support it.

Jardine's (1950) study pointed out that although teachers generally want professional education, they do not always get the kind which they believe most helpful. Teachers who have spent time at workshops and seminars that have proven to have little relevancy to present goals are not easily motivated to attend future activities of a similar nature. Beauchamp (1950) has suggested that teachers are seldom motivated to attend in-service activities unless these move out of the realm of theory and into the realm of specific practices and actions. Teacher resistance, states Taba (1965), "frequently comes from the fact that exhortations to make changes are not always accompanied with the materials and help to acquire the skills needed to make changes with psychological comfort and without the threat of making errors (p. 475)." If teachers are to place real value on in-service activities, it would appear to be essential that the programme is readily recognized as being relevant to their needs.

Whether or not teachers are motivated to participate in programmes of continuing education may well be determined by the school administrator. Reeder (1958) suggests that "it is the obligation of the school administrator to set the pace for the professional growth of his associates (p. 126)." In situations where the principal is less than enthusiastic about in-service activities one can hardly expect that the members of his staff will be any more willing to accept the challenge for professional growth. There are few persons who do not need to be stimulated to grow professionally. The methods of stimulation, states Foster (1966), should be dependent on the principal's analysis of his situation and his staff. He must work toward the creation of an environment that is conducive to the motivation of professional development.

The A.A.S.A. Yearbook (1955) points out that many teachers require the stimulation of an in-service education programme operated in co-operation with their fellow teachers. Many teachers' professional organizations, including the British Columbia Teachers' Federation, have embarked on rather extensive programmes for professional development. Such in-service activities, planned and organized by local associations, have a strong motivational effect on many teachers. Through attendance at such teacher-sponsored activities true professionalism is being shown. Administrators must, however, remain actively aware of the purposes of all programmes and assist in the growth of all in-service towards its fulfillment.

The experienced teacher is most likely to be motivated or reluctant to attend in-service activities in terms of his past

experiences. The beginning teacher, anxious to succeed, will generally be strongly motivated to attend in-service functions that will offer him suggestions as to how he can function more adequately in the classroom situation. The motivation of both groups will undoubtedly be influenced by the attitudes of the school administrator and fellow teachers.

Planning. The literature dealing with in-service education places much importance on the need for careful, long-term planning. Trippensee (1951) states that the planning of a vital in-service programme "is at once one of the most difficult and challenging opportunities open to any professional staff (p. 33)." Heffernan's report (1956), which centred around the characteristics and techniques of good in-service practices, also places a high priority on systematic planning.

If the professional development of teachers is to be an on-going process, then teachers, maintains Goulet (1967), "must assume the initial role, becoming involved at the very beginning (p. 67)." Although the initial stimulation of teacher interest and other preparatory groundwork may be undertaken by the administrative staff, Harris (1966) suggests:

When planning is undertaken co-operatively, with those persons to be affected by the in-service programme systematically involved in all stages of the planning, it is possible for personal needs to be recognized while systematic procedures for change are employed (p. 260).

There seems to be complete agreement among researchers that those persons responsible for in-service education activities need to

give careful consideration to the matter of teacher involvement in planning. Teachers must be encouraged to participate by being provided with opportunities in which their own ideas can be considered and explored. Too frequently, states Roberts (1964), teachers are "on the one hand encouraged to become involved in professional growth activities, and on the other hand are given little opportunity or responsibility for helping to plan these activities (p. 20)." Teachers in such a situation may well soon learn that surface compliance is sufficient and that no real change in behavior is expected or needed.

Co-operative planning geared to meet the problems facing a school or school system has become an important factor in promoting activities to improve the teaching-learning situation. In the Whitmore (1960) study, the indication is that one of the factors contributing to a successful in-service programme was that "teachers were made to feel that they were an integral part of the in-service programme from the start (p. 136)."

In view of the above comments it is rather surprising that Schild (1964) found that sixty-three per cent of the organizational frameworks established for the planning of in-service activities were primarily administrator dominated. He suggests that in the area of planning there still exists a wide gap between theory and practice.

Statements in the literature all point to the fact that practicing classroom teachers should participate in the planning of in-service activities. We lack information as to whether or not beginning and experienced teachers share common needs for involvement in planning in-service activities. Experienced teachers familiar with

curriculum and methodology may well be expected to desire a place in planning a programme and undoubtedly can make a significant contribution. One is, however, led to believe from the National Education Association Report (1956) that beginning teachers may be looking for assistance during the first year or two of employment rather than an opportunity to expend their time planning in-service activities. Kinnick (1957) suggests that beginning teachers "want in-service experiences which help them to relate and integrate ideas and ideals of teaching with the realities and the day-to-day demands of the job (p. 133)." Bond and Smith (1967) indicate that a teacher's probationary period should be designed to provide a careful orientation to practice in the field. During this time constructive professional assistance should be constantly available. They go on to say that we must look to beginning teachers to determine their needs for in-service activities and for indications as to how we might best offer professional assistance to newcomers. In view of the opinions gathered from the literature, the only valid assumption that can be made is that both beginning and experienced teachers will desire a voice in planning in-service activities.

Content of In-service Programmes. Perhaps the first question that educators at all levels should ask themselves is that one posed by Miel (1967). "Are current programmes of in-service education adequate for the increasingly high expectations of elementary school teachers held by the public and the profession these days? (p. 68)" A positive answer to this question can be given only when a school system has developed a programme of in-service activities that is broad enough and in adequate depth to have real meaning for

participating teachers. Schild's Study (1964) points out that "the extent of an in-service programme is no assurance of its quality (p. 83)." A school system may sponsor a great multiplicity of programmes covering a wide variety of topics which through the very nature of the experiences offered may lead to little or no significant staff growth. Schild further suggests that "if the goal of in-service activities is to produce a change in teacher behavior and improved instruction in the classroom, there is an obvious necessity for a more continuous and intensive study of one area or technique (p. 91)."

That the content of in-service programmes has frequently been less than what might be expected is pointed out in Jardine's (1950) study. This point is made again in Osborne's (1951) investigation which determined that administrators and college instructors ranked the need for philosophy of education higher on the preferential training needs of teachers than did practicing classroom teachers. Too frequently administrative personnel are inclined to determine the content of in-service activities unilaterally rather than with the teachers.

Carroll (1966), Foster (1966) and Moffitt (1963) all maintain that the content of in-service activities must be designed to help teachers improve local educational objectives. They suggest that whatever activities are undertaken must be of such a nature that participants can see that they are moving towards acceptable goals that can carry over into effective classroom programmes. In the same vein, Wolf and Wolf (1961) indicate that "successful in-service activities are usually directed toward a specific topic, a specific group of people or a specific school situation (p. 14)." Basically, the content of any

programme designed to promote professional growth must be determined by the needs of a specific group of teachers. As summarized by Duncan (1964) "whatever is offered under the guise of in-service education should deal with and be adjusted to local problems and the real needs of the participants, bearing in mind both the immediate and long term goals (p. 59)."

For the most part, writers in the field of in-service education have refrained from suggesting specific areas of content that might be dealt with. However, the studies of Herrick (1954) and Miel (1967) have indicated areas that might form a broad base upon which local topics may be developed. Herrick's investigation revealed that in-service education activities could well be organized about the following: a) child study, b) studying teaching situations, c) action research, providing the research points the teacher to ways of improving instruction. In Miel's comprehensive research the respondents placed greatest emphasis on the rationale for change as a topic for in-service study. How to utilize new media was ranked second while methodology placed third.

From the literature, it is clear that whatever the content of an in-service programme is to be, practising classroom teachers must help in both the investigation of needs and the setting of goals. The content of the programme must be the outcome of these two activities.

Whether beginning teachers and experienced teachers respond favorably to the same type of content is a question that has received little attention in the literature. Dionne (1966) does however, suggest that the content must take account of the great diversity of needs in

groups and individuals. He stresses that opportunities for growth should be distributed equitably among all kinds of teachers. Wolf and Wolf (1961) indicate that the content of in-service activities for the beginning teacher should be designed to bring about professional maturity as an outcome of an individual's efforts to develop the foundation experiences of a college programme. Gross (1967) suggests that in-service activities for beginners should consist of a "co-operative, many faceted attack upon the complex problem of shaping a newcomer in the best possible image that is expected of a professional educator (p. 134)." Whitmore's (1960) study points out that "the inexperienced teacher all too often must make the transition from student to faculty member without the help of an organized programme (p. 16)."

The above statements point to the fact that the beginning teacher may require a broader type of in-service programme than the experienced teacher. It may be assumed, then, that the beginning teacher would feel the need for an in-service programme that would be designed to acquaint him with conditions, curricula, current practices, uses of multi-media and other areas of concern which may not have been dealt with adequately during his pre-service training. While the experienced teacher may desire a programme that will discuss similar topics in greater depth, it may be assumed that the experienced person will show more interest in activities that will explain why certain changes are taking place and how they can best be initiated. However, in view of the fact that the literature reviewed offers no evidence of major differences existing between the preferences of beginning and experienced teachers, the only reasonable conclusion that can be drawn

at this point is that there are no major differences between the choices of beginning and experienced teachers as to the content to be dealt with at in-service activities.

Presentation. The types of information or skills to be imparted by an in-service programme will, in large part, determine the manner of presentation to be used. If new materials alone are being introduced, one might use a lecture-discussion type of presentation. If new teaching techniques are being offered, demonstration lessons might be more appropriate. Boyd (1961) attempted to evaluate two different methods of presentation. Specifically, he investigated face-to-face discussions and television presentations. He concluded that there was no significant difference in effectiveness between the two approaches. However, he did determine that either method could be improved by specialists consulting with teachers in the classroom situation following the in-service sessions. Alam (1962) suggests that the presentation should focus on the rationale which will support decisions that teachers will make in their classrooms as a result of their participation in the in-service activity.

Most research to date, on in-service programmes, focuses on who should present materials, rather than on the methods of presentation to be used. Dutton and Hammond (1966) compared the effectiveness of presentation by a college professor in one school system with presentation by district staff in another system. Although both programmes helped to make significant improvements, the gains resulting from the efforts of the district staff were judged to be greater.

Schild's (1964) study reported that eighty-one per cent of the school systems surveyed used university personnel as consultants to present in-service programmes. Whitmore (1960) reports that when visiting university personnel acted as consultants they gave "local staff members a sense of security and of direction needed to move ahead with the in-service programme (p. 146)." Miel's (1967) study placed utilization of college personnel high in teacher choice for presentation of materials.

The use of district personnel, mainly practicing classroom teachers and supervisors, as resource persons at in-service activities has gained wide acceptance during the past ten years. Denmark and Macdonald (1967) found that teachers wanted greater use of school system personnel in staffing in-service programmes. In-service education programmes can, says Carmichael (1962), make excellent use of teacher leadership. A teacher's specialty can often be utilized to assist and promote growth for all teachers. The utilization of outstanding teachers to present in-service programmes was cited by Doherty (1967) as perhaps the greatest achievement of the Carnegie Project in Portland, Oregon. The talents of local staff members were utilized for the improvement of the entire teaching staff. "District staff," states Doherty, "responded enthusiastically to the presentation by fellow professionals (p. 263)."

Just as a variety of methods may be employed to present in-service activities, so may a number of persons be used to make the actual presentation. The task that must be undertaken is that of helping practicing classroom teachers to clarify issues of concern.

Whoever is to present a topic or lead a discussion must have the necessary background and the facility to express himself so the participants can fully grasp the significance of the problem under consideration.

Mason (1962) points out that the first few years of a teacher's career are most important in terms of setting a growth pattern. Olson (1968) indicates that beginning teachers need immediate and constant help during the critical weeks and months of teaching. In the Bond and Smith (1967) investigation the beginning teachers were asked to report the major problems they faced during their first year of teaching. The greatest problem reported was that of not knowing what was expected of them. The beginning teacher unfamiliar with school and classroom organization, curricula, and methodology is looking for assistance in these areas.

In light of the statements made above we can assume that all teachers respond favourably to the presentation of in-service activities by practicing classroom teachers. Both beginning and experienced teachers may be expected to value and profit from the experiences and opinions of the outstanding classroom practitioner who is willing to share his specialty with his fellow professionals. It is the utilization of these persons who are directly associated with the pupils and materials to be discussed that is most likely to offer the practical kind of information that teachers are searching for.

The literature also leads us to believe that teachers will usually respond favourably to the presentation of in-service activities by university personnel. It is generally accepted that the university specialist is well equipped to offer information regarding the latest education research related to new materials and promising innovative

practices. As Schild (1964) and Whitmore (1960) point out, the university personnel can add an important dimension to in-service activities.

Evaluation. The literature dealing with in-service education practices generally stresses the need for improved methods of evaluation. Appraisal and evaluation are cited in the National Education Association Study (1966) as being important components of in-service activities but ones that are frequently overlooked. Sternig (1962) suggests that "if present results are constantly checked against original purposes and alterations made on both as needed, the total programme will move along (p. 9)." If, as has been stated earlier, (Foster, 1966) teaching personnel must be involved in setting the objectives of a programme, they must also be involved in the evaluative process. Otherwise they will not know whether their efforts are producing worthwhile results.

Objective appraisal of the effect of in-service activities is described by Schild (1964) as a complex and uncertain endeavour. Herrick (1957) indicates that the problem with evaluation is that fundamentally "most areas of desired change in education do not have standardized units developed for quantifying these changes (p. 313)."

The value of any in-service programme should be judged successful by the participants only if the desired changes are taking place as a result of the activities. Such changes, suggest Rehage and Heywood (1953), are complex and therefore a variety of means of collecting data should be used. In a study conducted by the California Teachers Association (1959) a variety of evaluative instruments were used. However, most systems indicated that even using a variety of methods, evaluation was inadequate. Although several approaches were utilized,

they could all be generally classified as subjective.

To date, the use of objective techniques to evaluate in-service activities has been limited. Anderson (1951) used objective techniques when he attempted to isolate areas of teacher competencies improved through in-service activities. Downes (1947) evaluated pupil growth and found there was a direct relationship between teacher participation in in-service activities and improvement in pupil growth. On the other hand, Brandt and Perkins (1958) reported that teachers' participation in child-study programmes did not affect their pupils' reading and arithmetic achievement.

The most frequently used method of evaluation pointed out in Schild's (1964) study was observation by administrative and supervisory personnel followed by teacher reactions. Fifty-seven per cent of the districts participating in the study indicated that their methods of evaluation were inadequate.

There appears to be no easy answer to the evaluation of in-service activities. From the literature one is unable to locate any one method that could meet the needs of various programmes.

However, if we believe that the effectiveness of an in-service activity can be measured by the changes that take place as a result of it, then we must look to practicing classroom teachers to determine whether or not the activities provided have been of benefit to them in implementing change in their classrooms.

If, as Wolfe and Wolfe (1961) suggest "recent graduates of teacher training programmes are not apt to be highly skilled teachers (p. 142)," we may well expect the beginning teacher to be somewhat

reluctant to participate in the evaluation of in-service activities. We do however, require their judgement of those aspects of a programme which relate directly to their orientation to a particular school or system. The outcomes of all aspects of in-service activities for beginning teachers should be aimed at producing professional maturity. Experienced teachers presumably have reached a fairly high degree of professional competency and may be expected to desire a more active role in the evaluation of in-service activities. Just as all teachers are expected to examine the educational needs of children in their school, so may they justifiably be expected to feel the need to participate in the evaluation of those activities which have been organized to meet their needs for professional development.

Time. The greatest source of frustration for both teachers and administrative staff is the lack of adequate time for wholehearted participation in in-service activities. Misner (1950) states that "probably the most stubborn obstacle to be faced in the further development of improvement of programmes of in-service education is the problem of time (p. 36)." Whitmore's (1960) study indicates that teachers currently consider the problem of time as a fundamental one in an on-the-job training programme.

Most systems reported on by Schild (1964), and the California Study (1959) relied heavily on in-service education programmes scheduled at the end of a full teaching day. Mason (1962) implies that the imposition of a great number of after-school sessions imposes additional tensions and frequently leads to only peripheral

participation. While Sternig (1962) agrees that scheduling in-service activities after school hours places a burden on teachers, he suggests that frequently there are legal and financial problems that must be faced when release time is given to all teachers at one time.

The practise of releasing teachers from classroom duties to attend in-service activities appears to have increased during the past decade. However, the general trend in this direction tends to be slow. In Schild's (1964) study only slightly more than half of the school systems reported the provision of release time for in-service programmes during the school year. In Miel's (1967) investigation the use of released time during the school year was rated high in importance by fifty-two of the one hundred and thirty-three respondents. Fifty-eight per cent of the participants reported that more release time for in-service activities was granted in 1969 than had been in 1959.

Use of a portion of the summer vacation for in-service activities appears to be on the increase. Schild (1964) reports that just under half of the school systems participating in the study provided in-service programmes during the summer months. Participation in these programmes, however, involved only eight per cent of the teaching staff. Miel's (1967) study suggests an increase in the use of summer months but she does not indicate the number of teachers involved.

Tripensee (1952) summarizes the feelings of a number of writers in the field. He states: "...it would seem strongly advisable that at least part of the time devoted to a programme for improving teachers while on the job should be scheduled during the

regular school day (p. 33)." A survey for the National Commission on Teacher Education and Professional Standards edited by Brandt (1965) analyzed 397 brief reports on in-service practices and found the trend is toward a) more released time, or, b) compensation for time used outside the regular working day.

There is agreement in the literature regarding the limited effectiveness of in-service activities after school hours. Teachers who have completed a full working day will lack both the energy and the motivation needed to accomplish the goals of any in-service programme.

Teachers' opinions must be considered when one is scheduling the time for in-service activities. In light of the statements found in the literature, we may well expect both beginning and experienced teachers to identify those times when they are released from classroom duties as being the most reasonable time for carrying on professional growth activities.

Administrative Involvement. Administrative leadership is discussed extensively in the literature dealing with in-service education. The individual school principal is cited as playing a key role in in-service activities. Gross (1964), Mason (1962) and Westby-Gibson (1967) indicate that there is no one, with the exception of the teacher, who exercises more direct influence upon the teaching-learning situation than the elementary school administrator. It is he who can maximize or minimize the effectiveness of any in-service programme. The administrative personnel of any school system must take on the task of stimulating teachers to participate in in-service

activities, and as Brahner (1964) states, "create an environment and attitudes conducive to co-operative faculty action (p. 14)."

As is suggested by Duncan (1964) and Moffitt (1963) the school administrator may or may not originate the in-service programme, but he is inescapably a facilitator of it once it is underway. In this capacity the principal is one who shares, supports, and encourages his staff members in all aspects of in-service activities. It has been stressed by Carmichael (1962) that the principal need not feel obligated, unless he is particularly knowledgeable in a certain field, to lead the in-service activities himself. As indicated by Mauth (1962), "the school administrator who takes time to prepare his teachers for assuming personal responsibility for self-improvement and for co-operative attack on school problems has gone a long way toward ensuring success of the venture (p. 14)."

A study by Bond and Smith (1967) points out that beginning teachers felt that they had received inadequate administrative and supervisory support and assistance. Beginning teachers are frequently looking for direction and assistance, much of which can be obtained through active participation at in-service activities.

It may be assumed that both beginning and experienced teachers will look to the educational leader in the school, the school administrator, for advice and information regarding curricular and organizational policies relating to their particular situation. Both groups see the school administrator as best assisting their professional development by assuming a supportive role in in-service activities, chiefly concerned with encouraging and facilitating the

development of an effective in-service education programme.

Summary. The review of literature has identified a number of characteristics of good in-service programmes that should be carefully considered when in-service activities are being anticipated as a means of promoting the professional growth of elementary school teachers. These contributing factors may be briefly described as follows: a) teacher attitudes, b) motivation, c) planning, d) content, e) presentation, f) evaluation, g) time, and h) administrative involvement. The books, studies, and articles from the professional journals generally have dealt with teachers as a common group. However, there has been some discussion of the needs of beginning and experienced teachers for in-service education programmes.

An extensive search of the literature was carried out in an attempt to obtain some indication as to whether or not a) male and female or, b) teachers with university degrees and those not having degrees differed in their reactions to different aspects of those factors being studied in this survey. This search uncovered no information that was relevant to this study.

CHAPTER III.

COLLECTION, ORGANIZATION, AND TREATMENT OF DATA

I. QUESTIONNAIRE DEVELOPMENT

The questionnaire developed to collect the data has been formulated from information gathered from the literature and includes modifications of questions found in related studies.

The questionnaire is divided into two sections. Section I is intended to give a brief personal history of the participants' academic training and years of teaching experience. Section II is divided into eight parts, each dealing specifically with one of the distinguishing qualities of in-service practices. The participants were requested to respond to statements which would identify those aspects of each factor which they feel contribute significantly to the establishment and maintenance of a programme for professional development. The factors, drawn from the literature, which have been identified for study are: attitude, motivation, planning, content, presentation, evaluation, time, and administrative involvement.

Permission was granted to conduct a pilot study using graduate students from the University of Victoria. All of these graduate students had some teaching experience. Also, five members of the

supervisory staff of School District No. 61 were requested to complete the questionnaire.

The responses given in the pilot study were subjected to an item analysis (Wert, Neidt, & Ahmann, 1954). Following the pilot study deletions and revisions were made to give clarity and validity where needed. Revision was required in Section II where ten items were deleted and twelve items were rephrased to give greater clarity. The final set of eighty items that make up Section II of the questionnaire were judged as possessing clarity and a reliable degree of discriminating power.

II. COLLECTION OF DATA

Twenty elementary schools were randomly selected to participate in the study. The administrator of each school was contacted to gain permission to conduct the study in his school. Permission was granted by all twenty principals. Letters were then distributed to all teachers in the selected schools soliciting their participation in the survey (Appendix A).

When the teachers had been identified, the investigator met with the participants at each school to discuss the purpose of the study and solicit their assistance. The revised questionnaires were distributed at this time. Participants were requested to complete the questionnaire anonymously and to return it directly to the investigator in an envelope bearing only the latter's name and address. Participants were requested to complete and return the questionnaire within two weeks.

Two hundred and ninety-three questionnaires were distributed. Two hundred and thirty-three (or 80%) were returned. Three of the participants had refrained from completing Section I, therefore their responses were not usable in the study.

III. ORGANIZATION OF THE DATA

The data collected by the questionnaire were recorded on answer sheets. From these the total number of responses to each item in each category was calculated and recorded in tables. The percentage of positive and negative responses for each item was calculated for each group to determine the general direction of responses.

To facilitate a comparison of the data separate tables for each group were used at the initial stages.

IV. TREATMENT OF THE DATA

Since the purpose of this study is to present a descriptive survey of certain contributing factors of good in-service practices and how they can best be adapted to satisfy the needs of the elementary teachers in School District No. 61, a descriptive analysis (Good and Scates, 1954) was carried out. This descriptive analysis has been reinforced through the use of the Kolmogorov-Smirnov Two-Sample Test (Siegel, 1956) to determine if there is agreement or significant differences existing between the participating groups. The criteria for rejecting an hypothesis has been established at the conventional $P = .05$ level.

Figures depicting the percentage of positive responses from each group have been included to facilitate an easy comparison of those questionnaire items strongly supported by each group.

CHAPTER IV.

THE PERSONAL AND ACADEMIC HISTORY OF THE ELEMENTARY TEACHER

The purpose of this chapter is to present an analysis of the data collected on the personal and academic history of elementary teachers (see Appendix B). What is the sex, age, and number of years of teaching experience of the typical elementary teacher in School District No. 61? What level of academic training has generally been achieved by the teachers in this system? To what extent are practicing elementary teachers currently involved in university credit courses? To what extent do beginning and experienced teachers feel that university credit courses will increase their teaching proficiency?

The use of descriptive analysis is employed to answer the above questions. For purposes of comparison the teachers in the study have been grouped as beginning and experienced, male and female, possessing a university degree or without a university degree.

Personal history. Beginning teachers, for the purposes of this study, have been classified as those teachers having up to two years teaching experience. Anyone with more than two years of teaching experience was classed as experienced. Forty-two or 18% of the participants in the study have been classified as beginning teachers while 188 or 82% are classed as experienced.

TABLE I
SEX OF ELEMENTARY TEACHERS

Sex	Group		Number in Total Group	Percent of Total Group
	Beginning	Experienced		
Male	14	53	67	29.1
Female	28	135	163	70.9
Total	42	188	230	100

TABLE II
AGE GROUPS OF ELEMENTARY TEACHERS

Age	Beginning Teachers		Experienced Teachers	
	N	%	N	%
Under 25	32	76.2	11	5.9
25 - 30	3	7.1	48	25.5
30 - 40	4	9.6	48	25.5
40 - 50	2	4.8	33	17.6
Over 50	1	2.3	48	25.5
TOTAL	42	100.0	188	100.0

TABLE III
YEARS OF EXPERIENCE OF ELEMENTARY TEACHERS

		1-2 yr.	3-5 yr.	6-10 yr.	11-20 yr.	over 20	Total
Beginning Teachers	N	42					42
	%	100					100
Experienced Teachers	N		41	45	57	45	188
	%		21.8	23.9	30.4	23.9	100

TABLE IV
CERTIFICATION OF ELEMENTARY TEACHERS

		EB	EA	PC	PB	PA	Total
Beginning Teachers	N	13	19	2	8	0.0	42
	%	30.9	45.2	4.8	19.1	0.0	100
Experienced Teachers	N	55	51	34	42	6	188
	%	29.3	27.1	18.1	22.3	3.2	100

TABLE V
YEARS OF UNIVERSITY COMPLETED BY ELEMENTARY TEACHERS

		2 or less	3 yr.	4 yr.	5 yr.	6 or more	Total
Beginning Teachers	N	12	18	4	8	0.0	42
	%	28.6	42.9	9.5	19.0	0.0	100
Experienced Teachers	N	61	45	35	41	6	188
	%	32.5	23.9	18.6	21.8	3.2	100

TABLE VI
UNIVERSITY DEGREES HELD BY ELEMENTARY TEACHERS

Degree	Group				Number in Total Group	Percent of Total Group
	Beginning		Experienced			
	N	%	N	%		
B. Ed. Elem.	6	14	40	21	46	20
B. A.	3	7	20	11	23	10
B. Ed. Sec.	0	0	7	4	7	3
B. Sc.	0	0	3	2	3	1
Other	5	12	12	6	12	5
Total	14	33	82	44	96	39

Table I shows that a majority of both beginning and experienced teachers are female. While 71% of the total group are female, 29% are male. A majority of the beginning teachers are under 25 years of age while the experienced teachers tend to be evenly distributed in all designated age groups over 25 years of age (Table II). Experienced teachers tend to be fairly evenly distributed in each of the classifications for years of experience (Table III), with a slightly higher percentage (12%) falling in the 11-20 years of experience category. This may well be due to the increase of the interval at this point on the scale.

Academic history. The numbers of teachers in each category of certification (Table IV) is an indication of the number of years of university completed (Table V) and the number of degrees held by beginning and experienced teachers. Four or more years of university education have been completed by 29% of the beginning teachers, while 44% of the experienced personnel have similar qualifications. Four or more years of university education normally entitles a teacher to a Professional Teaching Certificate. The minor discrepancies observable among Tables IV, V, and VI can be explained by the fact that some teachers have completed four or more years at a foreign university that is not granted full accreditation by the Department of Education when assessing university credits for certification. Such teachers are expected to complete specified courses at Canadian universities before full certification in British Columbia is granted.

