

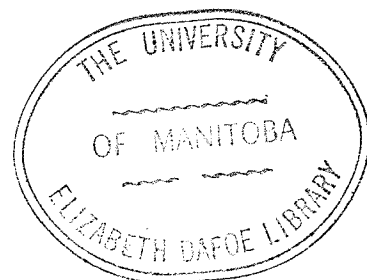
IN-SERVICE EDUCATION PROGRAMS FOR TEACHERS
IN THE WINNIPEG SCHOOL DIVISION NO. 1.
A SURVEY OF POLICIES, PRACTICES AND OPINIONS

A Thesis
Presented to
the Faculty of Graduate Studies
The University of Manitoba

In Partial Fulfilment
of the Requirements for the degree
Master of Education

by
Sidney James Chapman

March 1967



ABSTRACT

Purpose

The purpose of this study was to examine the in-service education program for teachers in The Winnipeg School Division No. 1. Specifically, an attempt was made to identify the nature and extent of the program, to solicit the opinions of participants and organizers with respect to the program, and to discover how the practices and policies compared with those recommended in the literature.

In-service education was defined as any kind of organized training program for teachers directed specifically towards the improvement of professional competence.

It was expected that the results of the study would prove valuable to those who are responsible for conducting in-service education programs.

Procedure

Information regarding current practices and opinions of personnel in The Winnipeg School Division No. 1 was obtained mainly from responses to questionnaires.

A Questionnaire for Administrators, distributed to all principals and supervisors in special curriculum areas, sought information about the in-service programs which they had organized, and also their opinions on various in-service education policies and practices.

A similar Questionnaire for Teachers was sent to all teachers in The Winnipeg School Division No. 1. In addition to seeking information about their participation and their opinions of in-service programs,

subject supervisors and the superintendent or his assistants should be responsible for leadership of the in-service program.

There was general agreement in regard to the need for in-service education in order to improve professional competence, and the only problem of major concern was that there were too many demands on teachers' time.

A review of the literature revealed that the need for in-service education is universally recognized and that the responsibility for planning and evaluating programs should be shared by teachers and administrators. Teacher involvement should be based on a desire for professional improvement rather than a need to overcome salary "hurdles".

Recommendations

The Winnipeg School Board should go on record with an official statement to the effect that it recognizes the need for a continuing in-service education program, and is prepared to provide financial support.

An official in the Superintendent's Department should be officially charged with the responsibility for the general supervision of staff in-service development and the coordination of in-service programs.

In-service education programs should be held either partly, or completely in school time. Attendance of teachers should be required if the sessions are in school time, but voluntary if out of school hours.

It is desirable to ensure the maximum possible participation of teachers in planning and evaluation of in-service programs, by the establishment of committees with teacher representation.

If the improvement of professional competence is to be considered

a continuing professional obligation, as it is in other professions, teachers should accept the responsibility without undue concern for remuneration. However, this premise must be based on the assumption that the teachers' professional salaries and working conditions are such that they have the time needed for this continuing education.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the cooperation of the executive members of the Winnipeg Division Association of the Manitoba Teachers' Society, the teachers and principals, and administrative officials of The Winnipeg School Division No. 1.

The assistance received from Professor J. W. Peach has also been greatly appreciated.

TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS	1
Introduction	1
The Problem.	2
Statement of the Problem	2
Importance of the Problem.	2
Definition of In-Service Education	3
Limitations.	3
II. REVIEW OF THE LITERATURE	5
Definition of In-Service Education	5
The need for In-Service Education.	7
Remedial functions	7
Professional growth.	9
The Responsibility for In-Service Education.	13
The Planning of Programs	15
Types of In-Service Education Programs	17
Motivation Techniques.	19
Teachers' acceptance of the goals.	19
Voluntary Participation.	20
Remuneration	21
Other Incentives	23
Timing of In-Service Education	24
Problems Associated with In-Service Education.	26
Evaluation of In-Service Education	27
Summary of Chapter II.	29