The Bachelor of Education (Elementary) Degree is the university degree most commonly held by elementary teachers in School District

TABLE VII
WHEN UNIVERSITY DEGREES WERE COMPLETED

Degree Completed Within:	Group				Total of Both Groups	Percent of Both Groups
	Beginning		Experienced			
	N	%	N	%		
5 yr.	10	24	41	22	51	22
10 yr.	0	0	21	11	21	9
15 yr.	0	0	13	7	13	6
20 yr.	0	0	3	2	3	1
over 20 yr.	1	2	3	2	3	1
Total	11	26	81	44	91	39

TABLE VIII
ELEMENTARY TEACHERS PRESENTLY ENROLLED IN UNIVERSITY COURSES

		Yes	No	Total
Beginning Teachers	N	9	33	42
	%	21.4	78.6	100
Experienced Teachers	N	26	161	188
	%	13.8	85.6	99.4

TABLE IX
ELEMENTARY TEACHERS ANTICIPATING ENROLLING IN UNIVERSITY COURSES

		Yes	No	Total
Beginning Teachers	N	22	20	42
	%	52.4	47.6	100
Experienced Teachers	N	54	134	188
	%	28.7	71.3	100

TABLE X
REACTIONS OF ELEMENTARY TEACHERS
TO UNIVERSITY COURSES TO INCREASE COMPETENCY

		Yes	No	Total
Beginning Teachers	N	28	14	42
	%	66.7	33.3	100
Experienced Teachers	N	84	103	187
	%	44.7	54.8	99.5

No. 61 (Table VI). While 39% of all teachers participating in the study possessed university degrees, 61% held no degree. Furthermore, 91% of the beginning teachers who have completed a degree have done so during the past five years, 51% of the experienced teachers with degrees have completed them during the same period of time.

The elementary teachers of School District No. 61 are not inclined to participate in large numbers in university credit courses during the teaching year (Table VIII). It may be noted, however, that a larger percentage of beginning teachers than experienced teachers do avail themselves to such courses. Fifty-two per cent of beginning teachers anticipate enrolling in university credit courses within the next year while 29% of the experienced teachers have indicated a similar inclination (Table IX). Sixty-seven per cent of the beginning teachers have indicated that participation in further university credit courses would increase their teaching proficiency. Conversely, 55% of the experienced teachers have expressed the opinion that participation in further university courses would not increase their competency in the classroom.

Summary. Most beginning elementary school teachers in School District No. 61 (Greater Victoria) are female, under twenty-five years of age, and possess an EB or EA teaching certificate. They have completed three or fewer years of university education, are not presently enrolled in a university credit course but do feel that further study at university will increase their classroom proficiency. Therefore, they plan to further their university education.

Most experienced teachers of School District No. 61 can be

described as being female, under fifty years of age, and possessing an EB or EA teaching certificate. They have fewer than twenty years teaching experience, have completed three or fewer years of university education, are not presently enrolled in a university credit course and do not feel that participation in further university courses will increase their classroom proficiency. They do not plan to participate in university courses within the next year.

CHAPTER V

TEACHER ATTITUDES TO IN-SERVICE EDUCATION ACTIVITIES

This and succeeding chapters present an analysis of those factors identified in the review of literature as being contributory to good in-service programmes. The object of this analysis is to determine if there are significant differences between the responses of a) beginning and experienced teachers, b) male and female teachers and, c) degreed and non-degreed teachers. Secondly, the data has been examined to determine if there are certain conditions and activities which practicing elementary teachers judge as contributing markedly to meeting the needs of teachers for professional growth.

The literature dealing with in-service education suggests that before any programme of in-service activities is attempted it should be determined whether or not the teachers expected to become involved are receptive to the concept of in-service education to encourage professional growth. Part I of Section II of the In-Service Education Survey (Appendix B) was devised to indicate whether teachers have positive or negative attitudes towards in-service activities designed to increase their classroom proficiency.

An examination of the data immediately reveals that there are no significant differences between the attitudes of beginning and experienced teachers toward in-service activities (Table XI). Both

TABLE XII
FACTORS INFLUENCING TEACHER ATTITUDES TO IN-SERVICE ACTIVITIES
(MALE AND FEMALE TEACHERS)

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
11. Acceptance of in-service activities	M	4.5	58.2	23.9	13.4	0.0	3.72293	< .20
	F	14.1	62.6	14.7	8.0	0.6		
12. Increasing attention essential	M	25.4	58.2	11.9	4.5	0.0	0.54871	< .80
	F	27.0	62.0	6.1	4.3	0.6		
13. Real and significant implications	M	4.5	35.8	47.8	11.9	0.0	5.33300	< .10
	F	10.4	46.6	30.1	12.9	0.0		
14. New methods needed	M	19.4	49.3	25.4	5.9	0.0	2.08776	< .50
	F	27.6	51.5	16.6	4.3	0.0		
15. Location of activities important	M	29.9	44.8	16.4	8.9	0.0	2.96277	< .30
	F	38.0	49.1	6.8	4.9	1.2		
16. New skills - teacher's responsibility	M	29.9	43.3	10.5	11.9	4.5	2.22864	< .50
	F	19.0	49.7	11.7	17.8	1.8		
17. New skills - administrators' responsibility	M	23.9	47.8	8.9	19.4	0.0	2.64180	< .60
	F	31.3	52.1	8.0	8.6	0.0		
18. New skills - joint responsibility	M	64.2	29.8	1.5	4.5	0.0	8.56389	< .02
	F	42.9	54.0	1.2	1.8	0.0		
19. District-wide in-service most effective	M	0.0	31.3	37.3	25.4	6.0	5.56869	< .10
	F	6.1	42.3	36.2	14.1	1.3		
20. Individual staff in-service most effective	M	11.9	34.3	32.8	20.9	0.0	2.30080	< .50
	F	8.0	30.0	30.1	26.4	5.5		

M = Male teachers N = 67
 F = Female teachers N = 163
 df = 2

groups show a tendency to share similar feelings in all areas examined. One significant difference does occur between the responses of male and female teachers (Table XII, Item 18). This is a difference in strength of response rather than in direction. Both male and female teachers have indicated a strong majority of positive responses to the suggestion that professional growth is the responsibility of all levels in the educational hierarchy (Figure 2). Male teachers however, have indicated 21% more responses at the "Strongly Agree" level than female respondents. Significant differences occur between the responses of degreed and non-degreed teachers in two instances (Table XIII, Items 13 and 18). Degreed teachers have responded with a very high percentage (44%) of undecided responses to the suggestion that teachers see real and significant implications in in-service activities. Non-degreed teachers have registered a 17% more positive response to this item than have degreed personnel (Figure 3). Both degreed and non-degreed teachers have responded in a strongly positive manner to the suggestion that professional growth is the responsibility of all educators (Figure 3, Item 18). The significant difference that occurs in this instance is again in strength rather than the direction of the responses (Table XIII). Sixty percent of the degreed participants have responded at the "Strongly Agree" level while only 41% of the non-degreed persons have indicated a similar response.

By observing the positive responses of beginning and experienced teachers (Figure 1), male and female teachers (Figure 2), and degreed and non-degreed teachers (Figure 3) it can be seen that in-service education has been accepted as an integral part of the

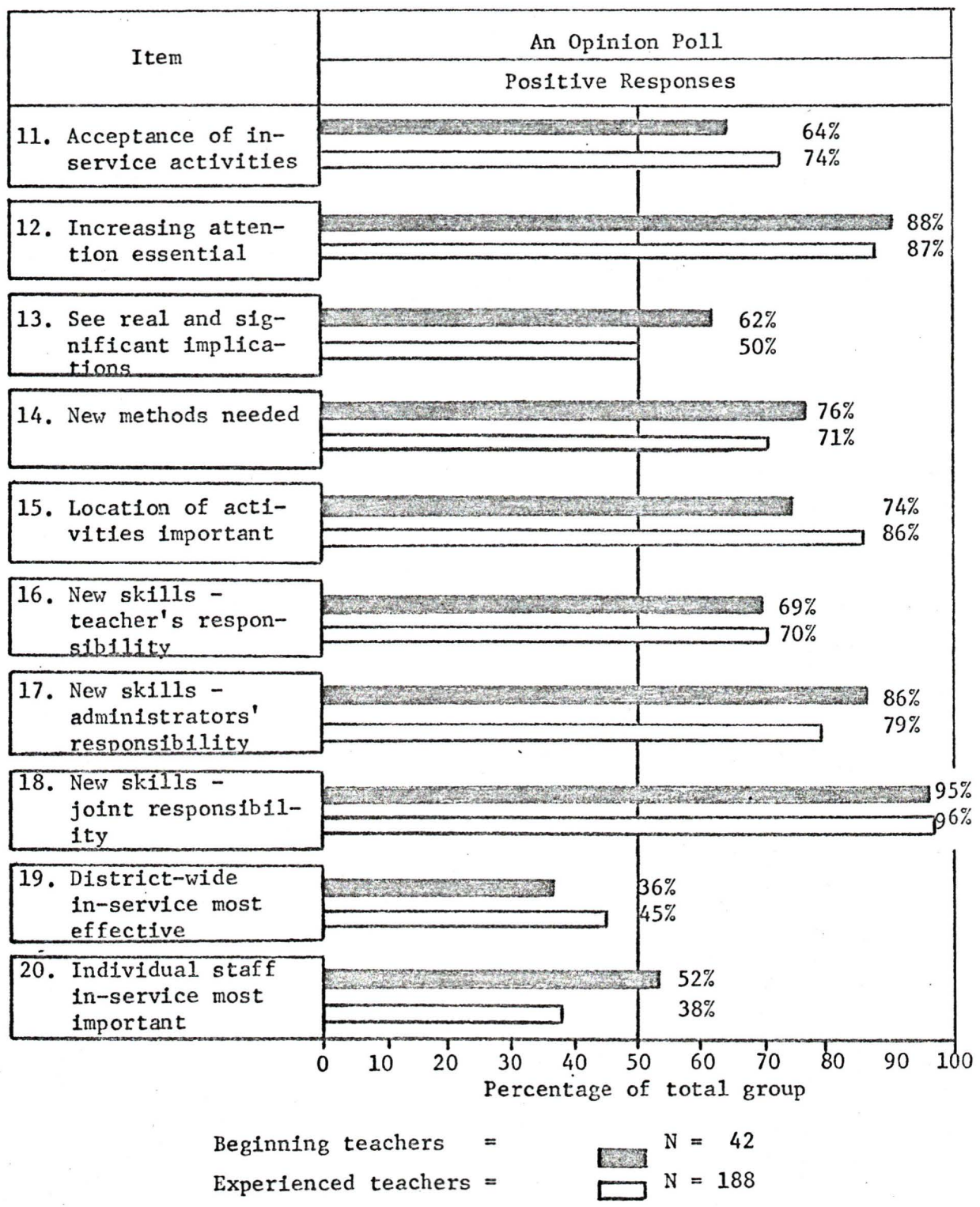


FIGURE 1

A COMPARISON OF THE POSITIVE RESPONSES TO QUESTIONNAIRE ITEMS DETERMINING ATTITUDES OF BEGINNING AND EXPERIENCED TEACHERS TOWARDS IN-SERVICE EDUCATION ACTIVITIES

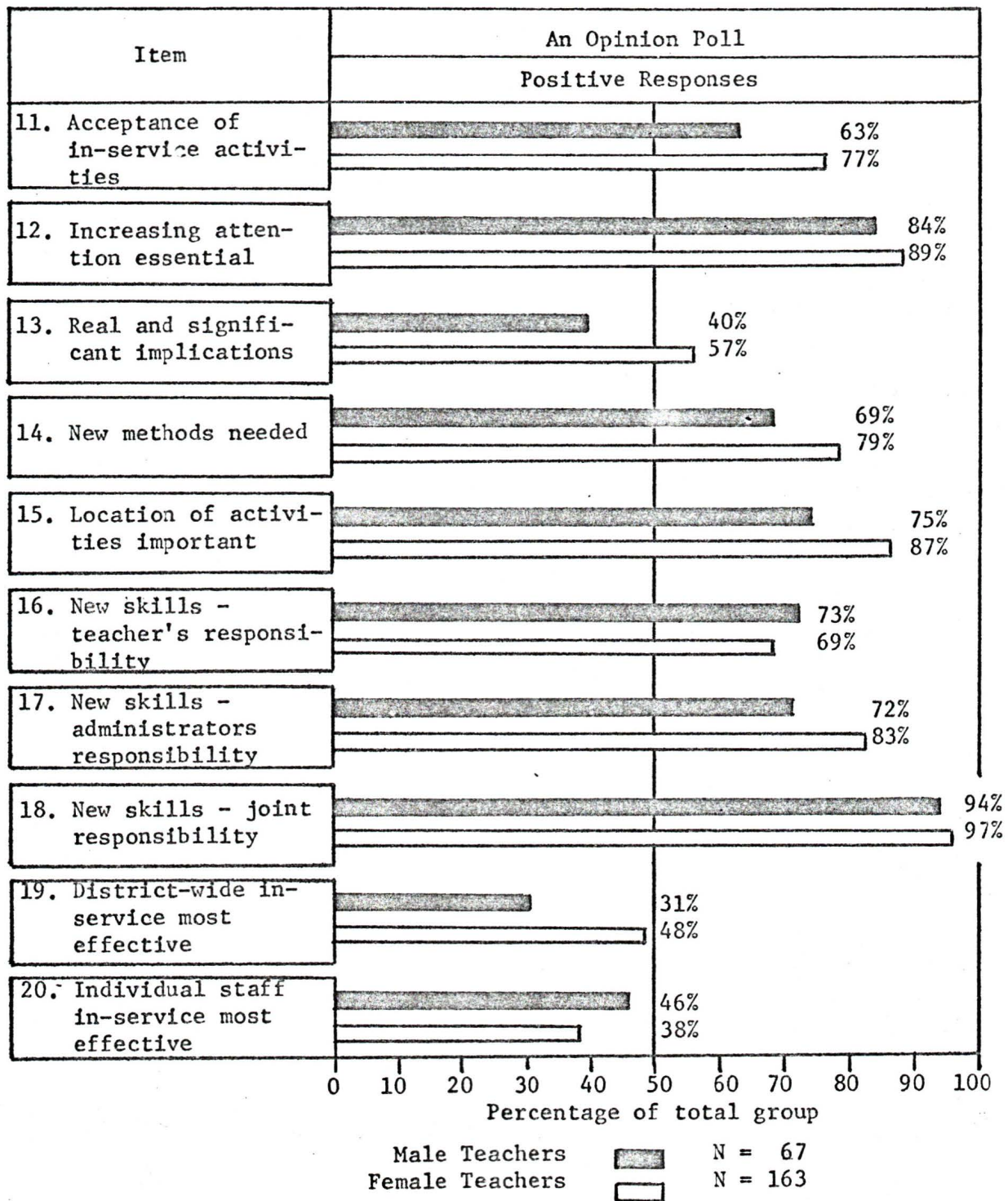


FIGURE 2

A COMPARISON OF THE POSITIVE RESPONSES TO QUESTIONNAIRE ITEMS
 DETERMINING THE ATTITUDES OF MALE AND FEMALE TEACHERS
 TOWARDS IN-SERVICE ACTIVITIES

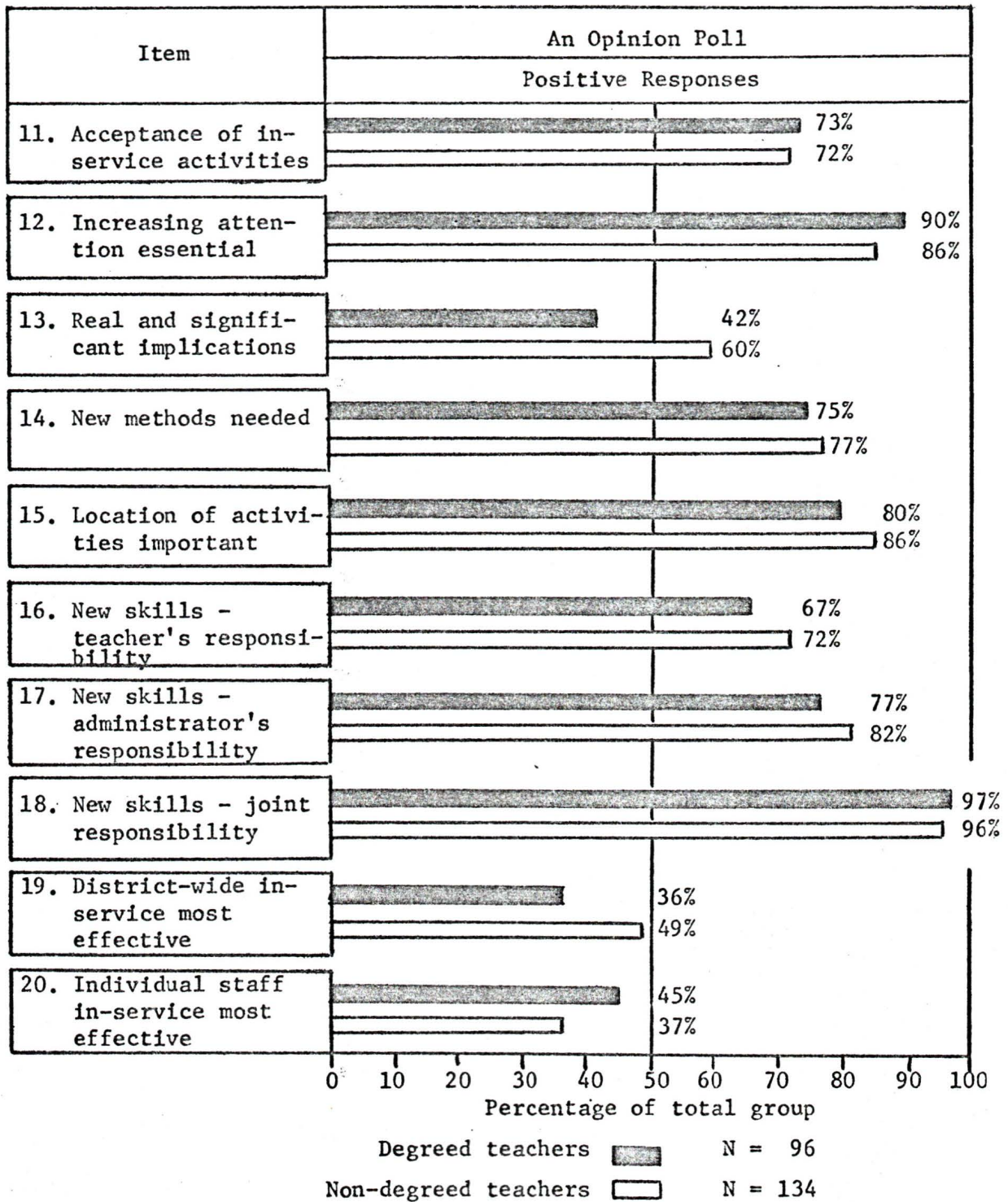


FIGURE 3

A COMPARISON OF THE POSITIVE RESPONSES TO QUESTIONNAIRE ITEMS DETERMINING THE ATTITUDES OF DEGREED AND NON-DEGREED TEACHERS TOWARDS IN-SERVICE ACTIVITIES

changing educational scene by a majority of all groups in the study. An even larger percentage in all groups has responded positively to the suggestion that increasing attention to in-service activities is essential for the professional growth of elementary teachers. The responses to these items (Items 11 and 12) would indicate that attitudes towards in-service activities are generally good.

A small majority of beginning teachers (62%), female teachers (57%) and non-degreed teachers (60%) responded positively to the suggestion that in-service activities have real and significant implications. The "Undecided" response was selected by more than 25% of the participants in each of these groups (Tables XI, XII, XIII). The high percentage of "Undecided" responses of experienced (37%), male (47%), and degreed (44%) personnel to this same item (Item 13) suggests that positive attitudes concerning the value of in-service activities are not particularly strong.

→ The literature suggests that the location of in-service activities and the methods used in their presentation will influence the extent of teacher participation. A considerable majority of each group (Items 14 and 15, Figures 1, 2, 3) has indicated that experimentation with new methods of in-service education would encourage greater participation and that the location of meetings is an important factor. The assumption can be made that good attitudes toward in-service activities can be fostered through careful consideration of where and how in-service activities are presented.

An analysis of the items (Items 19 and 20) that assess teacher attitudes toward district-wide and individual school in-service

activities reveals that individual staff in-service is more popular with beginning, male and degreed teachers. Experienced, female and non-degreed teachers favour district-wide in-service activities as being most efficient for meeting teacher needs for professional development. However, none of the groups has indicated a strongly positive or negative response to either type of organization. The large percentage in all groups who indicated indecision through the choice of "Undecided" for a response (Tables XI, XII, XIII) would indicate that attitudes of teachers have not been strongly influenced to favour either district-wide or individual school in-service activities.

Summary. A survey of the data gathered from beginning and experienced, male and female, degreed and non-degreed teachers would indicate that their attitudes toward in-service activities are as follows:

1. There is no significant difference between the attitudes of beginning and experienced teachers toward in-service activities.
2. There is one significant difference between the attitudes of male and female teachers. This difference may be described as a difference in strength rather than direction. Although both groups see the responsibility of professional growth as a joint responsibility, male teachers respond more strongly than female teachers to this suggestion.
3. There are two significant differences between the attitudes of degreed and non-degreed teachers. Degreed teachers are considerably more undecided concerning the value of in-service activities than are non-degreed teachers. Although both groups favour a joint

responsibility for in-service activities, the degreed teachers feel significantly more strongly than the non-degreed persons concerning joint responsibility.

4. The majority of elementary teachers accept in-service activities as a part of the educational scene and as being essential for the promotion of professional growth.
5. Attitudes concerning the value of in-service activities have not been firmly established by the elementary teachers of School District No. 61. This is an area of indecision.
6. Practicing classroom teachers feel strongly that in-service education is a responsibility to be shared at all levels. District administrators are seen as being responsible for acquainting their staffs with new materials while teachers themselves feel responsible for acquiring new skills required to implement changes.
7. New methods of in-service education and careful consideration of the location of activities are important factors influencing teacher attitudes toward in-service activities.
8. The elementary teachers of School District No. 61 do not possess strong attitudes as to the relative value of district-wide or individual school in-service activities.

CHAPTER VI

THE MOTIVATION OF TEACHERS TO ATTEND IN-SERVICE ACTIVITIES

One section of the In-Service Education Survey sought to determine whether or not beginning and experienced teachers, male and female teachers, and degreed and non-degreed teachers are motivated to attend in-service activities for different reasons. In addition, a descriptive analysis has been employed to investigate those aspects of in-service activities which a majority of all groups participating in the study have identified as having motivational value.

A review of the literature suggests that a teacher's past experience will determine whether or not he will be interested in attending in-service activities. If his needs for additional skills and information have been met through participation at in-service sessions, he will be encouraged to attend future activities. The beginning teacher, in search of assistance during his period of adjustment, may be expected to respond more favourably than the experienced person to those activities which promise to give assistance in the areas of pupil and classroom management. The literature further suggests that all teachers will tend to be influenced by the attitudes of principals and fellow teachers towards the value of in-service activities.

With only one exception for each pair of groups being compared, there are no significant differences between the responses of the participants to questionnaire items discussing forces that motivate teachers to attend in-service activities. A significant difference occurs between the responses of beginning and experienced teachers to the suggestion that the discussion of classroom management would motivate participation at in-service sessions (Table XIV, Item 27). Eighty-three per cent of the beginning teachers responded in a positive manner to this item while only 64% of the experienced persons responded in a similar fashion (Figure 4). One-fifth of the experienced teachers responded negatively to the same suggestion while there are no negative responses recorded for beginning teachers. The finding, then, is that beginning teachers are much more strongly motivated to participate in in-service activities dealing with classroom management than are the experienced teachers.

The significant difference occurring between the responses of male and female teachers appears in the reactions to the suggestion that the expectancy that in-service activities will equip teachers with a knowledge of up-to-date methodology motivates participation (Table XV, Item 24). It can be observed that this difference is mainly one of strength of response rather than direction of response. Both male and female teachers have responded in a strongly positive manner (Figure 5), but the female respondents have selected the "Strongly Agree" response 14% more often than the male participants. One can conclude that although both groups are motivated by the discussion of methodology, the female teachers feel that it is a significantly stronger motivating force than do male teachers.

TABLE XV

FACTORS MOTIVATING MALE AND FEMALE TEACHERS TO ATTEND
IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
21. Past attendance at in-service activities	M	25.4	55.2	11.9	7.5	0.0	2.30080	<.50
	F	36.2	52.7	8.0	2.5	0.6		
22. Having complete information about programme	M	14.9	64.2	16.4	4.5	0.0	2.22487	<.50
	F	27.0	64.4	6.7	1.8	0.0		
23. Discussion of current philosophies motivates	M	3.0	44.8	40.3	10.4	1.5	2.87652	<.30
	F	11.0	55.8	21.5	9.8	1.9		
24. Discussion of methodology motivates	M	11.9	71.6	9.0	6.0	1.5	6.93609	<.05
	F	26.4	66.9	4.9	1.8	0.0		
25. Discussion of curriculum changes motivates	M	8.9	62.7	22.4	4.5	1.5	3.96034	<.20
	F	23.3	57.7	16.0	2.4	0.6		
26. Possible solution of pupil problems motivates	M	6.0	50.8	25.3	16.4	1.5	3.91527	<.20
	F	19.6	44.8	12.3	22.7	0.6		
27. Possible improvement of classroom management	M	9.0	52.2	22.4	14.9	1.5	3.54492	<.20
	F	19.0	52.8	10.4	17.8	0.0		
28. Encouragement by principal	M	10.5	55.2	17.9	16.4	0.0	2.12807	<.50
	F	19.6	46.6	16.0	15.3	2.5		
29. Encouragement by fellow teachers	M	10.5	55.2	17.9	13.4	3.0	1.60203	<.50
	F	12.9	60.1	11.7	12.3	3.0		
30. Encouragement by teachers' professional organization	M	7.5	17.9	55.2	16.4	3.0	1.02172	<.70
	F	5.5	40.5	29.5	22.7	1.8		
		M = Male teachers		N = 67				
		F = Female teachers		N = 163				
				df = 2				

FACTORS MOTIVATING DEGREED AND NON-DEGREED TEACHERS TO ATTEND
IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
21. Past attendance at in-service activities	D	36.5	46.9	11.4	4.2	1.0	0.76860	<.50
	ND	30.6	58.2	7.5	3.7	0.0		
22. Having complete information about programme	D	22.9	59.4	13.5	4.2	0.0	2.01882	<.20
	ND	23.9	67.9	6.7	1.5	0.0		
23. Discussion of current philosophies motivates	D	7.3	42.7	34.4	12.5	3.1	8.42257	<.02
	ND	9.7	59.7	21.6	8.2	0.8		
24. Discussion of methodology	D	19.8	67.7	7.3	4.2	1.0	0.56768	<.80
	ND	23.9	68.7	5.2	2.2	0.0		
25. Discussion of curriculum changes	D	20.8	58.3	16.7	3.2	1.0	0.19113	<.95
	ND	17.9	59.7	18.6	3.0	0.8		
26. Possible solution of pupil problems motivates	D	15.6	39.6	18.8	25.0	1.0	3.19793	<.30
	ND	15.6	51.5	14.2	17.9	0.8		
27. Possible improvement of classroom management	D	14.6	51.0	14.6	18.8	1.0	0.62146	<.80
	ND	17.2	53.7	13.4	15.7	0.0		
28. Encouragement by principal	D	12.5	54.2	17.7	12.5	3.1	1.30902	<.70
	ND	20.1	45.5	15.7	17.9	0.8		
29. Encouragement by fellow teachers	D	15.6	56.3	15.6	9.4	3.1	0.78499	<.70
	ND	9.7	60.5	11.9	14.9	3.0		
30. Encouragement by teachers' professional organization	D	7.3	31.3	44.8	13.5	3.1	2.68016	<.30
	ND	5.2	35.8	31.4	26.1	1.5		
D = Degreed teachers						N = 96		
ND = Non-degreed teachers						N = 134		
						df = 2		

A significant difference occurs between the responses of degreed and non-degreed teachers to the suggestion that in-service activities that discuss the current philosophies of educational change motivate participation (Table XVI, Item 23). Non-degreed teachers have responded 19% more strongly in the positive direction than have degreed persons (Figure 6). It should also be noted that 12% more degreed than non-degreed teachers responded with a choice of "Undecided". It may be stated, then, that non-degreed teachers are more strongly motivated to attend in-service activities by the discussion of the philosophies of educational change than are degreed teachers.

It should be noted that the item (No. 26) which deals with the motivational power of programmes designed to assist teachers in handling individual pupil problems has produced a fairly high divergence of responses from beginning and experienced teachers. A 79% majority of beginning teachers have responded in the positive direction while only a 59% majority of the experienced teachers share a similar point-of-view. This item does not approach significance, however. As Tables XV and XVI indicate, this same item has produced only a moderate majority of positive reactions from the male and female, and degreed and non-degreed respondents.

All groups have responded in a strongly positive manner to the suggestion that the consideration of methodology at in-service sessions motivates teacher attendance (Figures 4, 5, 6, Item 24). Similarly, beginning and experienced, male and female, degreed and non-degreed teachers have reacted with highly positive responses to having complete information about the programme being offered. The

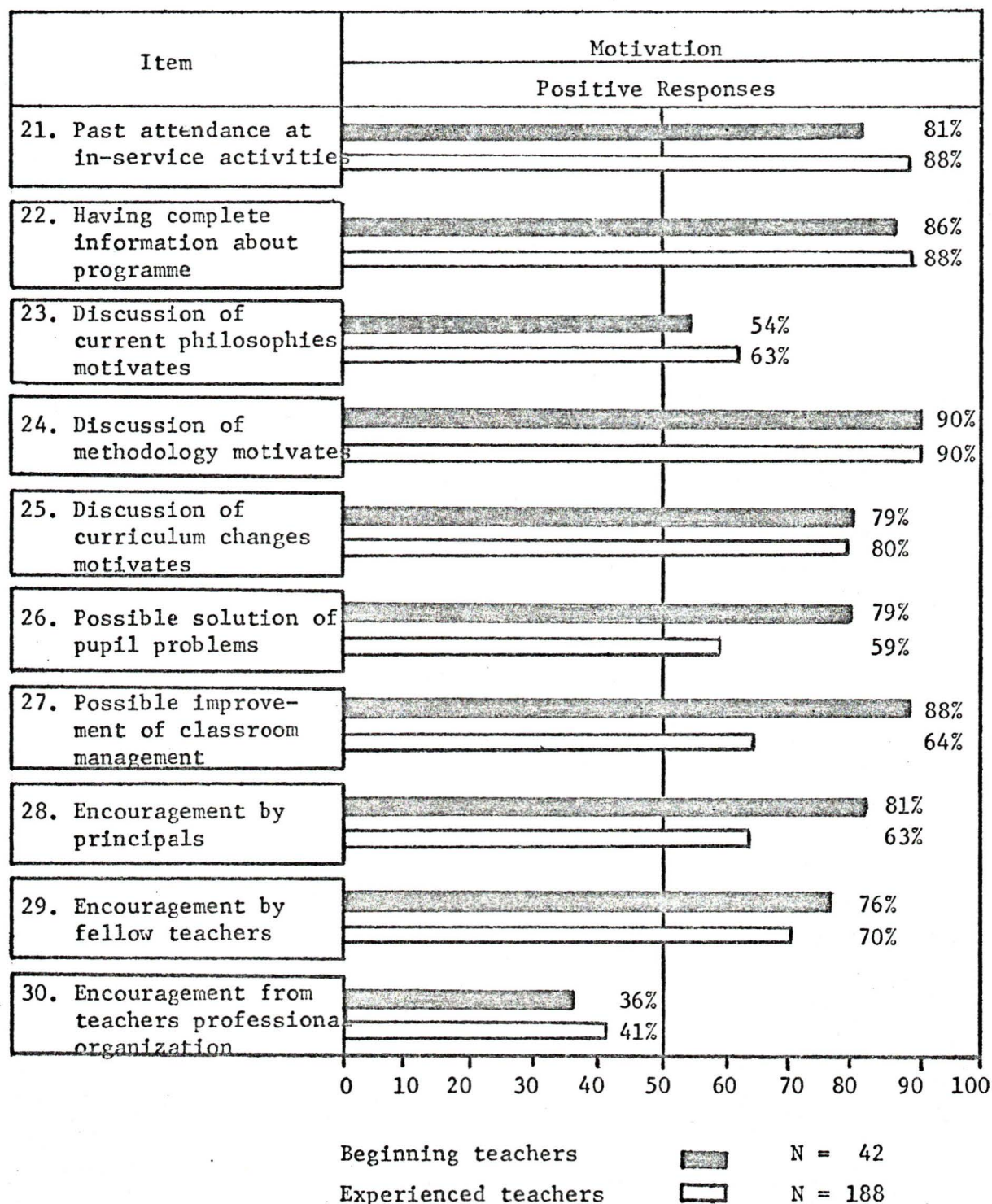


FIGURE 4

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO SUGGESTED MOTIVATING FORCES

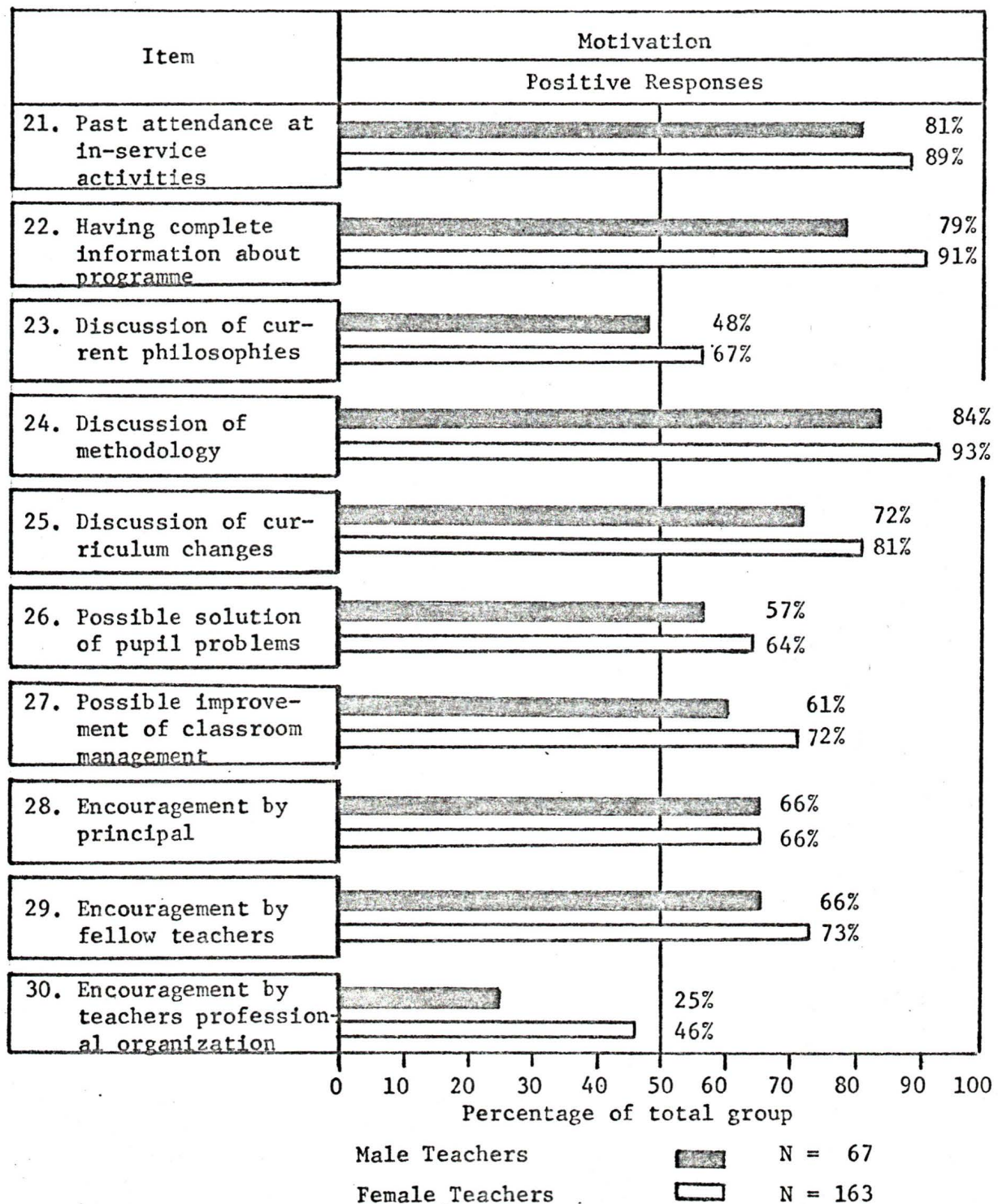


FIGURE 5

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE TEACHERS
 TO SUGGESTED MOTIVATING FORCES

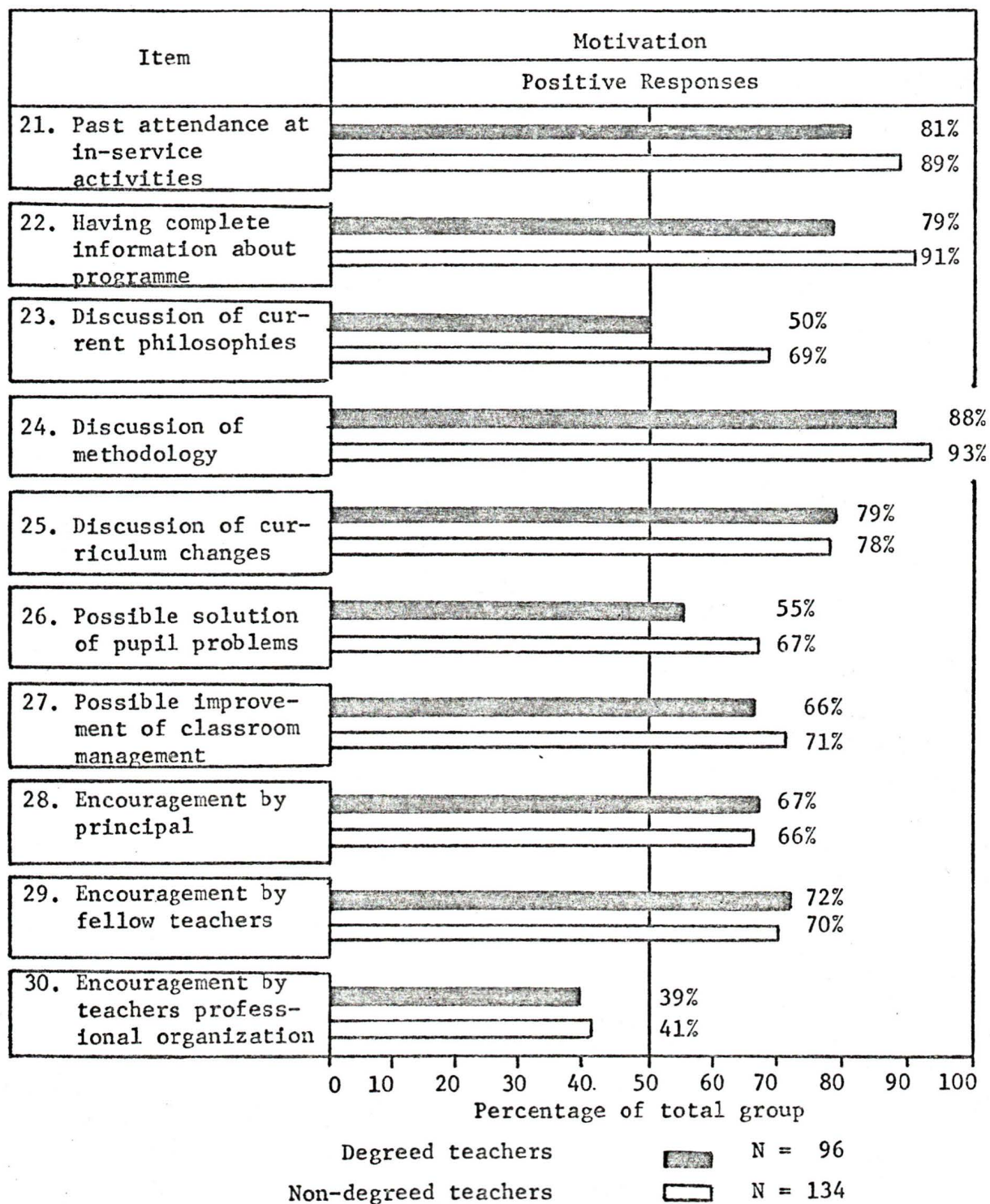


FIGURE 6

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO SUGGESTED MOTIVATING FORCES

suggestion that attendance at past in-service activities which made a worthwhile contribution to teachers professional development motivates future participation provoked strong positive responses from all groups. Each group responded to this item (No. 21) with a majority of greater than 80%.

There is a strong similarity shown in the responses of beginning and experienced teachers (Table XIV) and degreed and non-degreed teachers (Table XV) to the suggestion that in-service activities designed to inform teachers of curriculum changes and the classroom adjustments needed to accommodate them are a motivational force. These groups have all registered a positive reaction of approximately 78%. Although both male and female participants have indicated a good positive response, female personnel are more strongly in favour of this item (by 9%) than are male teachers (Figure 5).

The expectancy that in-service activities will impart a greater understanding of the current philosophies of educational change is not judged as being a particularly strong motivational force (Item 23). The positive responses of non-degreed (69%), female (67%), and experienced teachers (63%) do however indicate that they are more responsive than degreed (50%), male (48%), and beginning teachers (54%). It should be noted that the "Undecided" response has been selected by more than 20% of the participants in each group (Tables XIV, XV, XVI).

With the exception of beginning teachers, there is a variation of only 4% among the positive responses of all groups to the suggestion that encouragement by principals and other administrative personnel motivates attendance at in-service activities (Figures 4, 5, 6,

Item 28). These responses average a 66% majority in the positive direction. Beginning teachers, however, indicate that they are more strongly motivated by this type of encouragement. A positive majority of 81% has been recorded for this group. This would indicate that most teachers are moderately influenced by administrative encouragement, while beginning teachers are strongly influenced by such encouragement. All groups are inclined to feel that encouragement by fellow staff members is a positive motivational force. Practising elementary teachers have responded to this item, (No. 29), with an average of 71% in the positive direction. Although there is agreement among the groups concerning the motivational value of encouragement by teacher's professional groups, it has not been judged as being a strong motivational force. None of the participating groups have indicated a positive majority for this item (Figures 4, 5, 6, Item 30). One should note the high percentage of "Undecided" responses that have been prompted by this suggestion (Tables XIV, XV, XVI). The elementary teachers of School District No. 61 appear to be indecisive as to whether or not their teachers' professional organization is a motivating influence encouraging teachers to attend in-service activities.

Summary. A review of the data would indicate that the reactions of beginning and experienced, male and female, degreed and non-degreed teachers to questionnaire items dealing with motivation of teachers to attend in-service activities could be summarized as follows:

1. Beginning and experienced teachers differ significantly in the extent to which they feel that the discussion of classroom

management encourages teachers to attend in-service activities.

2. Male and female teachers differ significantly regarding the motivational value of discussing methodology at in-service sessions. Female teachers feel more strongly than male teachers that it is a positive motivating force.
3. Degreed and non-degreed teachers differ significantly in the extent to which they feel the discussion of philosophies motivates attendance at in-service activities.
4. Teachers other than beginning teachers do not attach a particularly strong motivational value to in-service activities dealing with individual pupil problems.
5. Elementary teachers are strongly motivated to attend in-service activities dealing with methodology and curriculum changes.
6. Practising classroom teachers feel that having complete information about the programme being offered is a positive motivational force.
7. Successful past experiences at in-service education activities encourages teachers to attend future activities.
8. The discussion of philosophies at in-service activities does not have a strong motivational value.
9. Elementary teachers are moderately influenced to attend in-service activities by administrative encouragement. Beginning teachers tend to respond more favourably to this type of encouragement than other teachers.

10. Encouragement from fellow staff members motivates most teachers to attend in-service activities.
11. The elementary teachers of School District No. 61 are undecided as to whether or not encouragement from teacher's professional organizations motivates attendance at in-service activities.

CHAPTER VII

PLANNING FOR IN-SERVICE ACTIVITIES

The literature dealing with in-service activities places much importance on the need for teacher involvement in the careful planning of such programmes. As stated earlier, in-service activities must be planned to meet the existing needs of the teachers for whom the programme is intended. To what extent do beginning and experienced, male and female, degreed and non-degreed teachers differ in their reactions as to how (a) practising classroom teachers and, (b) principals and other administrators should be involved in the planning of in-service activities? The data have been examined to answer these and related questions.

The data recorded from Section II, Part III of the In-service Education Survey (Appendix B) point clearly to the fact that there is only one significant difference among the responses of the participating groups, (Tables XVII, XVIII, XIX). Female teachers have indicated 18% more positive responses than have male teachers to the suggestion that administrators should assist in determining the needs of teachers for in-service education. The negative responses of male teachers have exceeded the female negative responses by 14% for this same item (36). Although a significant difference does exist between male and female responses, it is important to note that only a 53% majority exists in

TABLE XVII
FACTORS INFLUENCING THE PLANNING OF IN-SERVICE ACTIVITIES FOR
BEGINNING AND EXPERIENCED TEACHERS

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
31. Involvement of teachers	B	35.7	50.0	11.9	2.4	0.0	0.13329	<.95
	E	37.2	51.6	6.9	4.3	0.0		
32. Responsibility of administrators	B	9.5	33.3	28.6	26.2	2.4	4.56720	<.20
	E	4.8	27.1	21.3	41.5	5.3		
33. Responsibility of teachers' professional organization	B	16.7	40.5	28.6	14.3	0.0	0.49904	<.80
	E	10.6	47.9	27.7	13.3	0.5		
34. Joint responsibility	B	28.6	47.6	11.9	11.9	0.0	1.36766	<.70
	E	33.5	52.7	5.9	7.5	0.5		
35. Teachers to determine programmes	B	38.1	52.4	4.8	4.8	0.0	0.09347	<.95
	E	38.8	54.3	4.3	2.7	0.0		
36. Administrators to determine programmes	B	14.3	35.7	28.6	16.7	4.8	0.073075	<.70
	E	10.6	36.2	24.5	23.9	4.8		
37. Stating objectives part of planning	B	35.7	59.5	2.4	2.4	0.0	2.08093	<.50
	E	23.4	70.7	5.9	0.0	0.0		
38. Planning for active participation	B	26.2	42.9	23.8	7.1	0.0	4.28006	<.20
	E	31.9	54.8	11.7	1.6	0.0		
<p>B = Beginning teachers N = 42 N = Experienced teachers N = 188 df = 2</p>								

TABLE XVIII
FACTORS INFLUENCING THE PLANNING OF IN-SERVICE ACTIVITIES FOR
MALE AND FEMALE TEACHERS

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
31. Involvement of teachers	M	37.3	52.2	9.0	1.5	0.0	0.22156	<.90
	F	36.8	50.9	7.4	4.9	0.0		
32. Responsibility of administrators	M	4.5	25.4	25.4	38.8	5.9	0.62405	<.80
	F	6.1	29.5	21.5	38.6	4.3		
33. Responsibility of teachers' professional organization	M	17.9	37.3	31.3	13.5	0.0	1.44023	<.50
	F	9.2	50.3	26.4	13.5	0.6		
34. Joint responsibility	M	41.8	38.8	7.5	11.9	0.0	3.18847	<.30
	F	28.8	57.1	6.7	6.8	0.6		
35. Teachers to determine programmes	M	37.3	53.7	6.0	3.0	0.0	0.09249	<.98
	F	39.3	54.0	3.7	3.0	0.0		
36. Administrators to determine programmes	M	6.0	28.4	28.4	32.8	4.4	6.45293	<.05
	F	13.5	39.3	23.9	18.4	4.9		
37. Stating objectives, part of planning	M	19.4	74.6	4.5	1.5	0.0	1.47680	<.50
	F	28.2	66.3	5.5	0.0	0.0		
38. Planning for active participation	M	35.8	46.3	16.4	1.5	0.0	0.92708	<.70
	F	28.8	55.2	12.9	3.1	0.0		
M - Male teachers							N = 67	
F - Female teachers							N = 163	
							df = 2	

TABLE XIX
FACTORS INFLUENCING THE PLANNING OF IN-SERVICE ACTIVITIES FOR
DEGREED AND NON-DEGREED TEACHERS

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
31. Involvement of teachers	D	38.5	47.9	9.4	4.2	0.0	0.21415	<.90
	ND	35.8	53.7	6.7	3.8	0.0		
32. Responsibility of administrators	D	5.2	28.1	18.8	38.5	9.4	1.39005	<.50
	ND	6.0	28.3	25.4	38.8	1.5		
33. Responsibility of teachers' professional organization	D	13.5	49.0	26.0	10.4	1.1	1.18443	<.70
	ND	10.5	44.8	29.1	15.6	0.0		
34. Joint responsibility	D	36.5	46.9	5.2	11.4	0.0	0.97677	<.70
	ND	29.9	55.2	8.2	6.0	0.7		
35. Teachers to determine programmes	D	39.6	53.1	3.1	4.2	0.0	0.08315	<.98
	ND	38.0	54.5	5.2	2.3	0.0		
36. Teachers to determine programmes	D	11.5	37.5	18.8	26.0	6.2	1.58274	<.50
	ND	11.2	35.0	29.9	20.2	3.7		
37. Stating objectives part of planning	D	31.3	39.4	8.3	1.0	0.0	2.06535	<.50
	ND	21.6	75.4	3.0	0.0	0.0		
38. Planning for active participation	D	32.2	54.2	12.5	1.1	0.0	0.58534	<.80
	ND	29.9	51.5	14.9	3.7	0.0		
D - Degreed teachers						N = 96		
ND - Non-Degreed teachers						N = 134		
						df = 2		

the positive direction for female teachers. Neither beginning and experienced nor degreed and non-degreed teachers have registered a majority of positive reactions to this item, (Figures 7, 9). Although no group is strongly in favour of administrators assisting in determining the needs of teachers for in-service education activities, female teachers are significantly more in favour of this administrative involvement than are male teachers.

The suggestion that the planning of in-service activities should include committees of teachers to determine those aspects of in-service education which are of greatest assistance (Item 35) has provoked a strongly positive reaction (over 90%) from all groups. Similarly, a large majority of each group is of the opinion that classroom teachers should play an important role in planning in-service programmes. The data in these two areas support the views expressed by writers in the field.

Although there is considerable variance of opinion between beginning and experienced teachers to the suggestion that principals and other administrators should be responsible for planning in-service activities, there is little difference between the responses of male and female or degreed and non-degreed teachers. With the exception of beginning teachers, the negative responses to this item (No. 32) exceed the positive responses for all groups (Tables XVII, XVIII, XIX). In no instance do the positive responses reach the majority level. Therefore, it may be stated that elementary teachers do not favour principals and other administrative staff being solely responsible for planning in-service activities.

A strong similarity exists among the positive responses of all groups to the suggestion that teachers through their professional organizations should be responsible for planning programmes of professional development (Figures 7, 8, 9). Reactions to this item (33), though similar, are not strongly positive. Approximately 28% of each group has registered an "Undecided" response. This would indicate that rather a large percentage of elementary teachers are unsure of the position that should be taken by their professional organization in planning in-service activities on their behalf.

The view that the planning of in-service activities should be a joint responsibility shared by educators at all levels is strongly endorsed in the positive direction by beginning (76%), experienced (86%), male (81%), female (86%), degreed (83%), and non-degreed (85%) teachers. All teachers, then, approve of the co-operative planning of in-service activities.

Informing teachers of the objectives of the in-service programme as a part of the planning process is strongly supported by all groups (Item 37). This reinforces the earlier finding that having complete knowledge of the in-service programme is a strong motivational force. The suggestion that planners should make provision for active teacher participation at in-service activities has provoked strong positive responses from all groups except beginning teachers (Figures 7, 8, 9). This divergence, although not significant, is worthy of note. It would indicate that although beginning teachers are only moderately in favour of active participation, other groups are strongly inclined to favour such a provision.