CHAPTER	PAGE
III. METHOD OF STUDY AND COLLECTION OF DATA.	31
The Questionnaires.	31
The Questionnaire for Administrators.	31
The Questionnaire for Teachers.	31
Development of the Questionnaires	32
Distribution of the Questionnaires.	32
Organization of the Data.	34
Treatment of the Data	34
Examination of Records.	34
IV. PRESENTATION AND ANALYSIS OF DATA	35
Teachers' Participation	35
Numbers Attending In-Service Sessions	35
Involvement in Outside Employment of University	
Courses	36
Participation by Grade Level Taught	36
Time Spent on In-Service Sessions	37
Participation by Subject.	40
Nature of Attendance.	42
Participation by Administrators	43
Nature of Attendance.	43
Timing of In-Service Sessions	44
Types of In-Service Sessions.	45
Planning and Evaluation	46
Opinions of Teachers and Administrators Regarding	
In-Service Programs	47
The Need for In-Service Programs.	47

CHAPTER	PAGE
Voluntary or Compulsory Attendance	51
Timing of In-Service Sessions	51
Length of In-Service Sessions	53
Use of Television	54
Recognition in Salary Schedule	54
In-Service Attendance Related to Increments	58
In-Service Sessions Equated with University Courses	58
Effectiveness of In-Service Programs	62
Responsibility for Leadership	63
Freeing Teachers to Attend	65
Problems Associated with In-Service Programs	66
Objectives of In-Service Programs	68
Summary of Programs in The Winnipeg School Division No.1	69
Types of Programs	69
School Division Policies	73
Summary of Chapter IV	75
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	80
Summary of the Investigation	80
Summary of the Conclusions	81
Recommendations	83
BIBLIOGRAPHY	85
APPENDIX	89

LIST OF TABLES

TABLE	PAGE
I. Number of Respondents to the Teachers' Questionnaire compared with the Number of Teachers on the Winnipeg School Division Staff, 1965-66.	33
II. Number of Respondents who Took Part in In-Service Programs in the School Year 1965-66.	35
III. Attendance at In-Service Sessions, Related to Involvement in Outside Employment or University Courses.	36
IV. Number of Respondents by Grade Attending In-Service Sessions.	37
V. Mean Number of Hours Spent on In-Service Sessions by Teachers of Various Grade Levels.	38
VI. Number of Hours Spent in In-Service Programs During the Period July 1, 1965 to June 30, 1966.	38
VII. Participation by Respondents in In-Service Programs According to Subject.	41
VIII. Nature of Teachers' Attendance at In-Service Sessions.	43
IX. Report of Administrators Concerning the Question Whether Attendance at In-Service Sessions was Voluntary and Satisfactory.	44
X. Times at which In-Service Sessions were held, as Reported by Administrators.	45
XI. Types of In-Service Sessions as Reported by Administrators.	46

TABLE	PAGE
XII. Response of Administrators to Certain Questions Concerning their In-Service Programs	46
XIII. Opinions of Teachers and Administrators Concerning the Question Whether Some Form of Continuing In-Service Education Program is Necessary for Teachers	48
XIV. Opinions of Teachers Concerning the Need for In-Service Education, Classified According to Certain Biographi- cal Factors	49
XV. Opinions of Teachers Concerning Voluntary Attendance at In-Service Programs, Classified According to Certain Biographical Factors.	50
XVI. Opinions of Teachers and Administrators Concerning the Best Time for an In-Service Session	52
XVII. Opinions of Teachers and Administrators Concerning the Most Satisfactory Length of a Single In-Service Session	53
XVIII. Opinions of Teachers and Administrators Concerning the Question Whether the Use of Television is a Satisfac- tory Method of Presenting In-Service Education Programs.	54
XIX. Opinions of Teachers and Administrators Concerning the Question Whether Participation in In-Service Programs Should be Recognized in the Salary Schedule	55
XX. Opinions of Teachers Concerning the Question Whether Participation in In-Service Programs Should be Recognized in the Salary Schedule, Classified According to Certain Biographical Factors	56

TABLE

PAGE

XXI. Opinions of Teachers Concerning the Question Whether Attendance at In-Service Programs Should be Required to Qualify for Annual Increments, Classified According to Certain Biographical Factors. 59

XXII. Opinions of Teachers Concerning the Question Whether Attendance at In-Service Sessions Should be Considered the Equivalent of University Training for Salary Classification, Classified According to Certain Biographical Factors 60