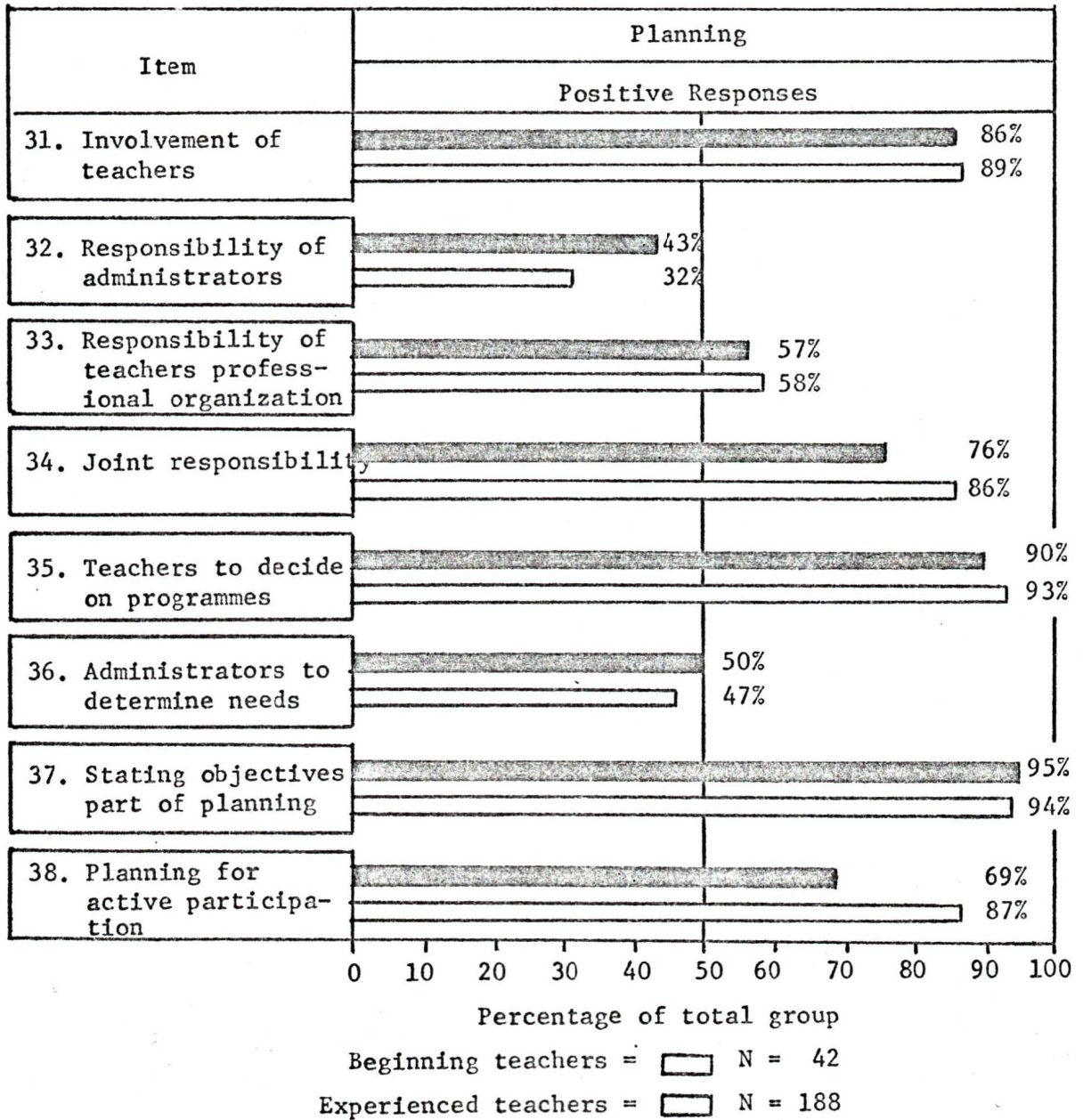


Figure 7

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO SUGGESTED METHODS OF PLANNING

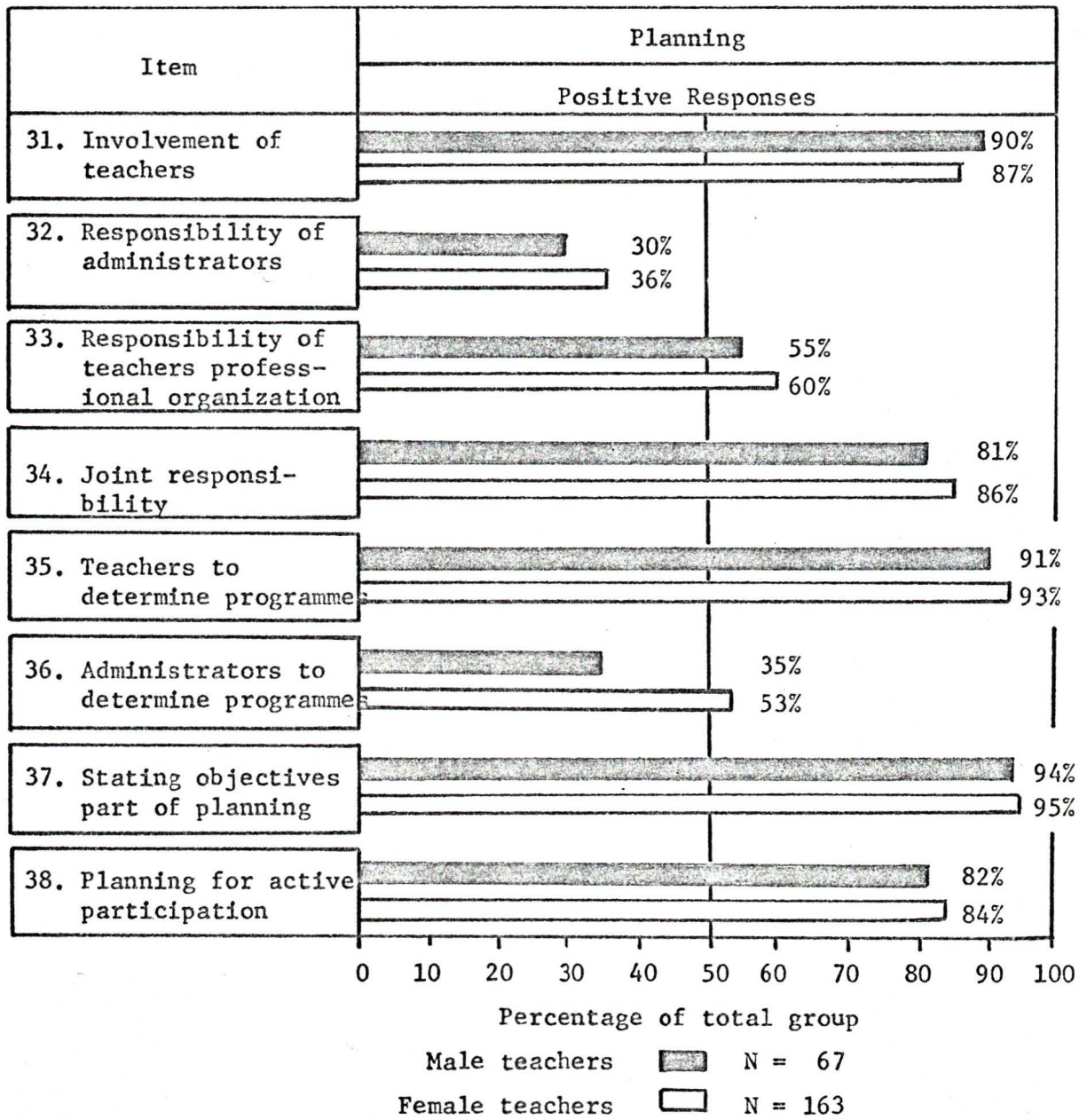


Figure 8

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE
TEACHERS TO SUGGESTED METHODS OF PLANNING

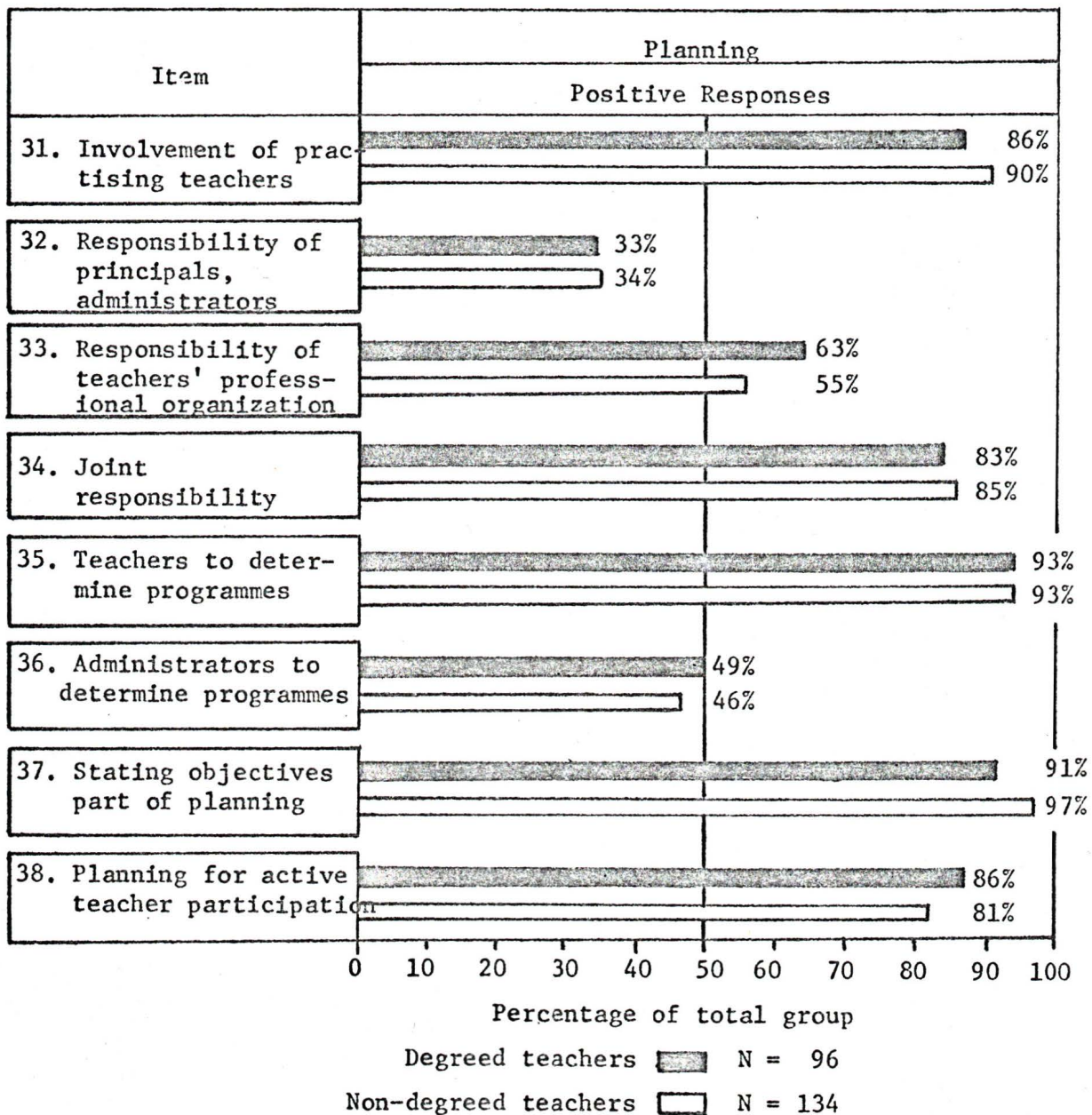


Figure 9

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED
TEACHERS TO SUGGESTED METHODS OF PLANNING

Summary. The following conclusions emerge from a study of the data referring to the planning of in-service activities:

1. There are no significant differences between the responses of beginning and experienced teachers or the responses of degreed and non-degreed teachers to questionnaire items discussing the planning of in-service education.
2. Male and female teachers differ significantly in the extent to which they feel administrators should determine the needs of teachers for in-service education.
3. Elementary teachers do not strongly favour principals and administrators determining their needs for professional development, nor do they feel that planning should be solely on administrative responsibility.
4. Teachers feel strongly that committees of practising classroom teachers should identify the needs of teachers for in-service education, and that they should play an active role in planning activities to meet these needs.
5. Teachers are not strongly in favour of teachers' professional organizations planning in-service activities. This conclusion must be qualified by stating a large percentage of teachers are undecided as to the role which should be taken by the teachers professional organization.
6. Elementary teachers are strongly in favour of the planning of in-service activities being a responsibility that is shared by educators at all levels.

7. Teachers feel that it is part of the planning committee task to inform teachers of the objectives of in-service activities.
8. Beginning teachers are only moderately in favour of planning for active teacher participation while other teachers are strongly in favour of such involvement.

CHAPTER VIII

CONTENT FOR IN-SERVICE EDUCATION ACTIVITIES

The literature discussing in-service activities suggests that the content of such programmes should vary in nature and in depth in order to meet the specific needs of each school system. If we are realistic, we must recognize that the content of in-service programmes can only be determined by the programme of studies and the needs of teaching personnel as they are related to local conditions. As has been pointed out by Carroll (1966), and Moffitt (1963) the content of in-service activities must be designed to help teachers to improve local educational objectives. If the various needs of teachers and school programmes are to be met, the administrative and teacher groups responsible for in-service education activities must be aware of the types of content that will satisfy the needs of the teachers for whom the programme is intended.

Section II, Part IV of the In-service Education Survey has been included in the study to determine if significant differences exist among the types of content judged by beginning and experienced, male and female or degreed and non-degreed teachers as contributing to their professional development. In addition the data have been examined to identify those general areas of content that all groups indicate as satisfying teacher needs.

TABLE XXI

 IDENTIFICATION OF PREFERRED TYPES OF CONTENT FOR IN-SERVICE
 ACTIVITIES BY MALE AND FEMALE TEACHERS

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
39. Emphasis on subject matter	M	6.0	32.8	8.9	44.8	7.5	4.16895	<.20
	F	9.8	34.4	18.4	33.1	4.3		
40. Emphasis on methodology	M	16.4	61.2	8.9	10.5	3.0	0.64617	<.80
	F	17.8	54.0	12.3	15.3	0.6		
41. Emphasis on rationale	M	6.0	41.8	16.4	34.3	1.5	0.77142	<.70
	F	6.8	38.0	25.8	28.2	1.2		
42. Emphasis on philosophy	M	13.4	38.8	20.9	20.9	6.0	0.33024	<.90
	F	9.2	39.3	25.8	22.0	3.1		
43. Emphasis on instructional aids	M	11.9	58.2	20.9	9.0	0.0	0.31677	<.90
	F	11.7	62.6	13.5	1.6	0.6		
44. Emphasis on study skills	M	16.4	55.2	23.9	4.5	0.0	1.34201	<.70
	F	15.3	49.7	22.1	12.9	0.0		
45. Emphasis on organizational change	M	4.5	37.3	41.8	14.9	1.5	0.69789	<.80
	F	7.4	40.5	34.4	15.9	1.9		
46. Child growth and development	M	7.5	56.7	26.9	7.4	1.5	7.70752	<.05
	F	27.6	47.9	14.1	9.8	0.6		
47. Activities for many levels	M	20.9	65.6	10.5	3.0	0.0	5.58060	<.10
	F	38.0	38.7	10.4	11.7	1.2		
48. Single topic in depth	M	13.4	43.3	26.9	13.4	3.0	0.61017	<.80
	F	17.2	37.4	23.3	19.6	2.5		
49. Teaching approaches and philosophy	M	11.9	52.2	26.9	9.0	0.0	1.47987	<.50
	F	16.6	56.4	17.8	8.0	1.2		
50. Orientation of new teachers	M	11.9	43.3	17.9	26.9	0.0	5.59851	<.10
	F	18.4	54.0	11.0	16.0	0.6		
51. Follow-up activities	M	16.4	58.2	14.9	9.0	1.5	0.25992	<.90
	F	17.2	59.5	16.6	6.7	0.0		
52. Content determined by staffs	M	7.5	41.8	29.8	19.4	1.5	0.33404	<.90
	F	11.7	36.8	30.7	19.6	1.2		
53. Content determined by administrators	M	0.0	6.0	25.4	46.3	22.3	3.61656	<.20
	F	2.4	12.9	26.4	49.7	8.6		

M = Male teachers N = 67
 F = Female teachers N = 163
 df = 2

TABLE XXII

IDENTIFICATION OF PREFERRED TYPES OF CONTENT FOR IN-SERVICE
ACTIVITIES BY DEGREED AND NON-DEGREED TEACHERS

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
39. Emphasis on subject matter	D	10.4	31.3	11.5	38.5	8.3	1.73853	<.50
	ND	7.5	35.8	18.6	35.1	3.0		
40. Emphasis on methodology	D	24.0	53.1	9.4	12.5	1.0	2.84245	<.30
	ND	12.7	58.2	12.7	14.9	1.5		
41. Emphasis on rationale	D	9.4	36.5	19.8	32.3	2.0	0.62146	<.80
	ND	4.5	41.0	25.4	28.4	0.7		
42. Emphasis on philosophy	D	12.5	36.5	20.8	22.9	7.3	1.30584	<.70
	ND	9.0	41.0	26.9	20.9	1.5		
43. Emphasis on instructional aids	D	11.5	58.3	19.8	9.4	1.0	0.69696	<.80
	ND	11.9	63.4	12.7	11.9	0.0		
44. Emphasis on study skills	D	15.6	51.0	24.6	9.4	0.0	0.07403	<.90
	ND	15.7	51.5	21.6	11.2	0.0		
45. Emphasis on organizational change	D	6.3	45.8	24.0	19.8	4.1	2.84245	<.30
	ND	6.7	35.1	45.5	12.7	0.0		
46. Child growth and development	D	12.5	55.2	20.8	9.4	2.1	5.62621	<.10
	ND	28.4	47.0	15.7	8.9	0.0		
47. Activities for many levels	D	32.3	44.8	14.6	6.3	2.0	0.40599	<.90
	ND	33.6	47.7	7.5	11.2	0.0		
48. Single topic in depth	D	19.8	36.5	25.0	13.5	5.2	0.90461	<.70
	ND	13.4	41.0	23.9	20.9	0.8		
49. Teaching approaches and philosophy	D	15.6	49.0	20.8	13.5	1.1	2.25674	<.50
	ND	14.9	59.7	20.2	4.5	0.7		
50. Orientation of new teachers	D	19.8	46.9	13.5	18.8	1.0	0.70474	<.80
	ND	14.2	53.7	12.7	19.4	0.0		
51. Follow-up activities	D	19.8	60.4	10.4	8.3	1.1	1.11954	<.70
	ND	14.9	58.2	20.2	6.7	0.0		
52. Content determined by staffs	D	10.4	38.5	32.3	17.7	1.1	0.29611	<.90
	ND	10.5	38.0	29.1	20.9	1.5		
53. Content determined by administrators	D	0.0	9.4	28.1	47.9	14.6	0.68921	<.80
	ND	3.0	11.9	24.6	49.3	11.2		

D = Degreed teachers N = 96
ND = Non-degreed teachers N = 134
df = 2

A brief examination of Tables XX, XXI, and XXII reveals that there are no significant differences between the responses of beginning and experienced or degreed and non-degreed teachers. A significant difference does occur between the responses of male and female teachers to the suggestion that emphasis should be placed on child growth and development. While both groups have indicated a good percentage of positive responses (Figure 11, Item 46), female teachers have responded with a 12% more positive reaction than male teachers. The "Undecided" reactions of male teachers exceed similar female responses by 13%. The conclusion may be drawn that female teachers are significantly more strongly in favour of the study of child growth and development at in-service activities than are male teachers. Experienced and non-degreed teachers are more strongly in favour of this type of content than are beginning and degreed teachers (Figures 10, 12).

All groups have responded with positive majorities (average 76%) to the suggestion that emphasis should be placed on methodology (Figures 10, 11, 12). Emphasis on the use of instructional aids and on student study skills (Items 43, 44) are also areas that have been given preference for consideration as possible content for in-service activities.

That the content of in-service activities should consist of a balance of teaching approaches and philosophy (Item 49) has received a majority of positive responses from all groups. Beginning teachers (60%) have registered the fewest positive responses, while non-degreed personnel (75%) have indicated the greatest interest in this type of content.

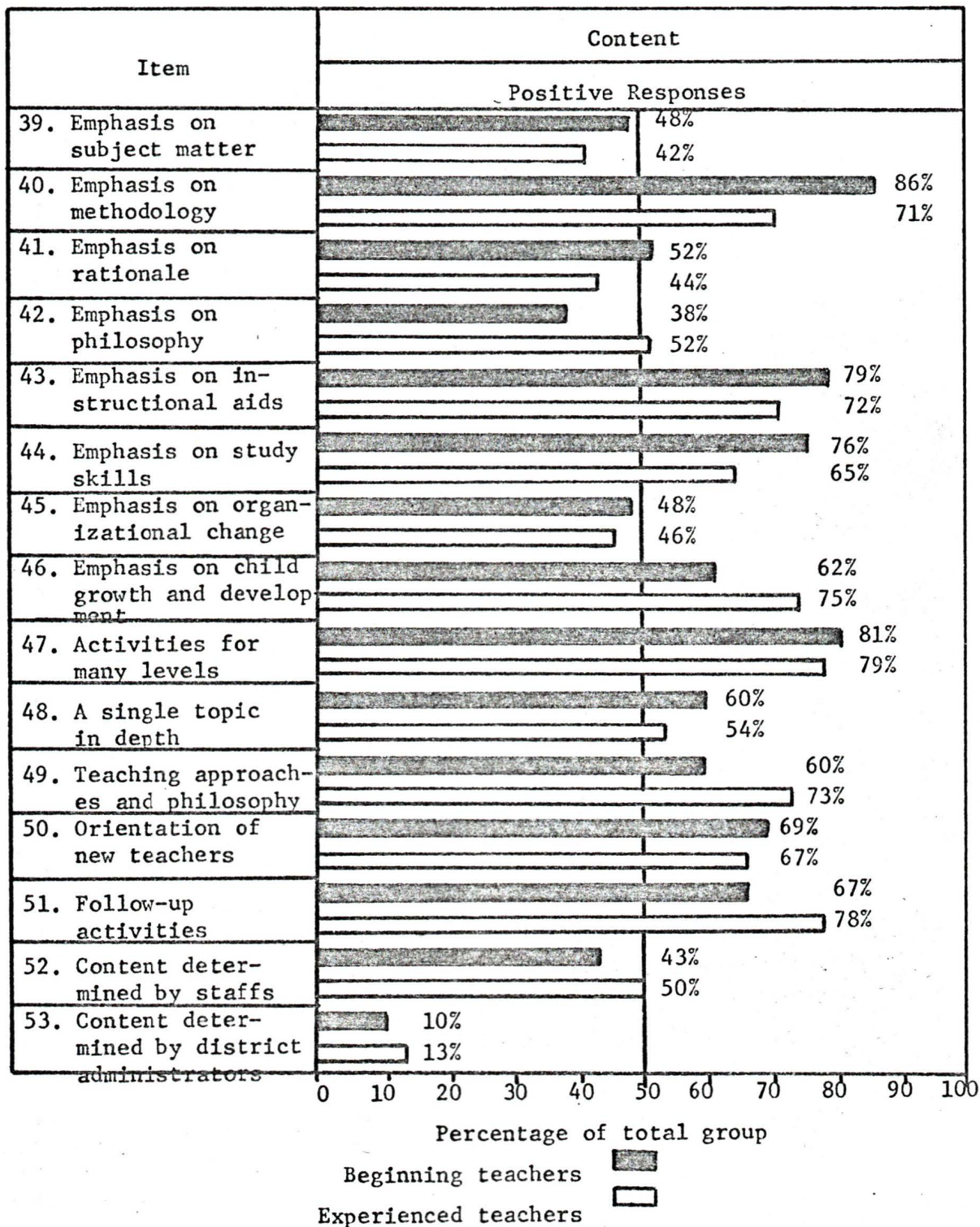


FIGURE 10

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO SUGGESTED CONTENT FOR IN-SERVICE ACTIVITIES

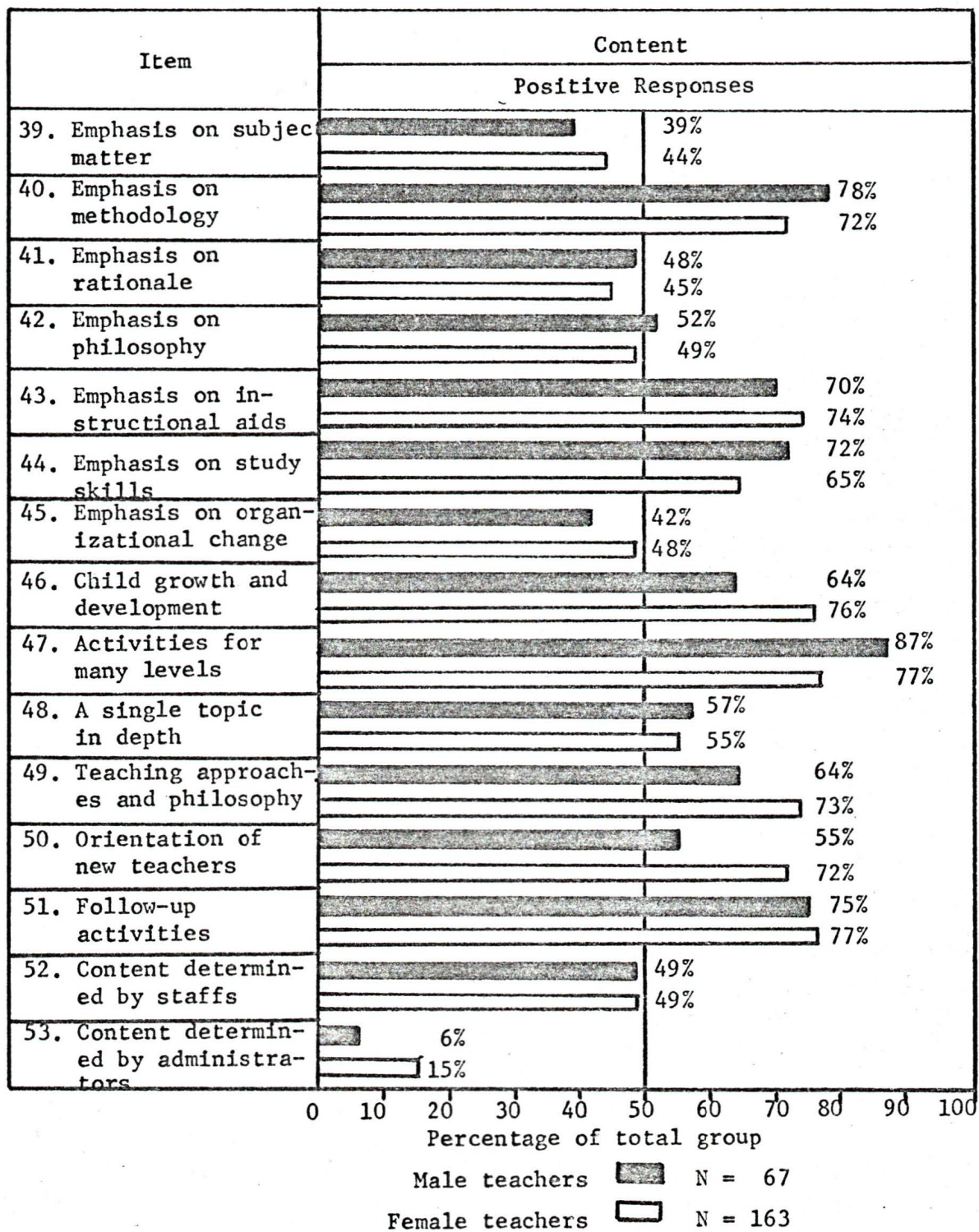


FIGURE 11

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE TEACHERS TO SUGGESTED CONTENT FOR IN-SERVICE ACTIVITIES

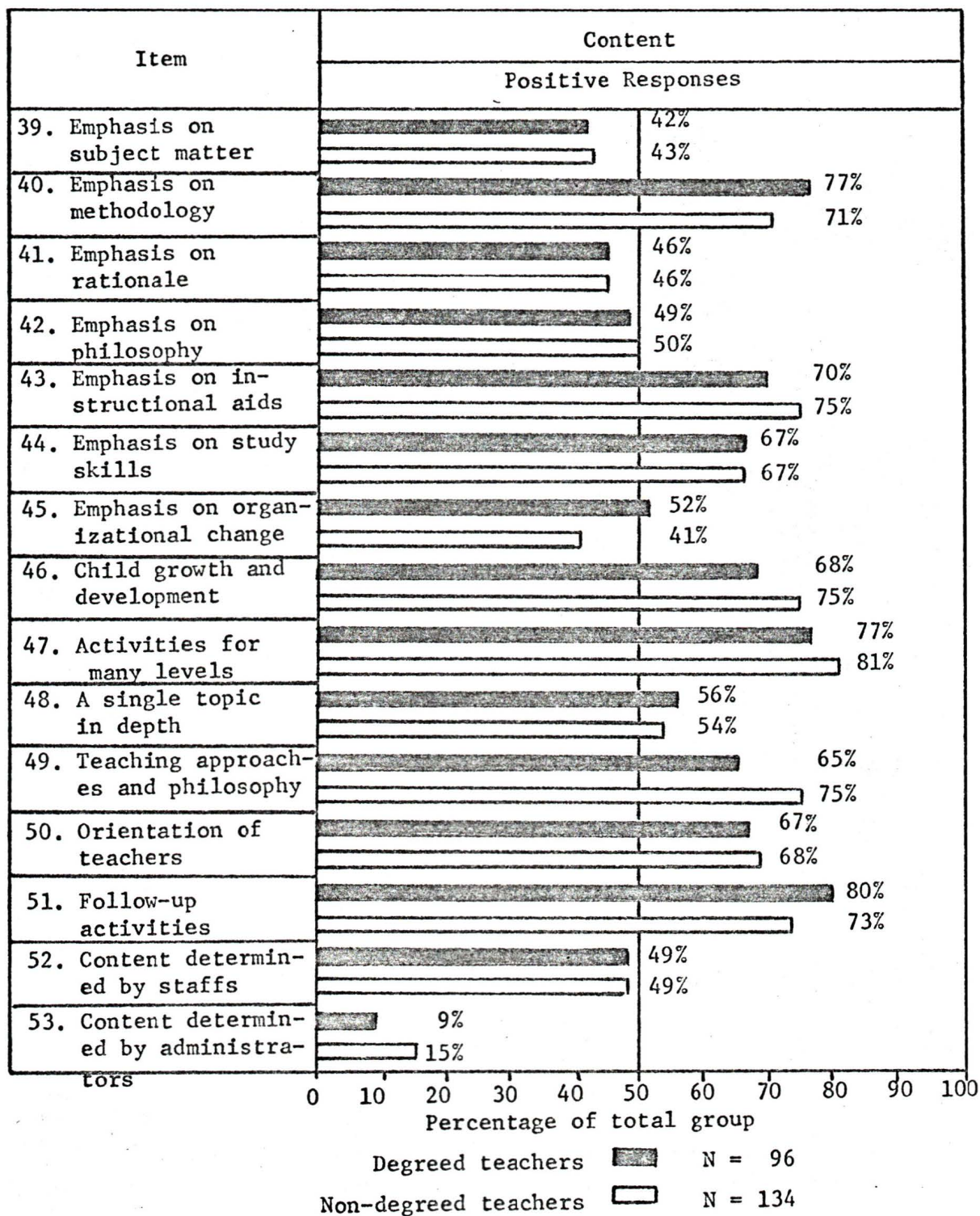


FIGURE 12

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO SUGGESTED CONTENT FOR IN-SERVICE ACTIVITIES

The suggestion that the content of in-service activities should emphasize the areas of a) subject matter, b) rationale, c) philosophy, and d) organizational change has not stimulated a strong positive response from any group. It should be noted that a relatively high percentage of negative responses have been indicated by all groups in response to these items (No. 39, 41, 42, 45).

That one aspect of in-service education activities should be the orientation of new teachers has produced the following positive responses: beginning (69%), experienced (67%), male (55%), female (72%), degreed (67%), and non-degreed (68%). It can be observed that all responses approximate 70% with the exception of male teachers whose positive responses only reach a 55% majority. The conclusion may be drawn that most teachers favour in-service education activities to orient new teachers to the system.

The suggestion that in-service activities should include something of value to a wide variety of levels (Item 47) has received strong positive support from all groups. Similarly, the inclusion of follow-up activities has received favourable support from all groups. On the other hand, teachers do not strongly support the idea of content being restricted to a single topic in depth.

Those items (No. 52, 53) referring to the groups that should assume the responsibility for determining the content of in-service activities did not function well. One quarter or more of each group has selected the "Undecided" response for both of these items. However, determination of content by teachers at the staff level has received a much stronger positive reaction than determination by administrators

at the district level. In fact, there is strong agreement that administrators should not determine the content for in-service activities (Tables XX, XXI, XXII). One can only assume that since neither of these items has motivated a strongly positive response that the choice of content should be a joint endeavour undertaken by educators from all levels.

Summary. A survey of the data relating to suggested content for in-service education programmes indicates that the responses of participating teachers could be summarized as follows:

1. There are no significant differences between the responses of beginning and experienced or degreed and non-degreed teachers to questionnaire items referring to possible content for in-service activities.
2. Male and female teachers differ significantly in the extent to which they feel the emphasis should be placed on child growth and development. A majority of all groups however, do respond favourably to content around the discussion of child growth and development.
3. Elementary teachers show a preference for the content for in-service activities to be centred around the areas of methodology, use of instructional aids, and student study skills.
4. A majority of elementary teachers feel that in-service activities should consist of a balance between teaching approaches and philosophy.
5. Elementary teachers do not attach strong importance to the inclusion of subject matter, rationale, philosophy or organizational change as individual topics for consideration at in-service activities.

6. Most teachers favour in-service education activities for the orientation of teachers new to a system.
7. Practicing classroom teachers feel that in-service activities should offer something of value to a wide variety of levels.
8. Teachers generally feel that follow-up activities should be part of the in-service programme.
9. Restricting content to deal with a single topic in depth is not strongly supported by elementary teachers.
10. This study did not clearly determine who should bear the responsibility of deciding on the content to be offered at in-service activities. However, there is strong agreement that content should not be determined by administrators.

CHAPTER IX

PRESENTATION OF IN-SERVICE ACTIVITIES

The literature reviewed has stressed the point that no set pattern for the presentation of in-service activities should be established until the topic to be considered has been identified. The nature of the information or skills that are to be presented at the in-service programme should be a major factor in determining the method of presentation to be employed.

Much of the research dealing with the presentation of in-service activities focuses on who should be employed as resource persons to carry out the actual presentation of new methods and materials. It is suggested that the utilization of district personnel, particularly highly skilled classroom teachers, has gained wide acceptance by teachers during the past decade. The utilization of university personnel has been cited in the literature as being highly recommended for giving teachers a sense of security and direction (Whitmore, 1960).

The participants in this study were requested to rank in the order of their preference those persons who are commonly enlisted to conduct in-service education programmes. In addition, one item, the utilization of demonstration lessons was included to determine teacher reaction to this method of presentation.

Male and female teachers differ significantly in their response

to the utilization of demonstration lessons as a method of presentation for in-service activities. Forty-five per cent of the female teachers have identified this item (No. 58) as their first choice of method of presentation and 30% of the same group have ranked it second. Male teachers have ranked demonstration lessons in second place (Table XXIV) with 31% of the participants selecting this method of presentation as their first choice and 25% placing it as their second preference. It can be observed, then, that female teachers favour demonstration lessons as a method of presentation at a significantly stronger level than do male teachers. There are no significant differences between the preferences of beginning and experienced or degreed and non-degreed teachers for methods of presentation.

All groups have placed the utilization of demonstration lessons high in preference (first or second) as a method of presentation (Tables XXIII, XXIV, XXV).

If demonstration lessons (Item 58) is excluded from the rank order (Rank Order B) and the ranking concerns only those persons suggested as possible resource personnel, it becomes clearly evident that the first preference of all groups is the practicing classroom teacher. The classroom teacher has been judged the resource person who can contribute most to the professional development of his fellow workers (Figures 13, 14, 15). Presentations by supervisors are ranked second by male, female, degreed and non-degreed, and experienced teachers. Beginning teachers, however, have placed supervisory personnel in third place. University personnel have been ranked as the third choice of all

TABLE XXIV

METHODS OF PRESENTATION AS RANKED IN ORDER OF PREFERENCE
BY MALE AND FEMALE TEACHERS

Item		Responses (%)					χ^2	P	Rank Order	Rank Order
		1st	2nd	3rd	4th	5th			A	B
54. Presentation by teachers	M	44.8	29.9	14.9	4.5	5.9	0.86263	<.70	1	1
	F	38.0	35.6	12.3	8.6	5.5			2	1
55. Presentation by administrators	M	0.0	16.4	22.4	22.4	38.8	1.66330	<.50	5	4
	F	6.1	11.0	23.3	30.1	29.5			5	4
56. Presentation by supervisors	M	9.0	17.9	31.3	26.9	14.9	4.15865	<.20	3	2
	F	18.4	22.1	32.5	21.5	5.5			3	2
57. Presentation by university personnel	M	14.9	22.4	16.4	26.9	19.4	1.88649	<.50	4	3
	F	10.4	16.6	22.7	23.9	21.2			4	3
58. Demonstration lessons	M	31.4	25.4	16.4	13.4	13.4	6.67276	<.05	2	
	F	45.4	30.0	10.4	8.6	5.5			1	
		M = Male teachers					N = 67			
		F = Female teachers					N = 163			
							df = 2			
Note: Rank Order B excludes Item 58										

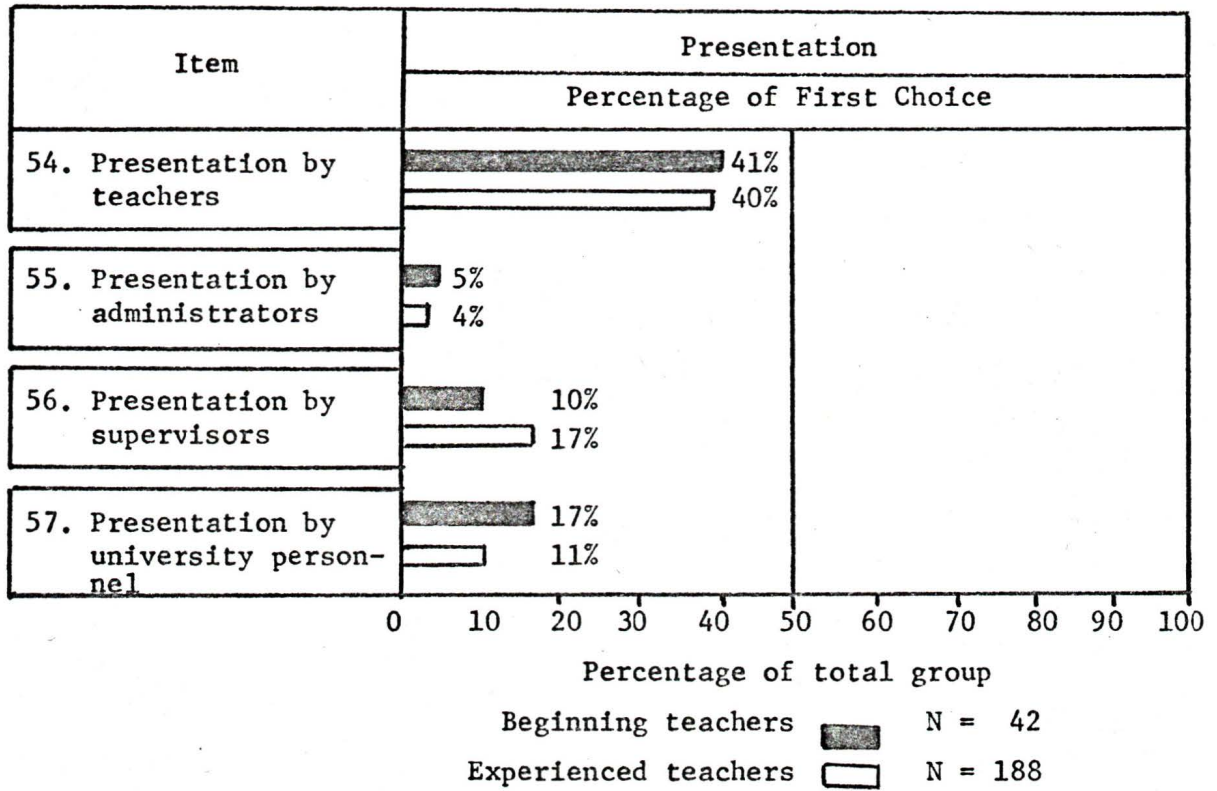


FIGURE 13

A COMPARISON OF THE PREFERENCES OF BEGINNING AND EXPERIENCED TEACHERS FOR RESOURCE PERSONS TO PRESENT IN-SERVICE PROGRAMMES

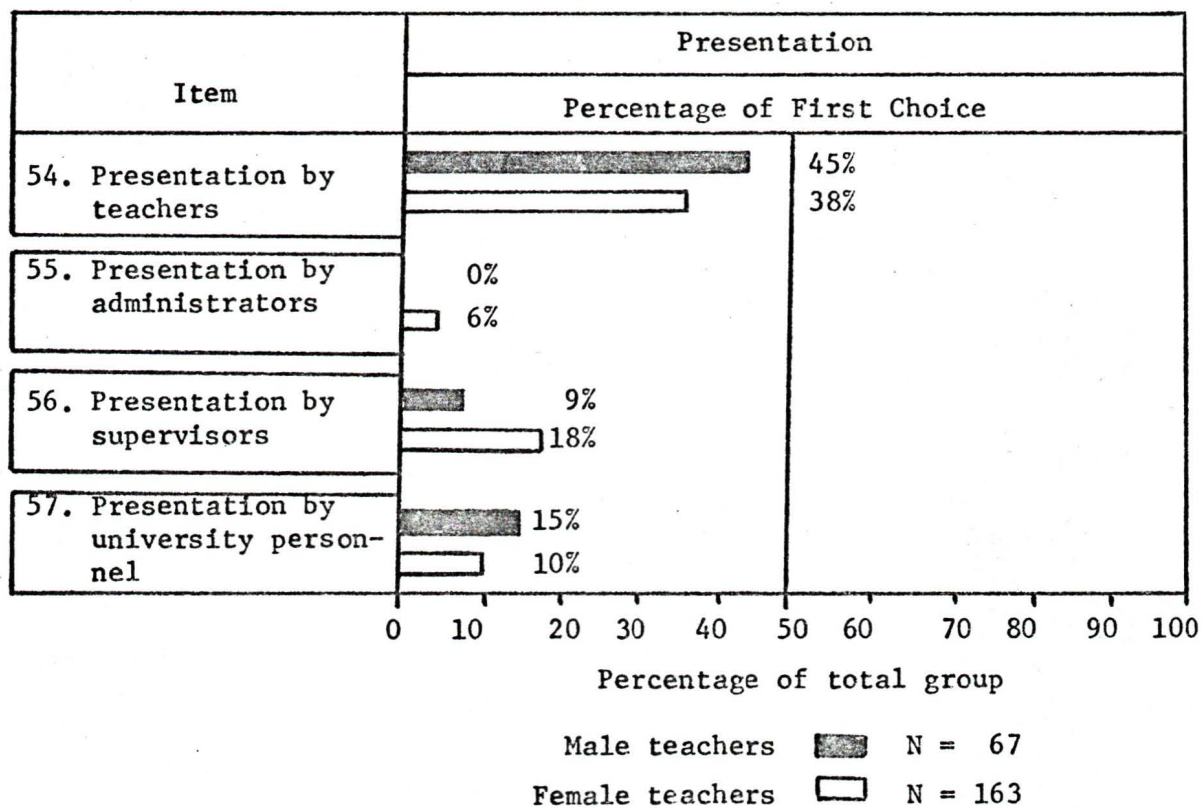


FIGURE 14

A COMPARISON OF THE PREFERENCES OF MALE AND FEMALE TEACHERS FOR RESOURCE PERSONS TO PRESENT IN-SERVICE PROGRAMMES

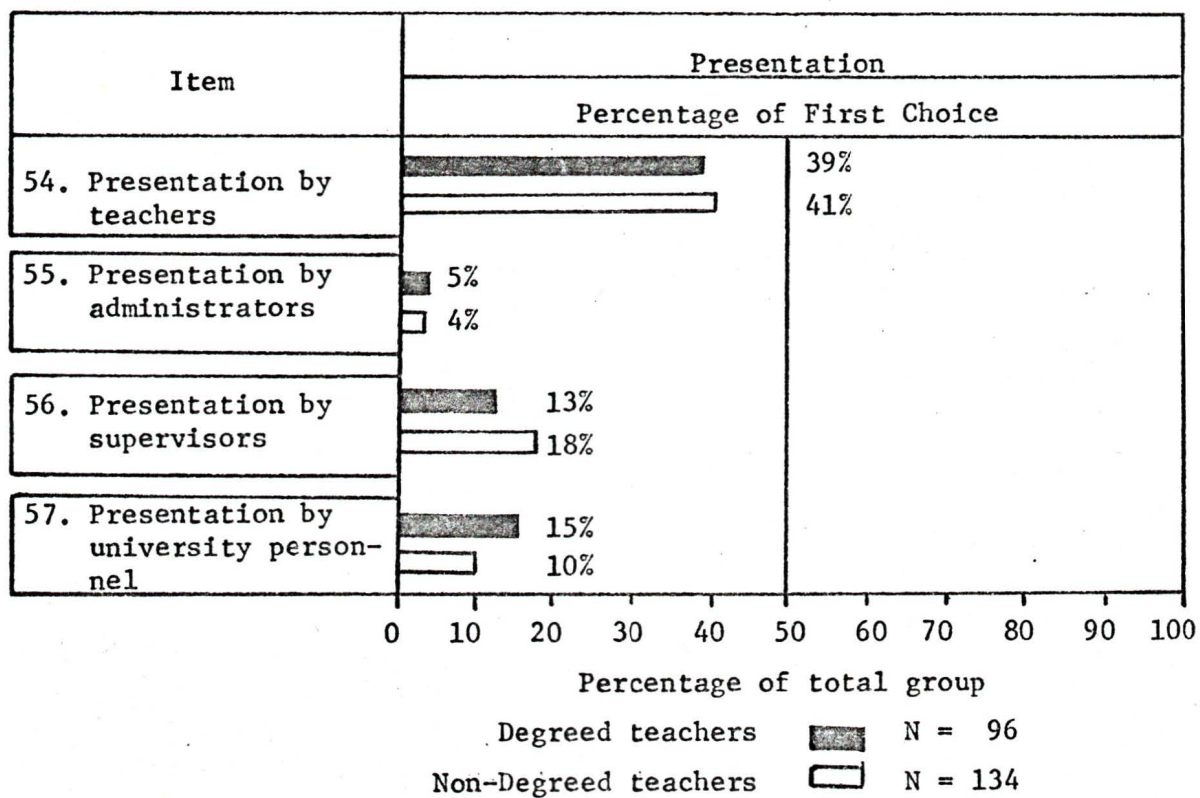


FIGURE 15

A COMPARISON OF THE PREFERENCES OF DEGREED AND NON-DEGREED TEACHERS FOR RESOURCE PERSONS TO PRESENT IN-SERVICE PROGRAMMES

groups except beginning teachers who have placed them in second place ahead of supervisors. All participating groups ranked administrators as their fourth choice of persons to be utilized as resource personnel at in-service education activities.

A close examination of Tables XXIII, XXIV, and XXV (Rank Order A) reveals that there is a strong preference for both demonstration lessons as a method of presentation and practicing classroom teachers as resource personnel to conduct the programme. It would appear that these two conditions are complimentary to each other. The assumption can be drawn from this information that the first preference of teachers for method of presentation is demonstration lessons conducted by practising classroom teachers.

Summary. The preference of elementary teachers for resource personnel to present in-service activities may be summarized as follows:

1. Male and female teachers differ significantly in the degree to which they feel that demonstration lessons should be utilized to present materials and methods at in-service activities.
2. There are no significant differences between the rank order selected by beginning and experienced or degreed and non-degreed teachers for presentation of in-service activities.
3. Elementary teachers rank practicing classroom teachers as their first preference of resource personnel to be utilized to present in-service activities.
4. Degreed, non-degreed, male, female and experienced teachers rank supervisory personnel as their second choice of resource persons. Beginning teachers rank them third.

5. University personnel are ranked as the third choice of resource persons by all groups except beginning teachers who place them in the second position.
6. All teachers place administrators as their fourth choice of resource persons to present in-service activities.
7. All elementary teachers are strongly in favour of the utilization of demonstration classes for the presentation of in-service activities.

CHAPTER X

EVALUATION OF IN-SERVICE EDUCATION ACTIVITIES

It has been suggested by Foster (1966), that the involvement of teachers in the evaluation of in-service activities is as important as is their participation in the planning of such programmes. Ultimately it is the practising classroom teacher who will accept or reject the professional assistance offered at in-service activities. It is the classroom practitioner who must decide whether in-service activities are worthwhile or irrelevant to his particular needs. The literature reviewed not only points to the need for teacher involvement in evaluation, it also reveals that the assessment of in-service activities is a highly complex and uncertain endeavour.

The difficulties involved in the evaluation of in-service activities are reflected in the data collected from the participating groups. There are no significant differences between the responses of beginning and experienced (Table XXVI) or degreed and non-degreed (Table XXVIII) teachers to those questionnaire items referring to the evaluation of in-service activities. Male and female teachers do, however, differ significantly in their response to Item 65 (Table XXVII). While 48% of the female participants responded negatively to the suggestion that formal evaluation instruments should be utilized to assess in-service activities, only 27% of the male teachers indicated a

TABLE XXVI

RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO SUGGESTED
METHODS OF EVALUATING IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
59. Evaluation by practicing teachers	B	47.6	42.9	4.8	2.4	2.4	1.63659	<.50
	E	36.7	51.0	7.5	4.3	0.5		
60. Evaluation by administrators	B	7.1	11.9	16.7	42.9	21.4	1.76035	<.50
	E	1.1	12.2	16.5	60.1	10.1		
61. In terms of teacher satisfaction	B	35.7	54.8	7.1	0.0	2.4	0.34728	<.90
	E	30.9	59.0	7.5	2.7	0.0		
62. In terms of pupil growth	B	16.7	35.7	26.2	16.7	4.8	0.65816	<.80
	E	10.1	35.1	28.2	23.4	2.7		
63. In terms of teacher improvement	B	9.5	45.2	21.4	16.7	7.1	0.70062	<.80
	E	8.5	51.0	20.2	20.2	0.0		
64. Informal evaluation	B	7.1	19.1	42.7	26.2	4.8	3.21409	<.30
	E	4.8	36.7	26.6	27.1	4.8		
65. Formal instrument should be used	B	7.1	26.2	33.3	19.1	14.3	1.60635	<.50
	E	3.7	21.8	30.3	36.2	8.0		
B = Beginning teachers						N = 42		
E = Experienced teachers						N = 188		
						df = 2		

TABLE XXVII
 RESPONSES OF MALE AND FEMALE TEACHERS TO SUGGESTED METHODS OF
 EVALUATING IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P	
		SA	A	U	D	SD			
59. Evaluation by practicing teachers	M	34.3	55.2	6.0	4.5	0.0	0.72127	< .70	
	F	40.5	47.2	7.4	3.7	1.2			
60. Evaluation by administrators	M	3.0	11.9	14.9	58.2	11.9	0.03925	< .98	
	F	1.8	12.3	17.2	56.4	12.3			
61. In terms of teacher satisfaction	M	31.3	56.7	7.5	3.0	1.5	0.14237	< .95	
	F	31.9	58.9	7.4	1.8	0.0			
62. In terms of pupil growth	M	6.0	35.8	31.3	22.4	4.5	1.09798	< .70	
	F	13.5	35.0	26.4	22.1	2.4			
63. In terms of teacher improvement	M	7.5	49.3	23.9	17.9	1.5	0.14814	< .95	
	F	9.2	50.3	19.0	20.3	1.2			
64. Informal evaluation	M	4.5	31.3	31.3	28.4	4.5	0.31252	< .90	
	F	5.5	34.4	28.8	26.4	4.9			
65. Formal instrument should be used	M	7.5	28.4	37.3	19.4	7.4	8.86187	< .02	
	F	3.1	20.3	28.2	38.6	9.8			
		M = Male teachers				N = 67			
		F = Female teachers				N = 163			
						df = 2			

TABLE XXVIII
 RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO SUGGESTED
 METHODS OF EVALUATING IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
59. Evaluation by practicing teachers	D	41.6	46.9	6.3	5.2	0.0	0.58179	< .80
	ND	36.6	51.5	7.5	3.0	1.4		
60. Evaluation by administrators	D	2.1	13.5	18.8	51.0	14.6	0.80991	< .70
	ND	2.2	11.2	14.9	61.2	10.5		
61. In terms of teacher satisfaction	D	30.2	57.3	9.4	3.1	0.0	0.41194	< .90
	ND	32.8	58.9	6.0	1.5	0.8		
62. In terms of pupil growth	D	10.4	30.2	31.3	23.9	4.2	2.46013	< .30
	ND	11.9	38.8	25.4	20.9	2.2		
63. In terms of teacher improvement	D	9.4	44.8	25.0	20.8	0.0	1.35193	< .70
	ND	8.2	53.7	17.2	18.7	2.2		
64. Informal evaluation	D	4.2	39.6	21.9	27.0	7.3	1.68378	< .50
	ND	6.0	29.1	35.1	26.9	2.9		
65. Formal instrument should be used	D	5.2	18.8	34.4	28.1	13.5	1.28255	< .70
	ND	3.7	25.4	28.4	36.5	6.0		
D = Degreed teachers						N = 96		
ND = Non-degreed teachers						N = 134		
						df = 2		

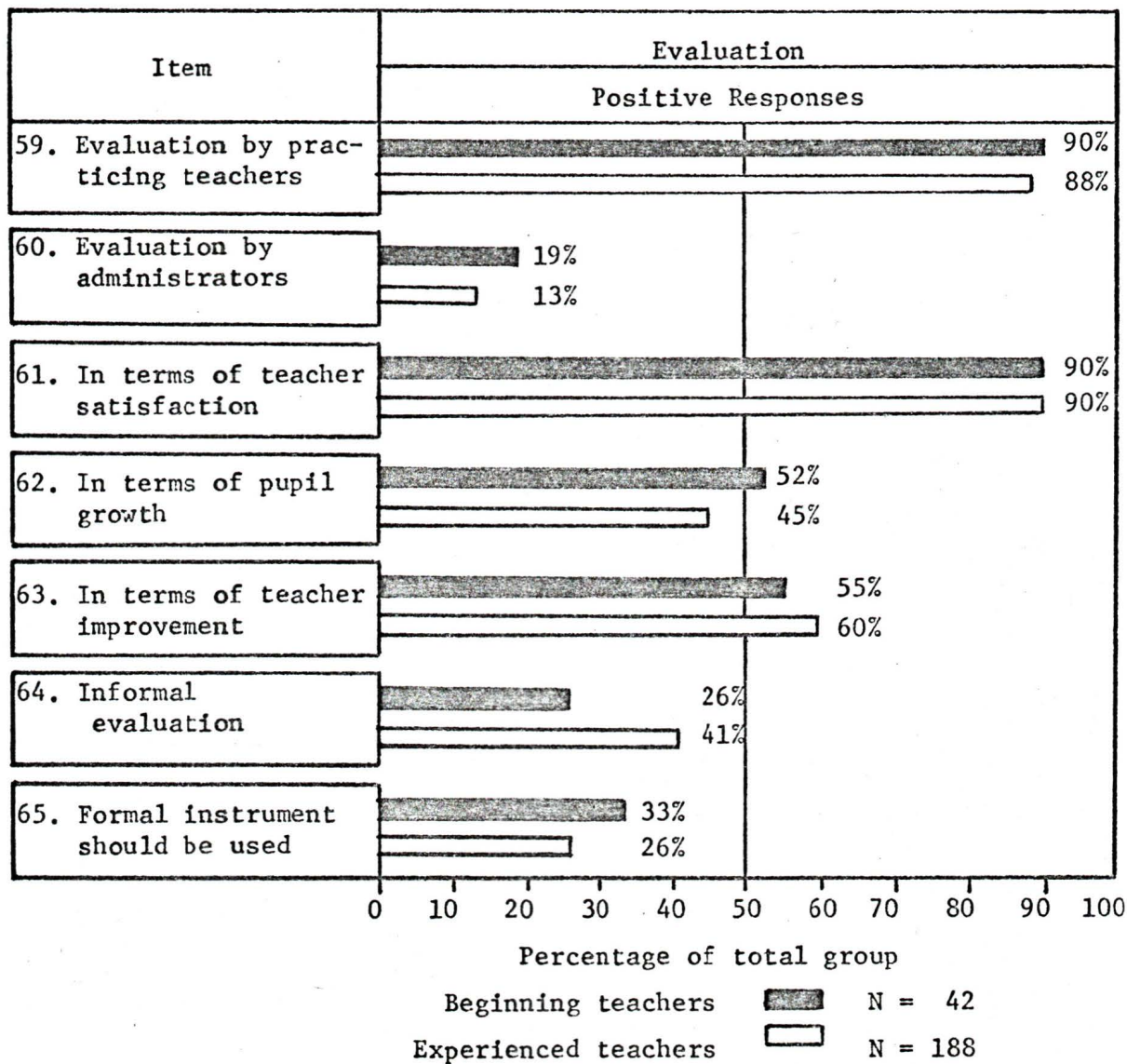


FIGURE 16

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO THE EVALUATION OF IN-SERVICE ACTIVITIES