XXIII. Opinions of Teachers and Administrators Concerning the Question Whether In-Service Education Programs are Effective Enough to be Useful in Class Teaching. . . 62

XXIV. Opinions of Teachers and Administrators Concerning Responsibility for Leadership in the Organization of In-Service Programs 63

XXV. Opinions of Teachers and Administrators Concerning the Most Satisfactory Way to Free Teachers to Attend In-Service Programs Conducted in School Time. 65

XXVI. Opinions of Teachers and Administrators Concerning the Relative Importance of Certain Problems Associated with In-Service Education. 67

XXVII. Opinions of Teachers and Administrators Concerning the Objectives of In-Service Programs. 68

XXVIII. Summary of In-Service Education Programs Conducted by Supervisors, Directors and Assistant Directors During the School Year 1965-66 71

TABLE	PAGE
XXIX. Age of Respondents in Years.	90
XXX. Marital Status of the Respondents.	90
XXXI. Classification of Respondents According to the Salary Schedule	91
XXXII. Respondents' Total Number of Years Teaching Experience as of June 30, 1966.	91
XXXIII. Respondents' Length of Service with The Winnipeg School Division No. 1	92
XXXIV. Grade Levels Taught By Respondents	92
XXXV. Number of Respondents who Are, or Have Been, Members of Committees in Educational Organizations.	92
XXXVI. Number of Respondents Involved in Regular Work For Remuneration Outside of their Daily Teaching Positions During the School Year 1965 to 1966.	93
XXXVII. Number of Respondents who Took Courses For University Credit Between July 1965 and June 1966	93
XXXVIII. Method by Which Respondents Undertook University (Academic) Training Beyond Grade XII	94
XXXIX. Amount of Time Spent by Respondents on School Work Outside the Hours of 8:30 a.m. to 4:30 p.m. in a Normal Teaching Day.	94
XL. Opinions of Teachers and Administrators Concerning the Question Whether Attendance at In-Service Programs should be Required to Qualify for Annual Increments	95

XLI. Opinions of Teachers and Administrators Concerning the
Question Whether the Accumulation of a Certain Amount
of Credit for Attendance at In-Service Sessions Should
be Considered the Equivalent of University Training
for Salary Classification Purposes. 95

XLII. Opinions of Teachers and Administrators Concerning the
Question Whether Attendance at In-Service Programs
Should be Voluntary 96

FOREWORD

The mastery of a professional responsibility is a continuous life-long process.

William L. Pharis

CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

1. INTRODUCTION

Research has led to the continuous growth of knowledge and development of new skills. In teaching, no less than in other professions, methods used in the past are not necessarily suitable for the present or the future, and failure to keep abreast with current developments results in stagnation.

In-service education has become an essential part of a teacher's professional growth. No longer is it satisfactory to assume that the pre-service education of teachers will fit them for a lifetime. Teachers must be informed of the latest developments in education in order to maintain or improve their professional competence. This can be achieved satisfactorily only through a planned program of continuing in-service education.

In addition to the problem of maintaining the professional competence of teachers, there is the related problem of re-training people who re-enter the profession after an absence of a number of years. Married women who were qualified, competent teachers before their marriage, are now returning to the profession to face curricula and methods with which they are quite unfamiliar. This situation demands some form of re-training to bring such people up to date.

The general teacher shortage has led to the recruitment of teachers from a wide area. Teachers with extremely varied backgrounds - social, cultural, educational - find themselves performing tasks which are new to

them. Again, in-service training programs are needed.

Frequently, it is claimed that, because of the limited time devoted to it, the pre-service training is inadequate. An effective in-service program to compensate for deficiencies in pre-service training is essential if new teachers are to meet with any reasonable success in their work.

In-service education is the alternative to being left with practices that are no longer adequate, teachers who have not responded to change, and pupils who are denied the advantages of modern education. In-service education is the key to improvement of education through planned change.

II. THE PROBLEM

Statement of the Problem

The purpose of the study is to examine the in-service education program for teachers in The Winnipeg School Division No. 1.

The problem is divided into a number of sub-problems. These are:

1. What is the nature and extent of the program?
2. What are the opinions of the participants and organizers with respect to the program?
3. How do the practices and policies compare with those recommended in the literature?
4. What conclusions may be reached and recommendations made as a result of the study?