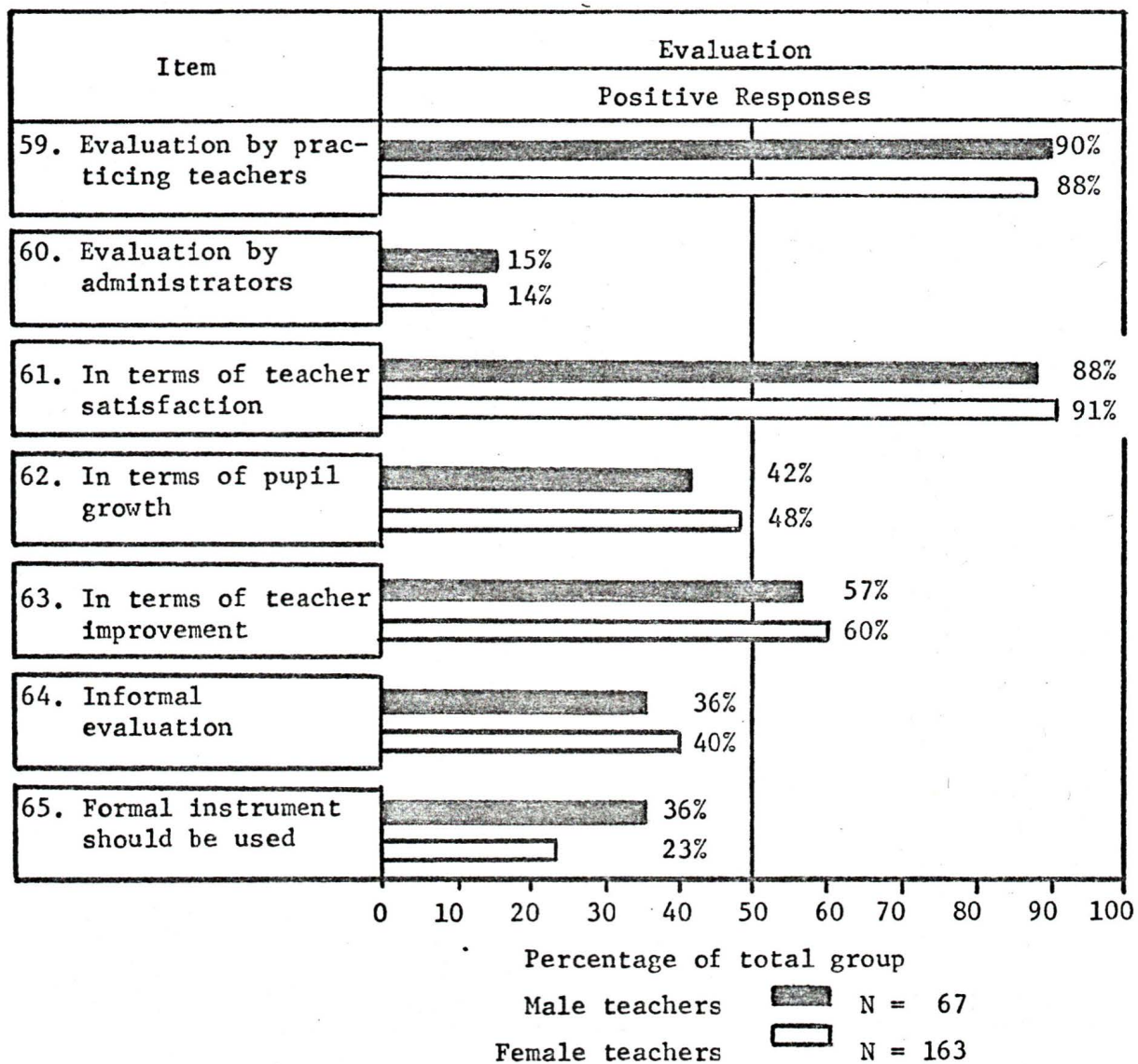


FIGURE 17

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO THE EVALUATION OF IN-SERVICE ACTIVITIES

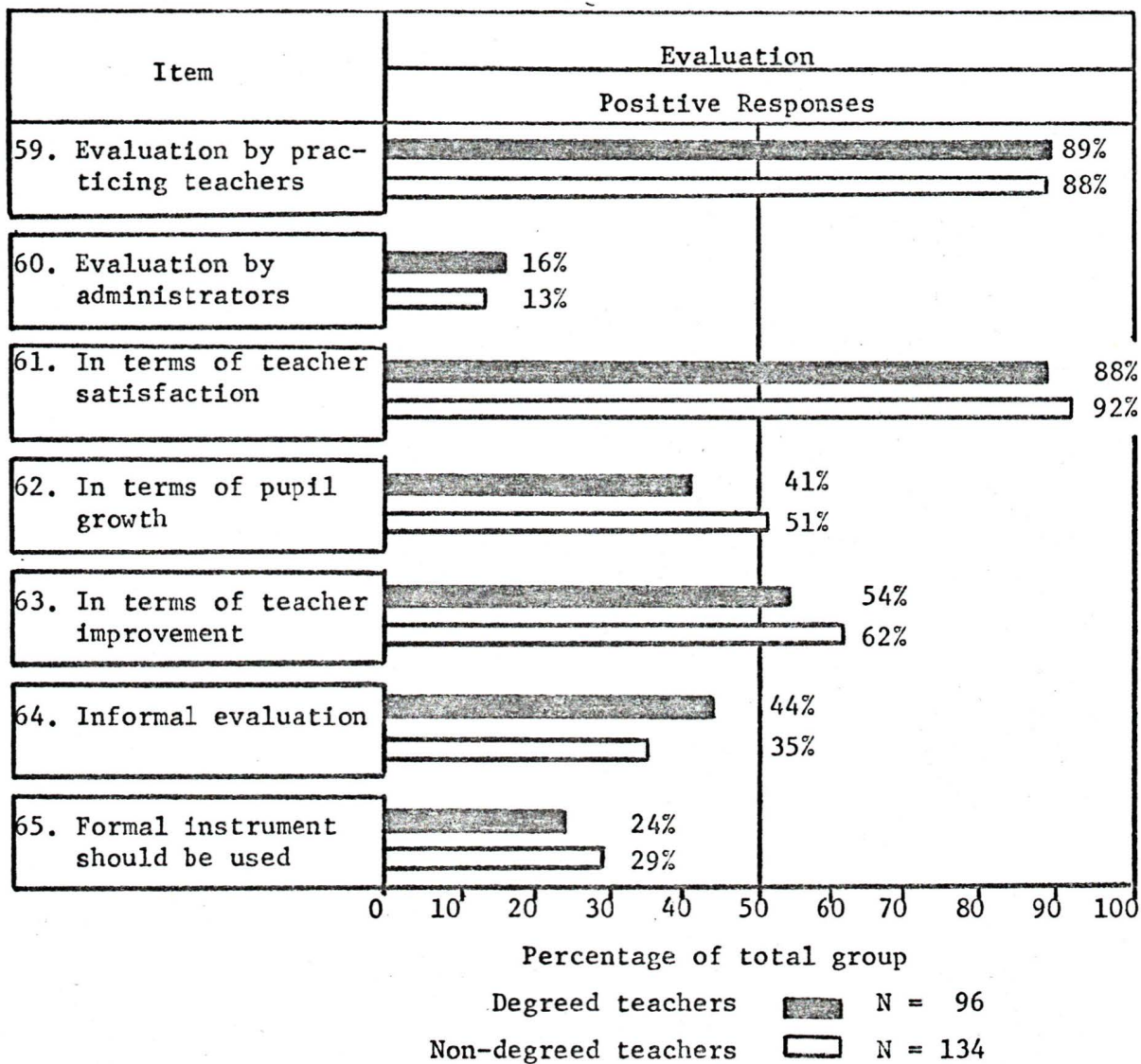


FIGURE 18

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO THE EVALUATION OF IN-SERVICE ACTIVITIES

similar response. Male teachers did not however react with a strong positive response. The "Undecided" responses of the male teachers outnumber their positive or negative reactions. The percentage of negative responses for beginning, experienced, degreed and non-degreed teachers to this same item exceed the positive responses in each case. In no instance do either the positive or negative responses reach a majority level.

The suggestion that informal evaluation might best be used to assess in-service activities (Item 64) has also failed to produce a strong majority of positive or negative reactions. Although all groups except beginning teachers have registered more positive than negative reactions, there is not enough strength in either direction to determine a firm preference. The question of whether formal or informal evaluation is most desirable cannot be answered from the data collected for this study. The only assumption that can be made at this point is that neither formal nor informal evaluation in itself is judged by teachers as being a satisfactory method of assessing in-service education activities.

The suggestion that the evaluation of in-service activities should be an administrative responsibility has stimulated a majority of negative responses from all the participating groups. Teachers do not support assessment of in-service activities as being an administrative responsibility.

Assessment of in-service activities through the evaluation of pupil growth (Item 62) is not strongly supported by any group participating in the study. It should be noted that in all cases the

percentage of "Undecided" responses exceeds the negative reactions.

Evaluation in terms of teacher improvement, although more acceptable to all groups, does not reveal a strong majority of positive responses from any group.

The only two items considering the evaluation of in-service activities that have revealed a positive reaction with any real strength are Items 59 and 61. All participating groups have responded in a strongly positive manner to the suggestion that the assessment of in-service activities by participating teachers should be an integral part of any in-service programme. Teachers have also shown strong support to the suggestion that evaluation should be carried out in terms of the satisfaction of teacher needs.

Items 67-70 of the In-Service Education Survey were included to determine those areas of in-service activities which teachers feel are most in need of evaluation. | Beginning, experienced, male, female, degreed and non-degreed teachers were in strong agreement that the evaluation of in-service activities in terms of their relevancy to teacher needs is the area of greatest urgency. | The evaluation of the adequacy of resource personnel was placed second, while the evaluation of the methods of presentation was ranked third in importance by all groups (Tables XXIX, XXX, XXXI). All of the participating groups except beginning teachers ranked the times of meetings as fourth in importance for evaluation. Beginning teachers ranked this item (70) fifth. Similarly, all groups except beginning teachers placed the location of meetings as being fifth in importance for evaluation. Beginning teachers, however, placed location of meetings as their fourth choice.

TABLE XXIX

ASPECTS OF IN-SERVICE EDUCATION ACTIVITIES MOST IN NEED OF EVALUATION
AS RANKED BY BEGINNING AND EXPERIENCED TEACHERS

Item		Responses (%)					χ^2	P	Rank Order
		1st	2nd	3rd	4th	5th			
66. Methods of presentation	B	4.8	28.6	38.1	19.0	9.5	1.03651	< .70	3
	E	6.9	35.1	30.9	15.9	11.2			3
67. Adequacy of resource personnel	B	7.1	52.4	23.8	11.9	4.8	1.11030	< .70	2
	E	11.7	38.8	31.4	10.6	7.5			2
68. Relevancy to teacher needs	B	78.6	7.1	11.9	2.4	0.0	0.09166	< .98	1
	E	78.2	10.1	8.0	3.7	0.0			1
69. Location of meetings	B	7.1	9.5	14.3	35.7	33.3	0.29183	< .90	4
	E	5.9	15.4	11.7	31.9	35.1			5
70. Times of meetings	B	2.4	11.9	19.0	28.6	38.1	4.01414	< .20	5
	E	18.1	13.3	14.9	24.5	29.2			4
<p>B = Beginning teachers N = 42 E = Experienced teachers N = 188 df = 2</p>									

Summary. A survey of the data referring to the evaluation of in-service activities reveals that the responses of the participants may be summarized as follows:

1. Male and female teachers differ significantly in the degree to which they feel that formal evaluation instruments should be used to assess in-service activities. Female teachers are more strongly opposed to the use of such instruments than are male teachers.
2. There are no significant differences between the responses of beginning and experienced or degreed and non-degreed teachers to questionnaire items referring to the evaluation of in-service activities.
3. Elementary teachers do not strongly support the sole use of formal or informal evaluation procedures for the assessment of in-service activities.
4. Elementary teachers do not feel that the evaluation of in-service activities should be an administrative responsibility.
5. Evaluation of in-service activities through the measurement of pupil growth or teacher improvement is not strongly supported by practicing classroom teachers.
6. Elementary teachers strongly support the evaluation of in-service activities by teachers participating in the various programmes. They also feel that such evaluation should be based on the satisfaction of teacher needs.

7. Elementary teachers have identified the three following areas as those aspects of in-service education activities which should receive priority in the process of evaluation:

1. Relevancy of topic to teacher needs.
2. Adequacy of resource personnel.
3. Methods of presentation.

CHAPTER XI

TIME FOR IN-SERVICE ACTIVITIES

A search of the literature has revealed that one of the greatest obstacles in the path of the successful development of in-service programmes is the lack of the provision of adequate time for professional development activities. There appears to be rather a wide gap between theory and practise regarding time provision for in-service activities. If in-service education is to be regarded as an essential part of to-day's educational scene, it should be assumed that it is of enough importance to occupy at least a portion of a teacher's working year. Misner, (1950), and Whitmore, (1960), both maintain that it is most important that there be adequate time, free from the pressure of classroom duties, if one expects an in-service programme to be a success.

Section II, Part VII of the In-service Education Survey was included in the study to determine those periods of time which are considered by the practicing classroom teachers of School District No. 61 as being the most favourable for scheduling in-service activities. The data gathered from the participants in response to this question indicates that there is a significant difference between the responses of beginning and experienced, male and female, degreed and non-degreed

TABLE XXXIII

CONSIDERATION BY MALE AND FEMALE TEACHERS OF TIMES
REASONABLE FOR SCHEDULING IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
71. Present number of hours realistic	M	9.0	23.9	35.8	23.9	7.4	8.99763	<.02
	F	6.8	47.9	27.6	14.1	3.6		
72. Times in-service scheduled are good	M	7.5	26.9	32.8	25.4	7.4	3.79633	<.20
	F	4.3	44.2	25.2	25.8	0.6		
73. Best if scheduled well in advance	M	23.9	47.8	22.4	5.9	0.0	0.37768	<.90
	F	23.3	50.3	16.0	9.8	0.6		
74. Best if scheduled as needed	M	4.5	40.3	29.9	25.3	0.0	0.54126	<.80
	F	9.8	36.2	30.1	21.5	2.4		
75. If scheduled on release time	M	56.7	34.3	3.0	6.0	0.0	0.63808	<.80
	F	50.9	36.2	8.6	2.5	1.8		
76. If scheduled after school hours	M	0.0	14.9	23.9	40.3	20.9	1.75569	<.50
	F	3.1	21.5	19.0	41.7	14.7		
77. If scheduled partially on release time	M	11.9	58.2	23.9	6.0	0.0	1.53565	<.50
	F	15.3	63.8	9.8	9.8	1.3		
78. If scheduled on Saturday	M	0.0	3.0	7.5	35.8	53.7	2.20984	<.50
	F	0.0	4.3	10.4	42.3	43.0		
79. If scheduled for early evening	M	0.0	19.4	26.9	37.3	16.4	4.26222	<.20
	F	1.8	14.1	15.3	48.5	20.3		
80. If scheduled for lengthy periods	M	11.9	38.8	26.9	20.9	1.5	0.91015	<.70
	F	13.5	44.2	23.3	17.2	1.8		
81. If scheduled for short intensive periods	M	4.5	49.3	26.9	16.4	2.9	1.27845	<.70
	F	11.0	35.0	26.4	24.5	3.1		
82. If scheduled for summer months	M	1.5	9.0	25.4	50.8	13.3	3.65506	<.20
	F	2.5	19.6	27.6	35.0	15.3		
		M = Male teachers					N = 67	
		F = Female teachers					N = 163	
							df = 2	

teachers to one item in each case. It should be noted that the significant difference occurs with a different item with each comparison made.

The suggestion that teachers respond favourably to in-service sessions conducted during the summer months (Item 82) has motivated a significant difference between the responses of beginning and experienced teachers. While 74% of the beginning teachers have registered negative responses to this suggestion, only 50% of the experienced personnel have indicated a similar response. The negative responses from the male and female, and degreed and non-degreed groups strongly outweigh the positive responses. It may be concluded that teachers generally do not favour the scheduling of in-service activities during the summer months.

A significant difference occurs between the responses of male and female teachers to the suggestion that the number of hours teachers are presently expected to spend at in-service activities are realistic (Item 71). Female teachers have responded with a 55% positive reaction and 18% in the negative direction. Male teachers, however, have registered only a 33% positive reaction along with an almost equal percentage (31%) of negative response. Items 71 and 72 have been included in the study to determine teacher responses to present practises of scheduling in-service activities. To date no firm policy has been established regarding time allotment for such programmes. At present in-service activities are scheduled as requested by teacher groups or by supervisory personnel. The times utilized have generally been after school hours, early evening, or occasionally brief periods (30-60 minutes) of release time when such can be arranged without the employment of substitute teachers or closure of classrooms. Although female

teachers favour the present number of hours significantly stronger than male teachers, beginning teachers are the only other participating group to indicate a small positive majority favouring the present number of hours used for in-service sessions as realistic and that efforts to schedule activities at convenient times are good. From the data collected one can only conclude that teachers are not particularly enthusiastic about the present scheduling of in-service activities.

The significant difference between the responses of degreed and non-degreed teachers occurs in response to Item 79. While 54% of the degreed teachers have registered a negative response to the suggestion that teachers respond favourably to in-service activities scheduled for early evening, 72% of the non-degreed teachers have responded negatively to this same item. This difference then is one of strength of response rather than direction of response (Table XXXIV). A majority of beginning, experienced, male and female have responded negatively to this item. It may be concluded that no group is strongly in favour of scheduling in-service activities during the early evening hours.

The strongest positive reaction to items relating to times for in-service activities was to the suggestion that teachers respond favourably to in-service activities that are scheduled on release time. There is strong agreement among all groups that teachers favour in-service activities scheduled on release time (Figures 19, 20, 21). Similarly, there is a strong positive reaction to the suggestion that teachers respond favourably to in-service activities scheduled partially on release time and partially after school hours.

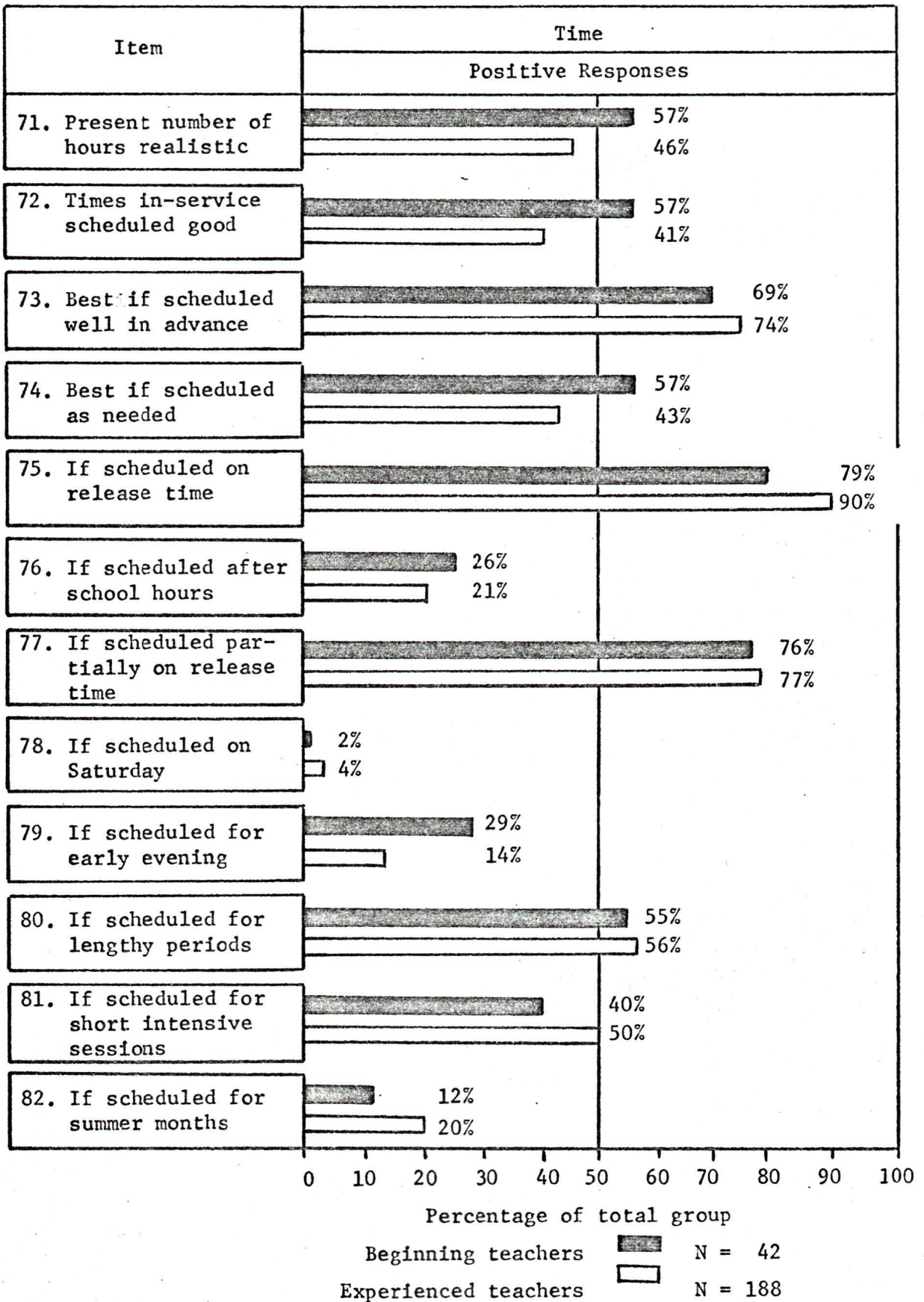


FIGURE 19

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO QUESTIONNAIRE ITEMS CONSIDERING TIMES FOR IN-SERVICE ACTIVITIES

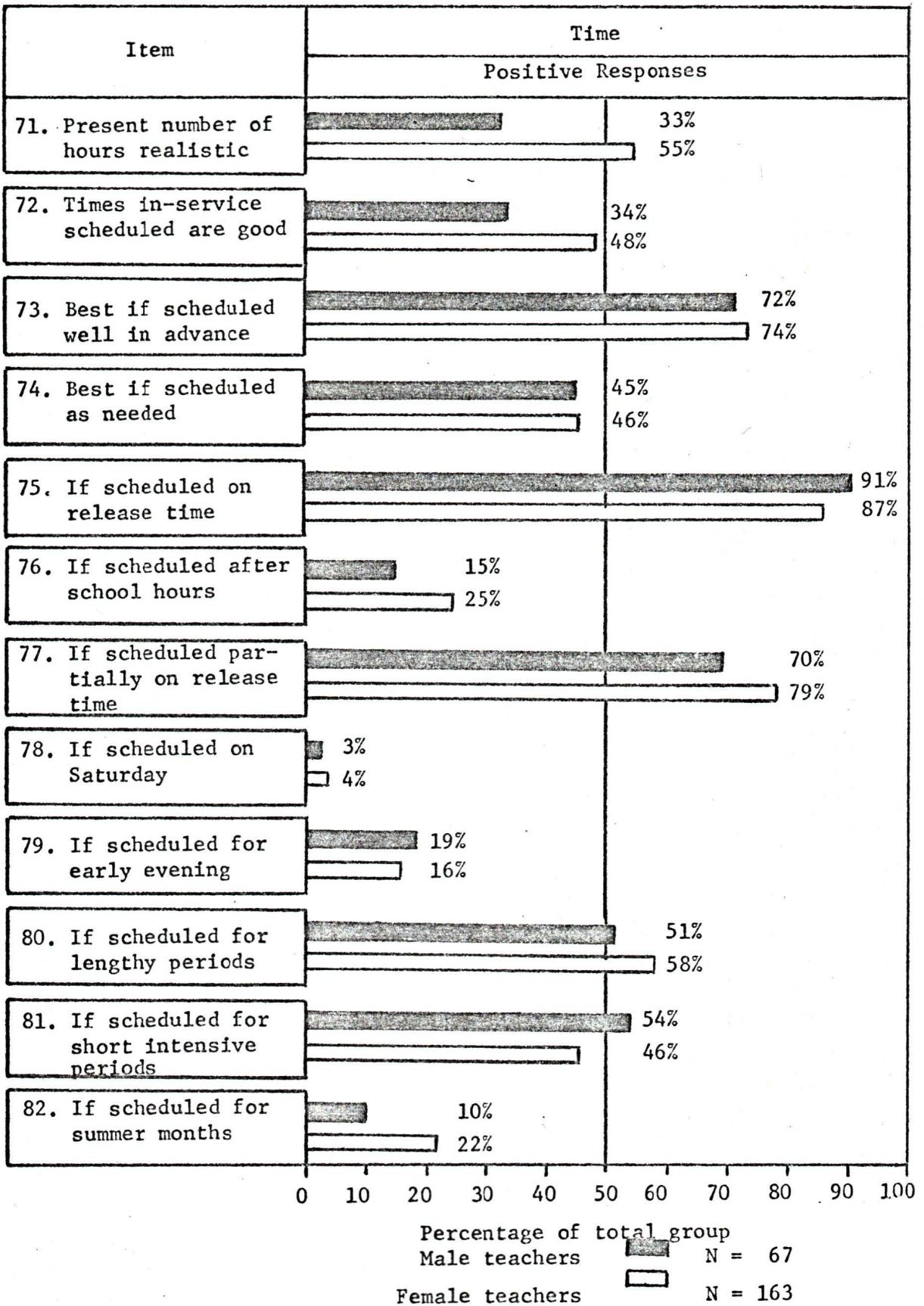


FIGURE 20

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE TEACHERS TO QUESTIONNAIRE ITEMS CONSIDERING TIMES FOR IN-SERVICE ACTIVITIES

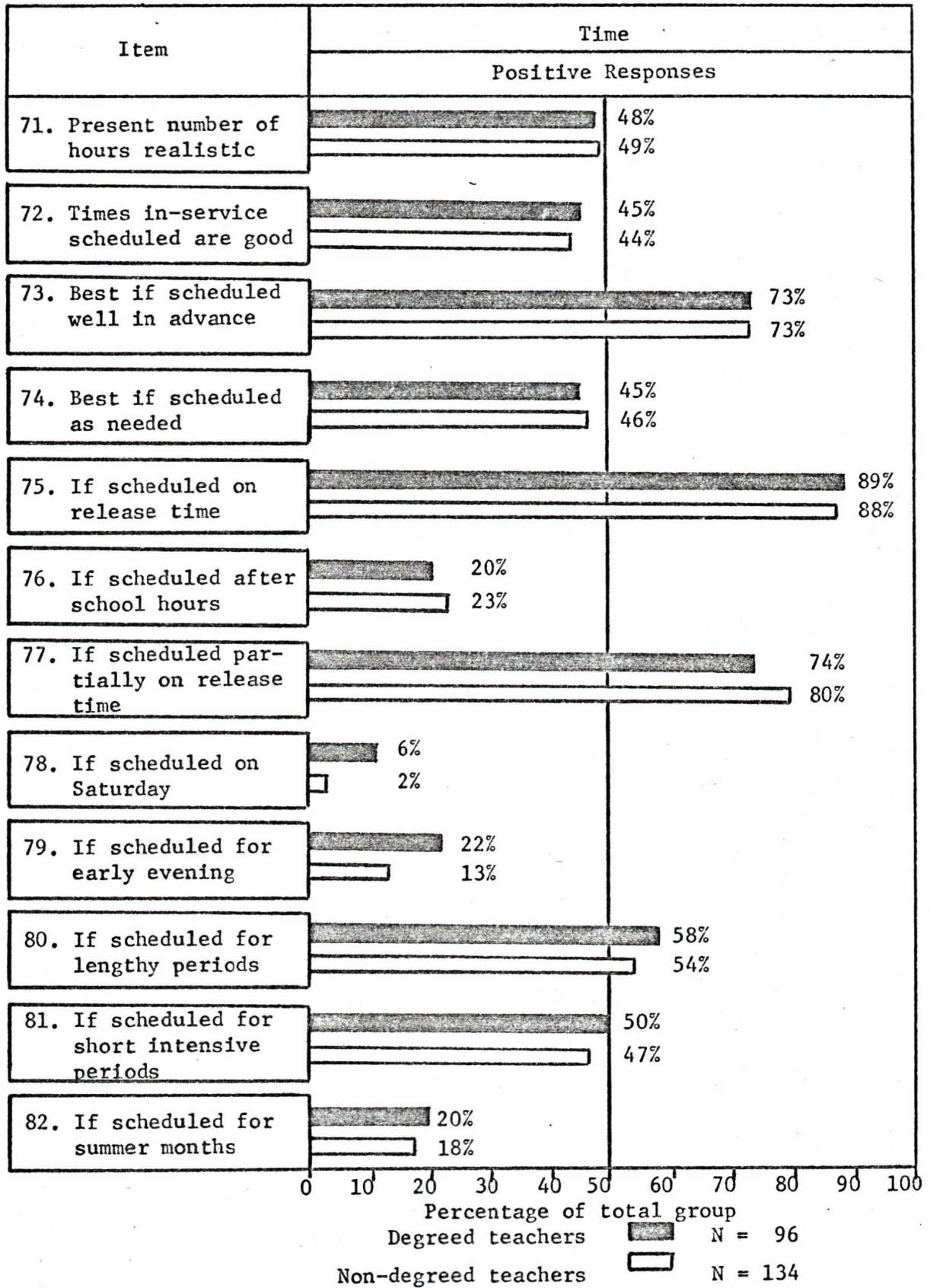


FIGURE 21

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO QUESTIONNAIRE ITEMS CONSIDERING TIMES FOR IN-SERVICE ACTIVITIES

A large percentage of all groups have indicated a positive response to the suggestion that in-service activities are best scheduled well in advance. Although a small majority (57%) of beginning teachers favour the scheduling of activities as needed throughout the school year, the responses of no other group reached a positive majority (Item 74).