Importance of the Problem

The information gained as a result of this study should prove particularly valuable to administrators who are responsible for planning and conducting the in-service education programs. As a result of a survey of current practices, there will be some indication of the present status of

the program in Winnipeg. The study will attempt to point out areas of success or failure, bring to light duplication of effort, if any, and indicate areas of need which may be unsatisfied.

A survey of pertinent literature and practices in other parts will provide a means of comparison and possibly lead to the acquisition of new ideas.

A survey of opinions of (a) the participants, (b) the organizers, should provide some indication of how these two groups of people feel about the subject of in-service education. Their opinions will be sought on such matters as the need for in-service education; the time at which sessions should be held; the amount needed; compensation of teachers for participation; voluntary or compulsory attendance.

It is assumed that there will be some indication of a relationship between a teacher's attitude towards in-service education and the following factors: age, sex, pre-service education, length of service and income.

In order to investigate these relationships, information on the above matters will be sought from the respondents.

It is expected also that different opinions may be expressed by those responsible for the organization of in-service education programs - principals, supervisors, directors and assistant directors.

Definition of In-service Education

For the purpose of this study, in-service education is defined as any kind of organized training program for teachers directed specifically towards the improvement of professional competence. This may include lectures, demonstrations, discussion groups, seminars, or workshops.

Limitations

The study will not be concerned with a consideration of programs of an individual nature, e.g., extra-mural university courses taken for

credit towards a degree. However, some brief consideration will be given to the extent to which teachers are involved in this kind of individual program, and the extent to which it affects their participation in, and attitude towards, in-service education programs.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to survey the related literature in order to identify current practices and opinions commonly held in regard to in-service education for teachers.

I. DEFINITION OF IN-SERVICE EDUCATION

There appears to be general agreement among the writers regarding the definition of in-service education. Otto and Sanders¹ state concisely that in-service education is the continued education of persons while they are in service. The National Education Association's Commission on Teacher Education and Professional Standards² defines in-service education as any activity which enables or equips a teacher to do a better job.

Writers frequently refer to the continuous nature of in-service education. The University of Michigan, School of Education,³ states that in-service education is more than an occasional workshop: it is a continually growing dynamic part of the teaching profession.

¹Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, 1964), p. 264.

²National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows In-Service, (Washington, D.C.: National Education Association, 1949), p. 78.

³University of Michigan, School of Education, Helping Teachers Change Their Behavior (Ann Arbor, Michigan: The University of Michigan, School of Education, 1963), p. 6.

A similar idea is expressed by the National Education Association⁴ - that the continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach.

The California Council on Teacher Education,⁵ in defining in-service education, states:

... the term in-service education applies to the credentialed person: it includes both individual and group activity on collegiate and local levels. It is concerned with increasing his effectiveness as a participating and practicing member of a profession which has as its responsibility the development, through the learning process, of the maximum potentiality of the child.

The Manitoba Teachers' Society in its Code of Professional Practice⁶ states that a teacher makes a constant effort to improve himself professionally.

In a recent survey questionnaire,⁷ the Manitoba Teachers' Society defined in-service training as ... "activities arranged by the Department of Education, the School Authority, or the Manitoba Teachers' Society to assist you in improving your teaching practice."

According to Williams,⁸ this professional improvement or growth occurs when an individual assesses his strengths and needs, and system-

⁴Commission on Teacher Education, Teacher Education in-Service, (Washington, D.C.: American Council on Education, 1944), p. 438.

⁵California Council on Teacher Education, Final Report of the Committee on In-Service Education, (Los Angeles, California: California Teachers' Association, 1963), pp. 2-3.

⁶Manitoba Teachers' Society, "Code of Professional Practice," The Handbook, 1966-67, (Winnipeg, Manitoba: Manitoba Teachers' Society, 1966), p. 6.

⁷Manitoba Teachers' Society, The Workload of Manitoba Teachers, 1965-66, (Winnipeg, Manitoba: Manitoba Teachers' Society, 1966), p. 3.

⁸Lois Williams, "Individualizing In-Service Education," (Montebello, California: Montebello Unified School District, 1963), p. 1 (mimeographed).

atically acquires experiences which strengthen his competencies and remedy areas which need improvement. A similar view is expressed by Miel⁹ who says that in-service education consists of experiences planned to help individuals and groups on the job to perform better than they would without the experiences.

In summary, when defining in-service education, the authorities quoted have in mind programs of activities planned to promote the professional growth of teachers and ultimately to improve the education of the children.

II. THE NEED FOR IN-SERVICE EDUCATION

Opinions about the need for in-service education may be classified in two broad areas. The first area is concerned with the remedial functions of in-service education. This includes programs to remedy deficiencies in pre-service education, the orientation of teachers who are new in a particular subject or level of work, and the problems of teachers returning to the profession after a long absence.

The second main area may be described by the term "professional growth". This would include the matter of keeping up to date with changes in course content, methodology, and philosophy of education.

Remedial Functions

The National Education Association¹⁰ recognizes that one of the first purposes of in-service education is to eliminate deficiencies in

⁹Alice Miel, "In-Service Education Re-examined," The National Elementary Principal, Vol. XLI, No. 5, (February, 1962), pp. 7-11.

¹⁰National Education Association, Research Division, In-Service Education of Teachers, Research Memo 1960-66, (Washington, D.C.: National Education Association, 1960), p. 1.

the preparation of teachers. The same view is expressed by Castetter¹¹ and Pharis.¹² The California Council on Teacher Education¹³ adopts as one of its basic assumptions the fact that the pre-service education of teachers cannot be expected to result in perfection.

Castetter puts his views as follows:

... school personnel do not enter the profession as highly competent practitioners. There are differences in the nature of their pre-service education. There are differences, too, in the quality of the pre-service programs, which is to say that there is often little relationship between the pre-service program and the actual demands of the teaching position. Thus, the unevenness of teacher preparation as well as general immaturity of beginning teachers are factors which help to create the need for programs of personnel development.

Otto and Sanders¹⁴ maintain that even if teachers are adequately prepared prior to their beginning teaching they cannot continue to be so unless they continue to grow professionally.

The National Education Association¹⁵ indicates that a second purpose of in-service education is to give help to teachers in a new school, and to those undertaking a new level or field of work.

Opinion expressed at the Canadian Education Association¹⁶ panel on in-service education indicated that provision must be made for the re-training of the returning absentee and the emergency recruit.

¹¹William B. Castetter, Administering the School Personnel Program, (New York: The Macmillan Company, 1962), p. 247.

¹²William L. Pharis, In-Service Education of Elementary School Principals, (Washington, D.C.: National Education Association, 1966), p. 10.

¹³California Council on Teacher Education, op. cit., p. 1.

¹⁴Otto and Sanders, op. cit., p. 265.

¹⁵National Education Association, Research Division, loc. cit.

¹⁶Canadian Education Association, "Report on the 1966 Convention," Canadian Education Association Newsletter, No. 204, (Toronto, Ontario: Canadian Education Association, November 1966), p. 5.

Professional Growth

In its Statements of Policy¹⁷ the National Commission on Teacher Education and Professional Standards states that the competent teacher is a growing teacher. The professionally-minded teacher seeks opportunities for continuous professional growth.

Many writers stress the importance of continuous professional growth. The California Council on Teacher Education¹⁸ maintains that conscientious concern for continuing professional growth is a matter of major professional responsibility. The Council¹⁹ expresses its opinion in the following way:

Ideally, the education of teachers should be a continuous process, starting no later than the freshman year of college (and quite probably much earlier), and continuing throughout the professional life of the teacher. Thus, securing a license to teach would be merely a necessary incident in the education of teachers. Also, differentiation between pre-service and in-service programs would be only a semantic convenience.

Spears²⁰ insists that professional training of the teacher does not stop when he leaves college for his first job and that his future professional development cannot be adequately served by continuous teaching experience alone.

Similarly, the Council of Administrators of Special Education²¹ in

¹⁷National Commission on Teacher Education and Professional Standards, Statements of Policy, (Washington, D.C.: National Education Association, 1956), p. 12.

¹⁸California Council on Teacher Education, op. cit., p. 14.

¹⁹Ibid., p. 1.

²⁰Harold Spears, Improving the Supervision of Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1953), p. 358.