The scheduling of in-service activities after school hours and on Saturdays (Items 76, 78) received far more negative than positive responses. Saturdays particularly appear to be most unpopular for in-service activities.

The suggestion that the time scheduled for in-service is best utilized if lengthy periods of time are used received only a small majority of positive responses from all participating groups. Likewise, the utilization of short, intensive sessions did not provoke a large percentage of positive responses from any group. To both of these items (80,81) there was a larger percentage of "Undecided" responses than negative responses. The assumption can therefore be made that teachers do not have strong attitudes towards the relative value of brief or lengthy in-service sessions.

Summary. A review of the data concerning times for scheduling in-service activities indicates that the findings of this study may be summarized as follows:

1. Beginning and experienced teachers differ significantly in the degree to which they feel practicing classroom teachers favour in-service activities scheduled during the summer months. This is a difference of degree rather than direction. Elementary teachers

generally do not favour in-service activities being scheduled for the summer months.

2. Male and female teachers differ significantly in the degree to which they feel that the present number of hours utilized for in-service activities is realistic. Teachers generally do not strongly support the number of hours as being realistic. Beginning (57%) and female teachers are the only two groups that have indicated a small majority of positive responses. Nor do they feel the times scheduled are good.
3. Degreed and non-degreed teachers differ significantly in their opinion as to the utilization of the early evening hours for in-service activities. Non-degreed teachers are more strongly opposed to the utilization of evenings for in-service activities. As a group, elementary teachers do not support the use of evening hours for in-service activities.
4. Elementary teachers strongly favour the use of release time for in-service activities and programmes that are held partially on release time and partially after school hours.
5. Elementary teachers do not favour the scheduling of in-service activities on Saturdays or after school hours.
6. Teachers favour scheduling in-service activities well in advance. They do not strongly favour the scheduling of activities as needed throughout the school year.
7. Teachers show no strong preference for either lengthy or short, intensive in-service activities.

CHAPTER XII

ADMINISTRATIVE INVOLVEMENT IN IN-SERVICE ACTIVITIES

The principal is cited in the literature as playing a key role in the development of in-service education programmes for teachers (Gross 1964, Mason 1962). The individual school administrator can contribute significantly to the professional development of the teachers in his school by encouraging their participation in in-service activities.

Do beginning, experienced, male, female, degreed and non-degreed teachers consider that the school administrator should determine the in-service education needs of his staff? Do they feel that he should be directly responsible for the in-service education of his staff members? Can he best assist his teachers by adopting an active or a supportive role in in-service activities? The data collected in Section II, Part VIII of the In-service Education Survey has been gathered to determine the responses of the participating groups of teachers to these and related questions.

A brief examination of the data (Tables XXXV, XXXVI, XXXVII) reveals that there are no significant differences between the responses of the participating groups to those questionnaire items referring to administrative involvement in in-service activities.

Those items on the questionnaire (Items 88, 89, 90) which suggest that the role of the administrator in in-service activities

TABLE XXXV

RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO SUGGESTED INVOLVEMENT OF SCHOOL ADMINISTRATORS IN IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
83. Responsible for determining staff needs	B	2.4	35.6	26.2	28.6	7.1	0.45799	<.80
	E	3.2	30.9	24.5	33.0	8.5		
84. Responsible for in-service education of his staff	B	7.1	26.2	35.7	28.6	2.4	0.97109	<.70
	E	2.7	30.9	27.1	35.1	4.3		
85. To stimulate interest in district programmes	B	11.9	52.4	26.2	9.5	0.0	1.57640	<.50
	E	12.2	62.8	18.0	6.4	0.5		
86. Initiating activities for his staff	B	4.8	26.2	45.2	23.8	0.0	2.39145	<.40
	E	4.8	39.4	32.5	21.3	2.1		
87. Responsible for follow-up activities	B	7.1	40.5	35.7	16.7	0.0	0.07620	<.98
	E	4.8	43.6	34.0	17.0	0.5		
88. Responsive to expressed needs of teachers	B	38.1	57.1	4.8	0.0	0.0	1.20611	<.70
	E	28.7	65.4	3.7	2.1	0.0		
89. Facilitate teacher initiated programmes	B	42.9	45.2	9.5	2.4	0.0	3.01683	<.30
	E	28.2	63.3	6.9	1.6	0.0		
90. Encourage staff participation	B	50.0	38.1	7.1	4.8	0.0	0.49757	<.80
	E	48.9	44.7	3.7	2.1	0.0		
B = Beginning teachers E = Experienced teachers						N = 42 N = 188 df = 2		

TABLE XXXVI

RESPONSES OF MALE AND FEMALE TEACHERS TO SUGGESTED INVOLVEMENT
OF SCHOOL ADMINISTRATORS IN IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P	
		SA	A	U	D	SD			
83. Responsible for determining staff needs	M	0.0	22.4	28.4	32.8	16.4	5.80946	< .10	
	F	4.3	35.6	23.3	31.9	4.9			
84. Responsible for in-service education of his staff	M	3.0	31.3	32.8	25.4	7.5	0.94172	< .70	
	F	3.7	29.4	27.0	37.4	2.5			
85. To stimulate interest in district programmes	M	9.0	59.7	25.3	4.5	1.5	0.72772	< .70	
	F	13.5	61.3	17.2	8.0	0.0			
86. Initiating activities for his staff	M	3.0	43.3	31.3	19.4	3.0	0.77585	< .70	
	F	5.5	34.4	36.2	22.7	1.2			
87. Responsible for follow-up activities	M	3.0	41.8	40.3	13.4	1.5	0.45922	< .80	
	F	6.1	43.6	31.9	18.4	0.0			
88. Responsive to expressed needs of teachers	M	25.4	67.2	6.0	1.4	0.0	0.96885	< .70	
	F	32.5	62.6	3.1	1.8	0.0			
89. Facilitate teacher initiated programmes	M	32.8	53.7	13.5	0.0	0.0	0.70000	< .80	
	F	30.1	62.6	4.9	2.4	0.0			
90. Encourage staff participation	M	58.2	38.8	3.0	0.0	0.0	2.97655	< .30	
	F	45.4	45.4	4.9	3.7	0.0			
		M = Male teachers					N = 67		
		F = Female teachers					N = 167		
							df = 2		

TABLE XXXVII

RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO SUGGESTED INVOLVEMENT OF SCHOOL ADMINISTRATORS IN IN-SERVICE ACTIVITIES

Item		Responses (%)					χ^2	P
		SA	A	U	D	SD		
83. Responsible for determining staff needs	D	2.1	29.2	25.0	28.1	15.6	3.57435	< .20
	ND	3.7	33.6	24.6	35.1	3.0		
84. Responsible for in-service education of his staff	D	2.1	28.1	34.4	30.2	5.2	0.70474	< .80
	ND	4.5	31.3	24.6	36.6	3.0		
85. To stimulate interest in district programmes	D	14.6	58.3	18.8	7.3	1.0	0.38263	< .90
	ND	10.5	62.7	20.1	6.7	0.0		
86. Initiating activities for his staff	D	6.3	34.4	34.4	20.8	4.1	0.38841	< .90
	ND	3.7	38.8	35.1	22.4	0.0		
87. Responsible for follow-up activities	D	4.2	49.0	25.0	20.8	1.0	1.55943	< .50
	ND	6.0	38.8	41.0	14.2	0.0		
88. Responsive to expressed needs of teachers	D	33.3	60.4	4.2	2.1	0.0	0.55375	< .80
	ND	28.4	66.4	3.7	1.5	0.0		
89. Facilitate teacher initiated programmes	D	36.5	54.2	9.4	0.0	0.0	2.05867	< .50
	ND	26.9	64.2	6.0	2.9	0.0		
90. Encourage staff participation	D	56.3	38.5	3.1	2.1	0.0	3.15243	< .30
	ND	44.0	47.0	5.2	3.0	0.0		
D = Degreed teachers						N = 96		
ND = Non-degreed teachers						N = 134		
						df = 2		

should be a supportive one have motivated a strong majority of positive responses from all participating groups (Figures 22, 23, 24). All groups have indicated that the school administrator should be responsive to the expressed needs of teachers for in-service activities, that he should be a facilitator of teacher initiated in-service programmes, and that he should develop an atmosphere that encourages active participation in in-service programmes.

The suggestion that administrative personnel should take the initiative to stimulate interest in and reinforce district in-service programmes (Item 85) has also prompted a high percentage of positive responses from all groups. This would indicate that elementary teachers generally feel that the school administrator is seen as best filling the role of stimulator and facilitator of in-service activities.

None of the participating groups have indicated a majority of positive responses to the suggestion that the school administrator should be responsible for determining the in-service education needs of his staff (Item 83). The negative responses from experienced, male and non-degreed teachers have exceeded the positive reactions of these three groups. From the data collected it can be concluded that teachers are not generally in favour of school administrators being responsible for determining the in-service education needs of their staffs.

Only 1/3 of the participants in each group has registered positive support for the school administrator being responsible for the in-service education of his staff (Item 84). The negative responses of experienced, female, degreed and non-degreed teachers exceed the percentage of positive reactions. Neither the positive nor negative

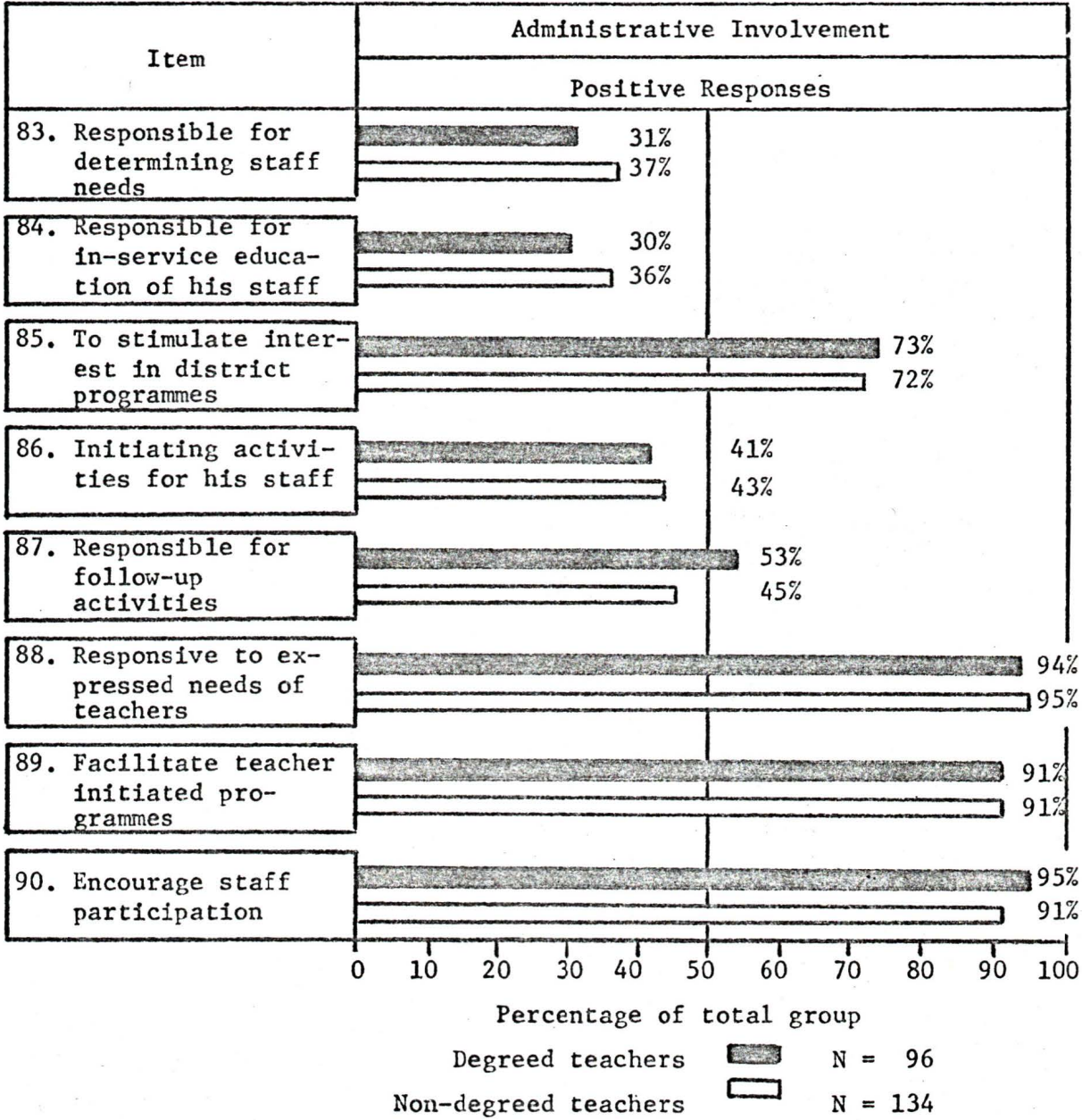


FIGURE 24

A COMPARISON OF THE POSITIVE RESPONSES OF DEGREED AND NON-DEGREED TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO ADMINISTRATIVE INVOLVEMENT IN IN-SERVICE ACTIVITIES

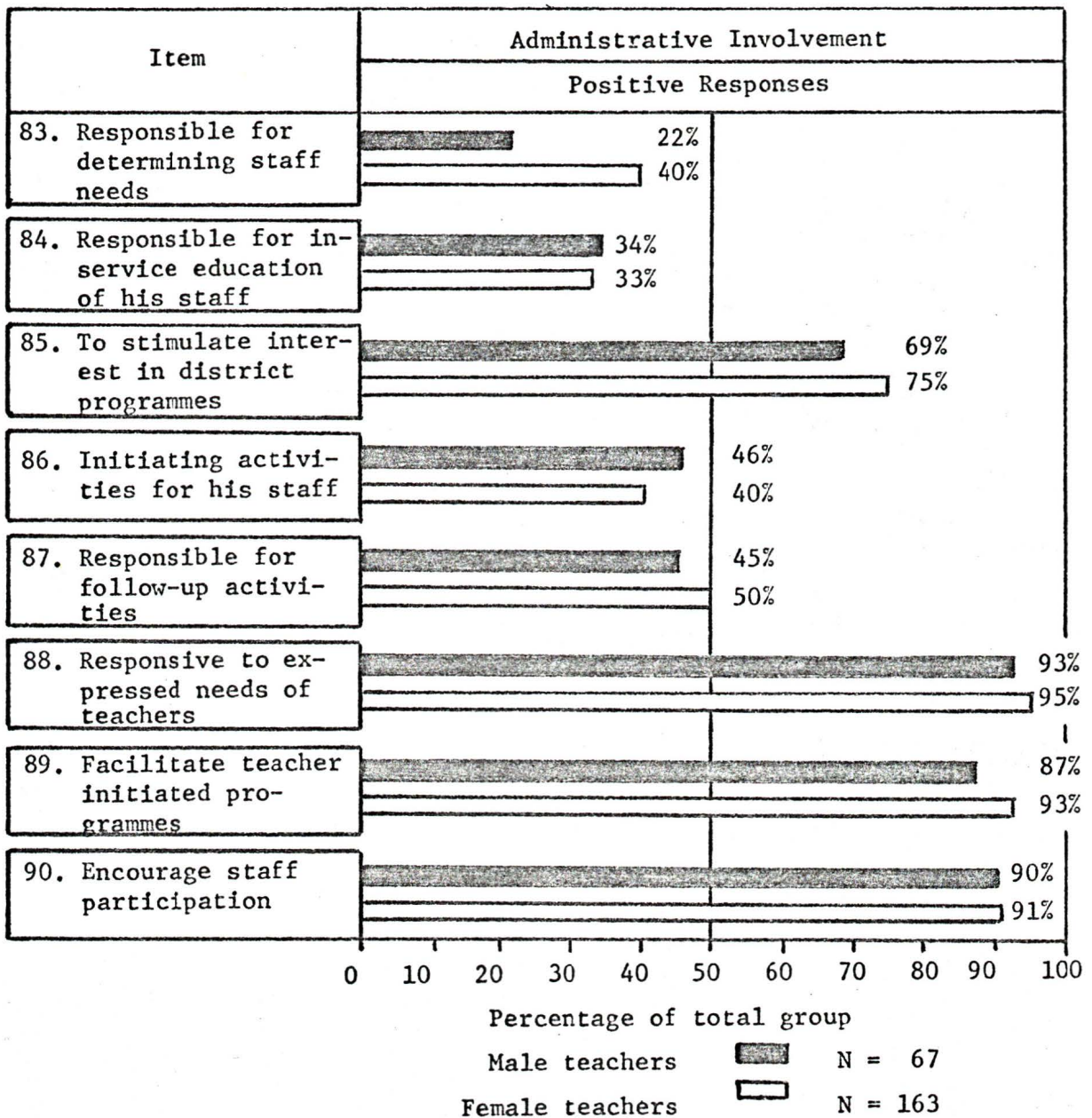


FIGURE 23

A COMPARISON OF THE POSITIVE RESPONSES OF MALE AND FEMALE TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO ADMINISTRATIVE INVOLVEMENT IN IN-SERVICE ACTIVITIES

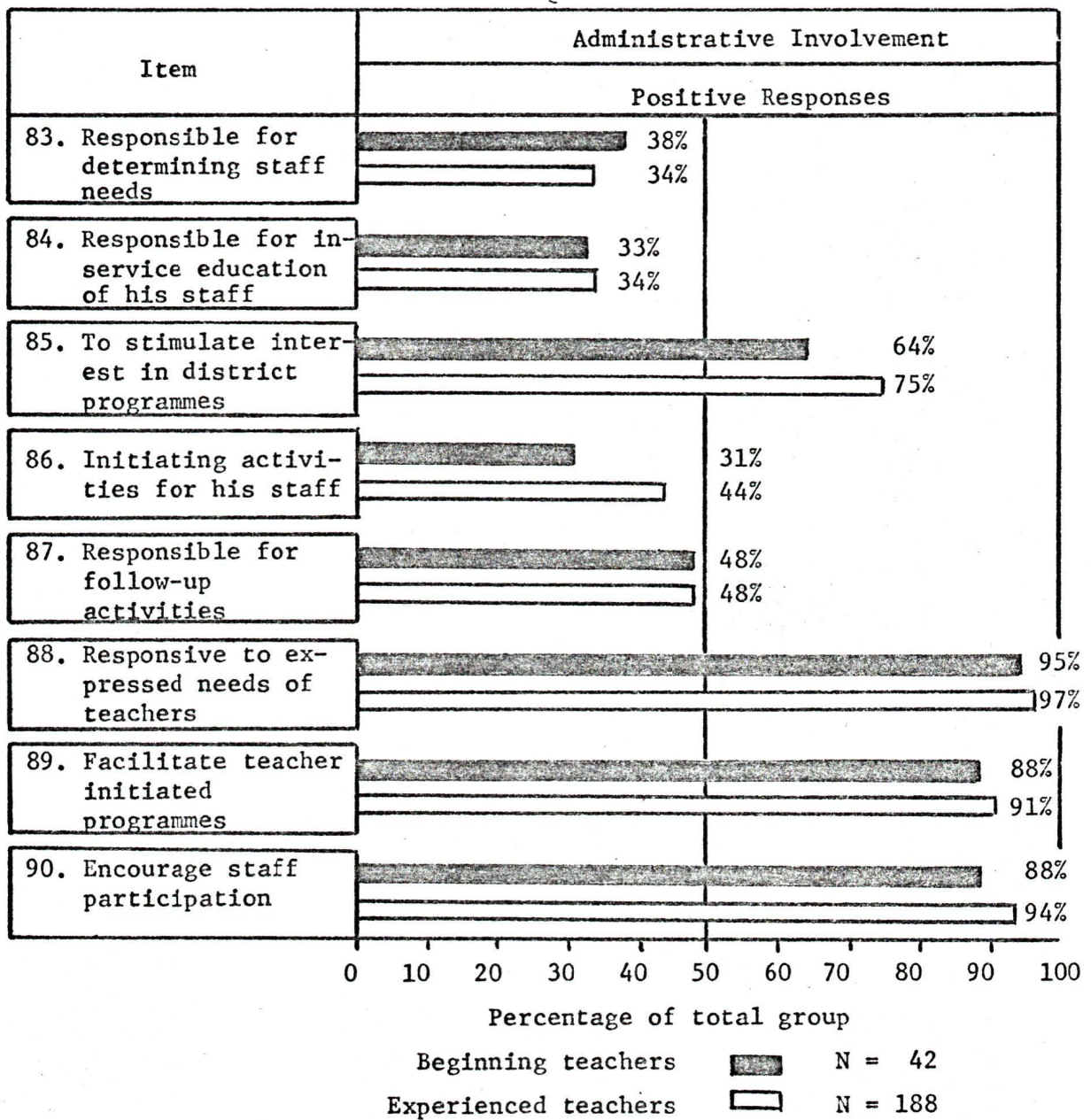


FIGURE 22

A COMPARISON OF THE POSITIVE RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS TO QUESTIONNAIRE ITEMS REFERRING TO ADMINISTRATIVE INVOLVEMENT IN IN-SERVICE ACTIVITIES

responses of any group reach the majority level. An average of 31% of each group has registered an "Undecided" response to this item. Although the "Undecided" responses make up a relatively high percentage of reactions, the lack of any really strong positive support for this item would lead one to conclude that, at the present time at least, teachers do not favour the school administrator undertaking the responsibility for the in-service education of his staff.

Although no group has registered a majority of positive responses favouring the administrator being responsible for the initiation of in-service activities for his staff (Item 86), the percentage of positive responses does, however, have considerably more strength than the negative responses in every case (Tables XXV, XXXVI, XXXVII). One should also note the high percentage of "Undecided" responses registered by each group. This would indicate that teachers are indefinite in their views as to whether or not the school administrator should be responsible for the initiation of in-service activities on their behalf.

There is a marked similarity among the responses of all groups to the suggestion that the school administrator should be responsible for follow-up activities to reinforce district wide in-service programmes. Although only the responses of the degreed personnel have reached a positive majority, the percentage of positive responses for all groups is considerably greater than the negative responses. Again, however, it is important to note the percentage of "Undecided" responses made by all groups. The indication again is that although teachers do not generally oppose the principal being responsible for follow-up

activities, neither do they strongly favour such action. Elementary teachers of School District No. 61 are indecisive as to whether or not the principal should be responsible for follow-up activities to reinforce district-wide in-service activities.

Summary. Based on the data gathered from the various participating groups, the following are the major conclusions regarding the involvement of school administrators in in-service activities:

1. There are no significant differences between the responses of beginning and experienced, male and female or degreed and non-degreed teachers to those items on the In-Service Education Survey referring to the involvement of school administrators in in-service education activities.
2. Elementary teachers respond in a highly positive manner to school administrators assuming a supportive role in in-service activities.
3. Teachers generally respond positively to the school administrator stimulating interest and reinforcing district in-service programmes.
4. Elementary teachers do not favour the school administrator determining their needs for in-service education or that he should be actively responsible for the in-service education of his staff.
5. The teachers of School District No. 61 are indecisive as to whether or not the school administrator should be responsible for the initiation of in-service activities for his staff and be responsible for follow-up activities.

CHAPTER XIII

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY OF THE PROBLEM AND RESEARCH DESIGN

The Problem Educational administrators at the elementary school level are faced with the problem of assisting members of their staffs in keeping abreast of changes in curricula and methodology which continuously face educators to-day. In-service education activities have for many years been employed to inform teachers of these changes. Frequently such programmes have failed to meet the needs of teachers to acquire information regarding changes in curricula and to develop the skills needed if implementation of such changes is to be carried into the classroom. Although it is commonly agreed that desirable changes in teacher behaviour will be effected only as a result of experiences judged to be meaningful in the light of the particular needs of any staff, in-service activities are frequently organized and presented with a greater concern for the subject matter being presented than for the needs of the participating teachers.

It was the purpose of this study to determine if differences of opinions regarding in-service education activities exist among various groups of teachers and also to identify those factors which all

teachers judge as contributing to the implementation and maintenance of a good in-service education programme. The contributing factors dealt with in this study, drawn from the review of literature, are as follows: attitudes, motivation, planning, presentation, content, evaluation, time, and administrative involvement.

Methodology The population for the study consisted of the elementary teachers of Greater Victoria, a large urban centre in the province of British Columbia. The study sample consisted of the teaching staff of twenty elementary schools randomly selected from the schools in this district. Each teacher was requested to complete the In-Service Education Survey which was developed and used to collect the data. Participants responded to statements designed to identify those aspects of each factor which teachers feel contribute to the establishment and maintenance of a good programme for professional development.

For purposes of comparison, the participating subjects were grouped and regrouped into the following categories: beginning and experienced teachers, male and female teachers, and degreed and non-degreed teachers. The data from each pair of groups were then submitted to the Kolmogorov-Smirnov Two Sample Test to determine if there were significant differences between the responses of the groups being compared.

The data were also examined to determine if there were aspects of each factor that all groups favoured as contributing to good in-service practices.

II. FINDINGS

This section presents a composite summary of the findings in

this study.

Hypothesis 1. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 11-20) referring to factors which influence teacher attitudes toward in-service activities.

This hypothesis is supported by the findings of the study. The findings indicate that both groups feel that increasing attention to activities which will promote their professional development is essential. The study also reveals that the attitudes of both groups concerning the positive value of in-service activities have not been firmly established in School District No. 61.

Hypothesis 2. There will be no significant differences between the responses of beginning and experienced teachers to questionnaire items (no. 21-30) referring to factors motivating teacher attendance at in-service activities.

This hypothesis was not fully supported by the findings of this study. It was rejected by the responses to Item 27. Beginning and experienced teachers differ significantly in the extent to which they feel the discussion of classroom management motivates attendance at in-service activities. This appears as a much stronger motivational force for beginning teachers than for experienced teachers. Both groups have identified successful past experiences at in-service activities and encouragement from fellow teachers as strong motivating forces.

Hypothesis 3. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 31-38) referring to the planning of in-service activities.

This hypothesis is supported by the findings of the study. Both groups share similar opinions regarding the planning of in-service activities. Beginning and experienced teachers strongly support the opinion that the responsibility for planning in-service activities should be shared by educators at all levels and also that practicing classroom teachers should play an important role in planning in-service activities.

Hypothesis 4. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 39-53) referring to the content for presentation at in-service activities.

This hypothesis is supported by the findings of the study. The findings reveal that beginning and experienced teachers share similar views concerning content for in-service activities. Both groups have indicated that methodology, use of instructional aids, and the development of student study skills are areas of greatest interest for inclusion in in-service education programmes.

Hypothesis 5. Both beginning and experienced teachers will rank practicing classroom teachers as their first preference for resource persons to present in-service activities.

This hypothesis was supported by the findings. Both beginning and experienced teachers have identified practicing classroom teachers as their first preference of resource persons to present in-service activities. While experienced teachers have identified supervisors as their second choice and university personnel as third choice, the beginning teachers have reversed this latter order of preference. Both groups have placed demonstration lessons high in preference as a method of presentation.

Hypothesis 6. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (no. 59-65) referring to the evaluation of in-service activities.