²¹Council of Administrators of Special Education, A Guide for Programs for Professional Growth, (Portland, Oregon: Council of Administrators of Special Education, 1965), p. 1.

stressing the need for continuous learning, says that school personnel who are seriously interested in professional growth do not expect the knowledge they acquired in college to suffice for their entire teaching career. Instead, they will use this knowledge as a foundation for continued learning. The program of in-service education can provide these persons with a means of fulfilling their responsibility for continuing to learn.

Otto and Sanders²² state firmly that when a person accepts the role of a teacher, he accepts a responsibility for his own professional improvement. When the educator becomes weary of this endeavour, he should be reminded that his task in this regard is no less demanding than that of people in other professions.

The assumption behind these statements with respect to the need for continuous professional growth is that change is inevitable. The National Commission on Teacher Education and Professional Standards²³ maintains that:

...even with skilfully contrived and carefully administered pre-service programs in teacher education, changing demands, deepening understanding of the qualities of learning and of teaching, and a constantly enlarging body of materials of instruction require each member of the profession to add continually to his knowledge, his skill, and his understanding.

This view is shared by educators in Canada. The Canadian Education Association²⁴ reports the view that all teachers need assistance in

²²Otto and Sanders, op. cit., p. 265.

²³National Commission on Teacher Education and Professional Standards, Statements of Policy, (Washington, D.C.: National Education Association, 1956), p. 12.

²⁴Canadian Education Association, loc. cit.

meeting the challenges of new curricula, new teaching strategies, new educational objectives and philosophies.

The California Council on Teacher Education²⁵ expresses the idea that increases in knowledge, change in values, shifts in emphases make the 1940 model teacher as obsolete today as the 1940 model automobile. The education of teachers must be continued throughout their professional career.

Pharis²⁶ lists keeping pace with change as one of four specific purposes of in-service education. He suggests that the need for in-service education may be illustrated by the Red Queen's retort to Alice, "... here, you see, it takes all the running you can do, to keep in the same place." Pharis²⁷ claims also that the need is urgent because in public education, as in all other aspects of life, change and obsolescence are at work.

The Wilmington Public Schools' Committee on Professional Growth²⁸ states that one of its objectives is the development of a program of in-service training designed to increase the professional competence of the staff.

Sternig²⁹ insists that without an active in-service program there can be nothing but eventual stagnation. Later, Sternig³⁰ suggests that a full-scale in-service program is a desirable part of an educator's contractual obligation.

²⁵California Council on Teacher Education, op. cit., p. 1.

²⁶Pharis, op. cit., p. 5.

²⁷Ibid., p. 6.

²⁸Wilmington Public Schools, Administrative Organization and Functions, (Wilmington, Delaware: Wilmington Board of Education 1961), p. 30.

²⁹John Sternig, "Oh, No! Not Again!" The National Elementary Principal, Vol. XLI, No. 5 (February 1962), p. 17.

³⁰Ibid., p. 20.

Otto and Sanders³¹ say that in-service education has become the chief avenue through which instructional programs are improved. When one accepts the thesis that a change in curriculum necessarily involves a change in people, then in-service education becomes a logical means for changing curriculum by changing teachers.

However, Castetter³² reminds administrators that staff development is a means to an end, the end being improvement of the quality of pupil learning experiences. This view is supported by the California Council on Teacher Education³³ which states that the ultimate goal of in-service education is not only the growth of the teacher, but also growth of the children he teaches.

Castetter³⁴ asserts that when backed by leadership and resources, there is reason to believe that in-service programs are a school system's best insurance against professional inactivity and deterioration.

Roberts³⁵ summarizes the need for in-service education as follows:

Teachers need help in moving ahead, in developing new understandings, in trying out ideas and skills, and in tackling old jobs with new insights and new jobs with wisdom and courage.

³¹Otto and Sanders, op. cit., p. 264.

³²Castetter, op. cit., p. 246.

³³California Council on Teacher Education, op. cit., p. 3.

³⁴Castetter, op. cit., p. 264.

³⁵Jack D. Roberts, "A Hard Look at Quality in In-Service Education", The National Elementary Principal, Vol. XLIV, No. 1, (September, 1964), p. 16.