This hypothesis is supported by the findings of the study. Beginning and experienced teachers express strong support for the evaluation of in-service activities by teachers participating in the various programmes and agree that evaluation should be based on the satisfaction of teacher needs. Neither group strongly favours evaluation of in-service activities through the measurement of pupil growth or teacher improvement.

Hypothesis 7. Both beginning and experienced teachers will rank the relevancy of in-service activities to teacher needs as that area of in-service programmes most in need of evaluation.

This hypothesis was supported by the findings. Beginning and experienced teachers have identified the evaluation of in-service

activities in terms of their relevancy to teacher needs as being that area of evaluation that is of greatest importance. Adequacy of resource personnel was placed second, while methods of presentation was judged as being third in importance for evaluating programmes of in-service education.

Hypothesis 8. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (nos. 71-82) referring to the most favourable times for scheduling in-service activities.

This hypothesis was not supported in its entirety by the findings. Beginning and experienced teachers differ significantly in the degree to which they feel practicing classroom teachers favour in-service activities scheduled during the summer months. Beginning teachers are significantly more strongly opposed to the scheduling of in-service activities during the summer months than are experienced teachers. Both groups strongly favour the utilization of release time or periods of time that are partially release and partially after school hours for in-service activities. There is also strong agreement that teachers should be given adequate prior notice as to when programmes are to occur.

Hypothesis 9. There will be no significant differences between the responses of beginning and experienced teachers to those questionnaire items (nos. 83-90) referring to the involvement of school administrators in in-service activities.

This hypothesis is supported in the study. The findings indicate a generally high level of agreement between beginning and experienced teachers concerning the manner in which school administrators should be involved in in-service activities. Both groups are of the opinion that school administrators should assume a supportive role, stimulating interest in and reinforcing in-service activities.

Hypothesis 10. There will be no significant differences between the responses of male and female teachers to all items presented on the In-service Education Survey.

This hypothesis is supported by all but seven items on the In-Service Education Survey. The significant differences between the responses of male and female teachers are as follows:

Item 18. Male and female teachers differ significantly in the strength of their reaction as to whether the responsibility for professional growth is a joint responsibility shared by educators at all levels. Although a majority of both groups favour joint responsibility, male teachers are significantly more strongly in favour of this item than are female teachers.

Item 24. Male and female teachers differ significantly in the extent to which they feel the discussion of methodology motivates attendance at in-service activities. Again, this is a difference in strength of response rather than direction. Female teachers feel significantly stronger than male teachers that the discussion of methodology is a motivating factor.

Item 36. Male and female teachers differ significantly in the extent

to which they feel that administrators should determine the objectives of in-service education activities. Female teachers are significantly more in favour of administrative determination of in-service activities than are male teachers.

Item 26. Male and female teachers differ significantly in the extent to which they feel that the content of in-service activities should be centred around child growth and development. Although both groups have registered a majority of positive responses, the responses of female participants are significantly stronger in this respect than are male responses.

Item 58. Male and female teachers differ significantly in their opinion of the value of demonstration lessons for the presentation of materials and methodology at in-service activities. Although both groups have shown marked preference for demonstration lessons as a method of presentation, female teachers have selected it as their first choice while male teachers have placed it in second position.

Item 65. Male and female teachers differ significantly in the degree to which they feel that formal evaluation instruments should be used to assess in-service activities. Although neither group strongly endorses the employment of such methods of evaluation, female teachers are significantly more strongly opposed to the use of such instruments than are male teachers.

Item 71. Male and female teachers differ significantly in the degree to which they feel that the number of hours presently utilized for in-service activities is realistic. Male teachers are significantly more strongly opposed to the present time allotment for in-service activities than are female teachers.

Hypothesis 11. There will be no significant differences between the responses of teachers with university degrees and teachers not having degrees to all items presented on the In-service Education Survey.

This hypothesis is supported by all but four items on the In-Service Education Survey. The significant differences between the responses of degreed and non-degreed teachers are as follows:

Item 13. Degreed and non-degreed teachers differ significantly in the extent to which they see real and significant implications in in-service activities. Non-degreed teachers see greater value in such activities than do degreed teachers.

Item 18. Degreed and non-degreed teachers differ significantly concerning in-service being a responsibility of all educators. Although a majority of both groups favour this opinion, degreed teachers support joint responsibility more strongly than do non-degreed teachers.

Item 23. Degreed and non-degreed teachers differ significantly regarding the discussion of philosophy as a motivating force. Non-degreed teachers are significantly more strongly motivated to attend "philosophical" in-service sessions than are degreed teachers.

Item 79. Degreed and non-degreed teachers differ significantly regarding the use of early evening hours for in-service activities. Non-degreed teachers are more strongly opposed to the use of such times than are degreed teachers.

In addition to determining the differences of opinion between each pair of participating groups, the purpose of the study was to identify those aspects of in-service activities which all groups support as contributing to the implementation and maintenance of a programme of professional development. These areas of common agreement are listed below:

1. Beginning, experienced, male, female, degreed and non-degreed teachers agree that increasing attention to activities which will promote their professional development is essential. The study also reveals, however, that attitudes concerning the positive value of in-service activities have not been firmly established in School District No. 61.
2. All participating teachers share the opinion that the responsibility for the professional development of teachers should be shared by educators at all levels.
3. The utilization of new methods of in-service education and the careful consideration of the location of meetings are seen, by teachers, as important factors influencing attitudes towards in-service education activities.
4. Successful past experiences at in-service activities is the strongest motivating force encouraging attendance at future sessions.
5. Having complete information concerning the in-service activities being offered is judged by all groups as being a strong motivating force.
6. Encouragement from fellow teachers to attend in-service activities is judged as having a stronger motivational value than encouragement from school administrators.
7. All groups agree that the identification of areas of need for in-service education activities should be carried out by practicing classroom teachers.
8. The planning of activities for the professional growth of teachers should be a responsibility shared by educators at all levels.

9. All participating groups have indicated a preference for the content of in-service activities to be centred around the areas of methodology, use of instructional aids, and the development of student study skills.
10. The content of in-service programmes should offer a balance between teaching approaches and philosophy.
11. A programme of follow-up activities should be used to reinforce in-service activities.
12. All participating groups have identified practicing classroom teachers as their first preference for resource personnel to present in-service activities.
13. The utilization of demonstration lessons has been placed high in preference as a method of presentation of new methods and materials by all groups. ✓
14. All teachers express strong support for the evaluation of in-service activities by teachers participating in the various programmes.
15. Teachers do not support the evaluation of in-service activities by the measurement of pupil growth or teacher improvement.
16. Teachers have identified the following as those aspects of in-service activities most in need of evaluation: a) relevancy to teacher needs, b) adequacy of resource personnel, c) methods of presentation.
17. All teachers strongly favour the utilization of release time or periods of time that are partially release and partially after school hours for the scheduling of in-service activities.

18. Teachers favour the scheduling of in-service activities well in advance of the dates on which they are being held.
19. There is a high level of agreement among all participating groups that the school administrator should assume a supportive rather than an active role in in-service activities. His responsibility is seen as one who stimulates interest in and reinforces in-service activities.

III. CONCLUSIONS

The purpose of this study was to determine if significant differences exist between the opinions of beginning and experienced, male and female, degreed and non-degreed teachers regarding certain factors which are commonly judged as contributing to good in-service education programmes. It was also the intent of the study to determine if there were aspects of each factor which all groups strongly favoured as contributing to the establishment of a good in-service education programme. Few significant differences have been revealed by this study. Beginning and experienced teachers differ in only two instances, male and female teachers in seven instances, and degreed and non-degreed teachers in four. Furthermore, the findings indicate that any conclusions regarding the significant differences that have been revealed must be made with some caution. Where significant differences do occur they are frequently in degree rather than in direction, indicating that although general agreement may exist between the two groups being compared, one of the groups possesses a greater intensity of feeling towards a certain aspect of in-service activities than the other. The study suggests that real differences do exist between the opinions of

beginning and experienced teachers regarding the discussion of classroom management at in-service activities and the scheduling of in-service activities during the summer months; between male and female teachers regarding the discussion of child growth and development at in-service activities and administrative planning of in-service education programmes; and, between degreed and non-degreed teachers concerning the motivational value of the discussion of philosophy at in-service education programmes.

Although few significant differences have occurred between the responses of each pair of participating groups, the findings reveal that there are 19 items which have motivated strong positive responses in support of certain aspects of each of the contributing factors investigated. It is these areas of strong support, reported in the findings of the study, that should be carefully examined so that future programmes of in-service education will come closer to meeting the needs of the teachers involved.

IV. RECOMMENDATIONS

In the following recommendations the author has attempted to bring together the findings of this study with the opinions of those writers who have contributed to the study of in-service education practices. The following recommendations are made with the hope that they will aid in the establishment of in-service education programmes that will assist in meeting the needs of elementary teachers for professional development activities.

1. Although the teachers of School District No. 61 recognize the importance of in-service education activities to encourage the

professional development of classroom teachers, attitudes concerning the positive values of such programmes have not been firmly established. It is recommended that much greater consideration be given to the question of whether or not in-service programmes are meeting the needs of teachers. Strong positive attitudes toward in-service education will be developed only when the programmes offered are of real value to teachers by assisting them with their day to day teaching task.

2. Since elementary teachers are most strongly motivated to attend in-service activities by past experiences at such programmes and encouragement from fellow teachers, it is recommended that all elementary teachers be informed of the objectives of any programme and that every possible effort be made to assure them that these objectives are met. If objectives appear to be beyond reach due to lack of materials, time, personnel or any other legitimate reason, activities should be delayed until such times as a reasonable degree of success appears to be attainable.
3. If in-service education programmes are to have any effect upon the instruction of elementary pupils they must be carefully and cooperatively planned. It is therefore recommended that an In-Service Education Committee be established to plan cooperatively a programme of in-service activities to promote the professional development of the elementary teachers in School District No. 61. This committee should consist of a cross-section of practicing classroom teachers, school administrators, and one or two members of the central administrative staff. One person should be charged

with the responsibility of co-ordinating the efforts of the In-Service Education Committee. It would be advisable that this person be a member of the central administrative staff with time and facilities put at his disposal so that his task may be effectively carried out. If in-service education is recognized as being essential for the professional development of district staff, then it should also be recognized that an effective programme cannot be initiated and carried on entirely by teachers who are willing to donate their time and effort after school hours.

4. The In-Service Education Committee must undertake the identification of specific areas of instruction that teachers feel can be improved through in-service education programmes. This study has revealed that methodology, use of instructional aids and student study skills rank high as choices for content at in-service activities. These areas could initially serve as a broad base upon which to build the more specific subject content.
5. The In-Service Education Committee should consider the advisability of establishing a programme for the orientation of beginning teachers. Such a programme should include the topic of classroom management.
6. Serious consideration should be given to the greater use of district staff, particularly highly skilled classroom teachers, as resource persons for the presentation of in-service activities. Outstanding classroom teachers can be major influence in fostering the adoption of new methods and materials. Their close association with pupils, materials, and classroom routines enables them to discuss the type

of classroom organization that will best facilitate the adoption of recommended changes.

7. Greater efforts should be made to include demonstration lessons as an integral part of in-service education activities. Teachers should be given an opportunity to see new curricula and methodology at work in a realistic classroom situation. The use of television tapes may well be the most efficient and effective method of presenting demonstration lessons in a large urban area.

It must be recognized that the effective use of teachers as resource persons and as assistants in demonstrations will be highly dependent upon the full support of administrative personnel. Time, materials, and constant encouragement will be required if teachers are to be enlisted to participate in these types of presentation.

8. The In-Service Education Committee should be given the responsibility of developing a programme for the evaluation of in-service activities. The actual evaluation however, must be carried out by those teachers participating in the in-service education activities. The committee should keep in mind those three areas that have been identified by teachers as being most important for evaluation purposes:
 - a) relevancy to teacher needs,
 - b) adequacy of resource personnel,
 - c) methods of presentation.
9. Arranging for suitable periods of time, free from the pressures of classroom responsibilities, is one of the first problems that must be faced in the establishment of an in-service education programme. Providing teachers with release time for at least a portion of the time required for attendance at professional growth activities

should be seriously considered. It is therefore recommended that the In-Service Education Committee should meet with representatives of the school board and administrative staff to determine the number of hours per year that could reasonably be set aside from classroom time for attendance at in-service activities.

10. Teachers should be given complete information regarding in-service education activities. A schedule outlining the purposes and content of activities planned for the school year should be circulated early during the Fall term so that teachers may select those activities that are pertinent to their area of instruction. Scheduling in-service activities well in advance will give teachers the opportunity to arrange other school commitments on dates that will not conflict with in-service activities.
11. The school administrator can best assist with the establishment and maintenance of good in-service programmes by assuming a supportive role. Any in-service education programme will function smoothly and efficiently only if it has the support of the school administrators. Such support can be expected only when administrators have full knowledge of the programme, its objectives, and implications for changes in the classroom. It is therefore recommended that the school administrators representative(s) on the In-service Education Committee meet with the administrators of the district, possibly at one or two of their monthly meetings, to discuss in depth the objectives and plans for anticipated in-service education programmes.

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APPENDIX A

1949 Ferndale Rd.,
Victoria, B.C.,
April 10, 1970.

Dear

The staff of the school at which you are teaching is one of a group of twenty elementary schools that has been randomly selected to participate in a research study. Permission has been granted to me by Dr. J. Wiens, Director of Instruction, and the principal of your school to solicit your assistance in this project. May I ask for your co-operation?

The purpose of this study is to determine if differences of opinion exist between various groups of teachers regarding in-service education activities. Also, it is hoped to determine the nature of those activities and conditions which elementary teachers judge as making a significant contribution to the development of an in-service education programme that will satisfy teacher needs for professional growth.

This study is confined to in-service activities other than university credit courses. You will be asked to respond to statements in terms of your reactions to individual school, system-wide, or teacher professional organization offerings that contribute to a teacher's professional development.

The data collected will be used for a thesis which I am writing for the degree, Master of Education in Educational Administration, at the University of Victoria. Dr. D. Chabassol is my advisor.

In order that this study may be reasonably valid, I must have a high percentage of teachers from each school participate in the study. Your co-operation in this regard will be greatly appreciated.

Yours sincerely,

Roy L. Lister

RLL/vak

1949 Ferndale Rd.,
Victoria, B.C.,
April 28, 1970.

Dear

I recently approached the members of your staff to request their assistance in a research study that I am conducting. Each of your staff members was given a questionnaire entitled "In-Service Education Survey" which they were requested to complete and return.

May I take this opportunity to thank all of those teachers who have been most co-operative in completing the questionnaire and returning it so promptly. I am indebted to you and your staff members for your excellent co-operation.

If there are members of your staff who have not completed the questionnaire, it would be sincerely appreciated if this could be done at their earliest convenience. In order that the study be reasonably valid I must have a high percentage of returns.

Once again, may I thank each of the participants for their commendable co-operation which has made this study possible.

Yours sincerely,

Roy L. Lister.

RLl/vak

APPENDIX B

IN-SERVICE EDUCATION SURVEY

DIRECTIONS: Please mark your responses to the items from the questionnaire on the ANSWER SHEET provided. Use only an HB pencil. The machine will not read ink, very light or coloured pencil.

Should you wish to comment on any part of the questionnaire, a space has been provided on the last page.

SECTION I.

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This section is intended to give a brief picture of a teacher's formal pre-service and continuing academic training.

Training and Teaching Experience

1. Sex: A) Male B) Female
2. Age: A) under 25 B) 25 - 30 C) 30 - 40
 D) 40 - 50 E) over 50
3. Years of teaching experience:
 A) 1 - 2 yr. B) 3 - 5 yr. C) 6 - 10 yr.
 D) 10 - 20 yr. E) more than 20 yr.
4. Certificate held:
 A) Licence (E.B.) B) Standard (E.A.)
 C) Professional 1 (P.C.) D) Professional 2 (P.B.)
 E) Professional 3 (P.A.)
5. Number of years of university completed
 A) two or less B) three C) four
 D) five E) six or more
6. Degree held
 A) B.Ed. (Elem) B) B.A. C) B.Ed. (Sec.)
 D) B.Sc. E) Other
7. Degree completed within the last
 A) 5 yr. B) 10 yr. C) 15 yr.
 D) 20 yr. E) more than 20 yr. ago
8. Are you presently enrolled in a university credit course?
 A) Yes B) No
9. Do you anticipate enrolling in a university credit course during the 1970-71 school year?
 A) Yes B) No
10. Do you feel that the completion of further university credit courses would increase your teaching proficiency?
 A) Yes B) No

SECTION II.

Part I: AN OPINION POLL

Please react to the items in this section. There are no right or wrong answers to these statements. I am simply interested in your opinions about them.

Using the scale below, please indicate the response which best expresses your feeling about the item. Commence with number 11 on the accompanying answer sheet.

SCALE

- A) STRONGLY AGREE (SA) B) AGREE (A)
 C) UNCERTAIN (U) D) DISAGREE (D)
 E) STRONGLY DISAGREE (SD)

11. Teachers accept in-service education activities as an integral part of the changing educational scene.

- A) SA B) A C) U D) D E) SD

12. The increasing attention being given to in-service activities is essential for the professional growth of classroom teachers.

- A) SA B) A C) U D) D E) SD

13. Teachers see real and significant implications in in-service activities.

- A) SA B) A C) U D) D E) SD

14. Experimentation with new methods of in-service education would encourage more teachers to attend. (T.V. tapes, etc.)

- A) SA B) A C) U D) D E) SD

15. The location of in-service activities has a definite effect on attendance.

- A) SA B) A C) U D) D E) SD

16. Acquiring the knowledge and skills required to implement curricular and organizational changes in the classroom is the responsibility of the individual teacher.

- A) SA B) A C) U D) D E) SD

17. Acquainting teachers with new methods and materials is a responsibility of district administrators.

- A) SA B) A C) U D) D E) SD

18. Professional growth is the responsibility of the combined efforts of teachers, administrators, teachers' professional organizations and the school board.

- A) SA B) A C) U D) D E) SD

19. District wide in-service activities are most efficient for meeting teachers' needs for professional development.
- A) SA B) A C) U D) D E) SD
20. In-service activities carried on at the individual staff level are most effective for meeting teacher needs for professional development.
- A) SA B) A C) U D) D E) SD
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Part II: MOTIVATION

The objective of this section is to determine what you feel motivates teachers to attend in-service activities. Please mark the response which indicates your reaction to the following statements on the answer sheet.

21. Attendance at past in-service activities which have made a worthwhile contribution to teachers' professional development motivates future participation.
- A) SA B) A C) U D) D E) SD
22. Having complete information about the in-service education program being offered encourages participation.
- A) SA B) A C) U D) D E) SD
23. The expectancy that in-service activities will impart a greater understanding of the current philosophies of educational change motivates participation.
- A) SA B) A C) U D) D E) SD
24. The expectancy that in-service activities will equip you with a knowledge of up-to-date methodology motivates participation.
- A) SA B) A C) U D) D E) SD
25. The expectancy that in-service activities will inform you of curriculum changes and the classroom adjustments that must be made to accommodate such changes motivates participation.
- A) SA B) A C) U D) D E) SD
26. The expectancy that in-service activities will assist you in solving individual pupil problems motivates participation.
- A) SA B) A C) U D) D E) SD
27. The expectancy that in-service education activities will assist you in improving your general classroom management motivates attendance.
- A) SA B) A C) U D) D E) SD

28. Encouragement offered by the principal or other administrative personnel motivates attendance at in-service activities.
- A) SA B) A C) U D) D E) SD
29. Encouragement offered by fellow staff members motivates attendance at in-service activities.
- A) SA B) A C) U D) D E) SD
30. Encouragement offered by the teachers' professional organization motivates attendance at in-service activities.
- A) SA B) A C) U D) D E) SD
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Part III: PLANNING

The intent of this section is to obtain your opinion as to how an in-service education program should be planned if it is to meet the needs of the participating teachers. Please mark your response on the answer sheet. Commence with number 31.

31. Practising classroom teachers should play an important role in the planning of in-service activities.
- A) SA B) A C) U D) D E) SD
32. Principals and other administrative staff should be responsible for planning the in-service program.
- A) SA B) A C) U D) D E) SD
33. Teachers through their professional organization should be responsible for planning a program of professional development.
- A) SA B) A C) U D) D E) SD
34. The planning of in-service activities should be the joint responsibility of the school board, administrative staff and teaching personnel of a school district.
- A) SA B) A C) U D) D E) SD
35. Planning should include committees of teachers to determine those aspects of in-service education which are of greatest assistance to teachers.
- A) SA B) A C) U D) D E) SD
36. Planning should include committees of administrators to determine the needs of teachers in the field of in-service.
- A) SA B) A C) U D) D E) SD

37. Part of planning is informing teachers of the objectives of the in-service activity.
- A) SA B) A C) U D) D E) SD
38. Planners should make provision for active teacher participation during in-service sessions.
- A) SA B) A C) U D) D E) SD
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Part IV: CONTENT

The intent of this section is to determine those topics that you feel best satisfy the needs of classroom teachers.

39. Emphasis is best placed on subject matter. (what to teach)
- A) SA B) A C) U D) D E) SD
40. Emphasis is best placed on methodology. (how to teach)
- A) SA B) A C) U D) D E) SD
41. Emphasis is best placed on rationale. (why we teach this way)
- A) SA B) A C) U D) D E) SD
42. Emphasis is needed on the philosophy behind educational change.
- A) SA B) A C) U D) D E) SD
43. Emphasis should be placed on the utilization of instructional aids.
- A) SA B) A C) U D) D E) SD
44. Emphasis should be placed on the development of student study skills.
- A) SA B) A C) U D) D E) SD
45. Emphasis should be placed on organizational change. (non-grading, etc.)
- A) SA B) A C) U D) D E) SD
46. Emphasis should be placed on child growth and development.
- A) SA B) A C) U D) D E) SD
47. A programme of in-service activities should include something of value to a wide variety of levels.
- A) SA B) A C) U D) D E) SD

48. In-service activities should deal with a single topic in depth.
 A) SA B) A C) U D) D E) SD
49. An in-service programme should balance teaching approaches and philosophy.
 A) SA B) A C) U D) D E) SD
50. An important aspect of in-service activities is to orientate teachers new to the district.
 A) SA B) A C) U D) D E) SD
51. A programme of follow-up activities should be part of the in-service programme.
 A) SA B) A C) U D) D E) SD
52. The content for in-service activities is best determined by teachers at the individual staff level.
 A) SA B) A C) U D) D E) SD
53. The content for in-service activities is best determined by administrators at the district level.
 A) SA B) A C) U D) D E) SD

Part V: PRESENTATION

The intent of this section is to determine those methods of presentation which you feel have the greatest value to the practising classroom teacher.

Please rank the following items (54 - 58) in order of your preference (1 - 5) and mark the order of your choice on the answer sheet.

54. Utilization of practising classroom teachers as resource persons.
 A) First B) Second C) Third D) Fourth E) Fifth
55. Utilization of administrators as resource persons.
 A) First B) Second C) Third D) Fourth E) Fifth
56. Utilization of supervisory personnel as resource persons.
 A) First B) Second C) Third D) Fourth E) Fifth
57. Utilization of university personnel as resource persons.
 A) First B) Second C) Third D) Fourth E) Fifth
58. Utilization of demonstration lessons.
 A) First B) Second C) Third D) Fourth E) Fifth

Part VI: EVALUATION

The intent of this section is to determine your reaction to the inclusion of evaluation of in-service activities as a part of the in-service process.

59. The assessment of in-service activities by the participating teachers should be an integral part of any in-service program.
- A) SA B) A C) U D) D E) SD
60. Evaluation of in-service activities should be an administrative responsibility.
- A) SA B) A C) U D) D E) SD
61. In-service activities should be evaluated in terms of the satisfaction of teacher needs for information regarding new materials, techniques, etc.
- A) SA B) A C) U D) D E) SD
62. In-service activities should be evaluated in terms of pupil growth.
- A) SA B) A C) U D) D E) SD
63. In-service activities should be evaluated in terms of teachers' improvement in instructional methodology.
- A) SA B) A C) U D) D E) SD
64. The informal type of evaluation generally used to evaluate in-service activities is adequate to determine the degree of usefulness of a program.
- A) SA B) A C) U D) D E) SD
65. A formal evaluation instrument should be utilized to determine the usefulness of an in-service program.
- A) SA B) A C) U D) D E) SD
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Please rank the following items (66 - 70) in the order in which you feel evaluation of in-service practices is most needed. Your first choice should indicate the item of greatest urgency. Please place your answer on the answer sheet.

66. Methods of presentation
 A) First B) Second C) Third D) Fourth E) Fifth
67. Adequacy of resource personnel
 A) First B) Second C) Third D) Fourth E) Fifth
68. Relevancy to teacher needs
 A) First B) Second C) Third D) Fourth E) Fifth
69. Location of meetings
 A) First B) Second C) Third D) Fourth E) Fifth
70. Times of meetings
 A) First B) Second C) Third D) Fourth E) Fifth

Part VII: TIME

The intent of this section is to determine your opinion as to what is the most favourable time to schedule in-service activities.

71. The number of hours that teachers are presently expected to spend at in-service activities during the school year is realistic.
 A) SA B) A C) U D) D E) SD
72. Efforts to schedule in-service activities at times when teachers are not expected to meet other responsibilities have been good.
 A) SA B) A C) U D) D E) SD
73. In-service activities are best when scheduled well in advance for specified periods through-out the school year.
 A) SA B) A C) U D) D E) SD
74. In-service activities are best when scheduled as they are needed through-out the year.
 A) SA B) A C) U D) D E) SD
75. Teachers respond favourably to in-service activities that are scheduled on release time. (free of classroom duties)
 A) SA B) A C) U D) D E) SD

76. Teachers respond favourably to in-service activities that are scheduled for after school hours (3 - 5 p.m.).
- A) SA B) A C) U D) D E) SD
77. Teachers respond favourably to in-service activities scheduled partially on release time and partially after school time.
- A) SA B) A C) U D) D E) SD
78. Teachers respond favourably to in-service activities scheduled on Saturday.
- A) SA B) A C) U D) D E) SD
79. Teachers respond favourably to in-service activities scheduled for the early evening.
- A) SA B) A C) U D) D E) SD
80. Time for in-service activities is best utilized if lengthy periods (1/2 or full day) of time are used.
- A) SA B) A C) U D) D E) SD
81. Time for in-service activities is best utilized through a number of definitely scheduled, short, intensive sessions.
- A) SA B) A C) U D) D E) SD
82. Teachers respond favourably to in-service sessions conducted during the summer months. (short, non-credit courses)
- A) SA B) A C) U D) D E) SD
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Part VIII: ADMINISTRATIVE INVOLVEMENT

The intent of this section is to determine teachers' opinions as to how school administrators can best assist their teachers through in-service activities.

83. The school administrator should be responsible for determining the in-service needs of his staff.
- A) SA B) A C) U D) D E) SD
84. The school administrator should be responsible for the in-service education of his staff. (active role)
- A) SA B) A C) U D) D E) SD

- 85. Administrative personnel should take the initiative to stimulate interest in and re-inforce district in-service programs.
 A) SA B) A C) U D) D E) SD
- 86. School administrators should be responsible for initiating in-service activities for his staff.
 A) SA B) A C) U D) D E) SD
- 87. School administrators should be responsible for the organization of "follow-up" activities to re-inforce district-wide in-service programs.
 A) SA B) A C) U D) D E) SD
- 88. School administrators should be responsive to the expressed needs for in-service education programs.
 A) SA B) A C) U D) D E) SD
- 89. School administrators should facilitate teacher initiated in-service education programs.
 A) SA B) A C) U D) D E) SD
- 90. The greatest contribution of administrators is the development of an atmosphere that encourages active participation in in-service programs. (supportive role)
 A) SA B) A C) U D) D E) SD

COMMENT: _____

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