III. THE RESPONSIBILITY FOR IN-SERVICE EDUCATION

Who should assume responsibility for taking the initiative in establishing in-service education programs? Who should be the leaders in this aspect of teacher education? Most writers express the view that responsibility should be shared among the interested parties.

Castetter³⁶ says that it is generally assumed that responsibility for in-service development of personnel belongs to the superintendent of schools. This apparently means that he should assume the ultimate responsibility for seeing that a program is available, but it does not necessarily mean that he personally needs to be directly involved. The responsibility can be delegated. This view is supported by the results of a survey³⁷ of California schools in which the person named most frequently as having primary responsibility for the in-service program is the superintendent or his assistants. However, in the survey, most districts indicated more than one individual or group as having equal responsibility.

The National Commission on Teacher Education and Professional Standards³⁸ maintains that both the teachers and the school systems are responsible for in-service education programs. The mutual responsibility is expressed as follows:

School systems should make time, resources and growth situations available; the professional teacher should contribute resources, time, effort and enthusiasm.

³⁶Castetter, op. cit., p. 254.

³⁷California Teachers Association, District In-Service Training Programs - A Survey of Policies and Practices, Research Bulletin No. 120, (San Francisco: California Teachers Association, April 1959), pp. 14-15.

³⁸National Commission on Teacher Education and Professional Standards, op. cit., p. 12.

The Canadian Education Association³⁹ reports the view that the major contribution of administrators and educational consultants is the establishment of a creative atmosphere. They could stimulate change; catalyze activity; define purposes and bring problems into focus. They must not impose from above, but must rather aid fermentation from within the staff. There must be close cooperation between employing authorities and the teachers' own organizations.

This view is supported by Castetter⁴⁰ who says that the chief responsibility of school administration for the in-service program is to create both climate and opportunities for self-improvement. He goes on to say that administration does not develop people; people develop themselves. Administration can do much to facilitate self-development, but the key to personal improvement is internal rather than external.

The National Education Association⁴¹ states that supervisors have responsibility for ascertaining teachers' needs and for helping them plan and carry out programs of in-service education. The teacher's responsibility is emphasized by Williams⁴² who says that only the individual practitioner can assume responsibility for planning and evaluating his learning.

The California Teachers Association⁴³ looks beyond persons in

³⁹Canadian Education Association, loc. cit.

⁴⁰Castetter, op. cit., p. 258.

⁴¹National Education Association, Research Division, op. cit., p. 3.

⁴²Williams, loc. cit.

⁴³California Teachers Association, At your Service: A Guide for Local In-Service Education Programs. (San Francisco: California Teachers Association, 1951), p. 52.

administrative offices for leadership, insisting that leadership exists within any staff itself, and the individuals who are sensitive to educational trends, who are genuinely desirous of improving teaching service, and who have the professional respect and following of their colleagues.

Expressing a view which summarizes the popular feeling, the California Council on Teacher Education⁴⁴ says that in-service education should be the result of the coordinated efforts of the total profession and that coordination should be effected through a council set up specifically for this purpose, including representation from the school district, colleges, departments of education and professional organizations.

IV. THE PLANNING OF PROGRAMS

One of the major points stressed in discussion of program planning is that the teachers for whom the program is designed should have an integral part in the planning and administration of the program. This view is expressed by the National Education Association,⁴⁵ The National Association for Public School Adult Education,⁴⁶ and the National Commission on Teacher Education and Professional Standards.⁴⁷ Mauth⁴⁸ claims that those individuals who gain the most are the ones who put the most

⁴⁴California Council on Teacher Education, op. cit., p. 9.

⁴⁵National Education Association, op. cit., p. 3.

⁴⁶National Association for Public School Adult Education, In-Service Training for Teachers of Adults. (Washington, D.C.: National Association for Public School Adult Education, 1961), p. 3.

⁴⁷National Commission on Teacher Education and Professional Standards, op. cit., p. 10.

⁴⁸Leslie J. Mauth, "Psychology and the In-Service Program", The National Elementary School Principal, Vol. XLI, No. 5 (February 1962), p. 14.

into it. He insists that participants in an in-service education program who engage enthusiastically and personally in the activity are most likely to benefit from it. School administrators would be wise to maintain a high level of staff involvement in all stages of an in-service program.

Phimister⁴⁹ maintains that if real vigour and vitality is to be in evidence, the in-service program should have its genesis in the teachers themselves. Where the teacher who is vitally interested in some aspect of the school program organizes a course of study with others of like mind, very desirable outcomes in the nature of professional growth are likely to follow.

Mauth⁵⁰ believes that teachers must have a sense of personal responsibility for success of the undertaking if dedication is expected. He stresses also the importance of feed-back in maintaining and encouraging active participation. He says that when teachers are able to see real and significant implications in an in-service program for their classroom or their school, they will support it.

Roberts⁵¹ warns that too often, decisions (regarding in-service programs) are made for teachers, as though someone else knows best the problems with which teachers need help. Phimister⁵² claims that teachers have demonstrated their ability for determining the areas they wish to explore, and their ability to organize a program. With teachers in the

⁴⁹Z. S. Phimister, "In-Service Education and the Induction Program", The Canadian School Principal, ed. Reeves et al. (Toronto: McClelland and Stewart Ltd. Canada, 1962), p. 96.

⁵⁰Mauth, loc. cit.

⁵¹Roberts, op. cit., p. 17.

⁵²Phimister, loc. cit.

lead, and the administration and the board assisting, the best long-term results for education should accrue.

This view is supported by Moffitt⁵³ who states that only under those circumstances in which teachers find their own problems and want to do something about them can effective in-service education programs exist.

Mauth⁵⁴ speaks of the mutual responsibility as follows:

The school administrator who takes time to prepare his teachers for assuming personal responsibility for self-improvement and for cooperative attack on school problems, and who plans with his staff (rather than for his staff) the goals of an in-service program, has gone a long way toward ensuring success of the venture.

A California survey⁵⁵ produced evidence that teacher-involvement in planning is regarded as of prime importance. The report pointed out that good results were obtained where teacher and teacher-administrator committees have been put in charge of the program. Fifty-seven per cent of the planned changes reported by respondents to the survey involved some aspect of teacher participation in the program - primarily in program planning. "The organization of a supervisory committee of teachers" was mentioned most frequently as a technique which had proved effective in involving teachers more fully in the program.

V. TYPES OF IN-SERVICE EDUCATION PROGRAMS

Since it is generally agreed in the literature that in-service education is any form of program directed towards the improvement of

⁵³John C. Moffitt, In-Service Education for Teachers (Washington, D.C.: Center for Applied Research in Education, 1963), p. 59.

⁵⁴Mauth, op. cit., p. 14.

⁵⁵California Teachers Association, District In-Service Training Programs, op. cit., p. 23.

professional competence, it is not surprising to find that the kinds of activities specified are extremely varied. The need for variety is stressed by the California Council on Teacher Education⁵⁶ and the National Education Association⁵⁷. The latter organization lists eleven types of in-service education, claiming that the more varied the possibilities open to the teacher, the more likely it is that he will be attracted by some of them, and find activities that suit his particular needs. It is further asserted that to individualize the in-service education of teachers is just as important as to individualize the teaching of children.

The California Teachers Association⁵⁸ survey of types of in-service programs includes conferences, consultant services, correspondence courses, demonstration teaching, exchange teaching, exhibits, experimentation, extension courses, faculty meetings, intervisitation, institutes, lectures, teacher study groups, workshops, preparation and selection of instructional materials, teacher orientation programs, radio and television programs. Castetter⁵⁹ provides a similar list but also includes professional writing, graduate work and participation in the evaluation of the school program. Otto and Sanders⁶⁰ support the idea of the extensive variety of programs, and list, as among the most popular, workshops, teacher study groups, conferences, preparation of curriculum materials, action research and orientation programs for new teachers. The National Commission on Teacher

⁵⁶California Council on Teacher Education, op. cit., p. 7.

⁵⁷National Education Association, op. cit., p. 4.

⁵⁸California Teachers Association, District In-Service Training Programs, op. cit., p. 3.

⁵⁹Castetter, op. cit., p. 249.

⁶⁰Otto and Sanders, op. cit., p. 265.

Education and Professional Standards⁶¹ suggests seven broad areas of in-service education including group study, summer study, experience in the community, school visitation, travel, and participation in professional associations.

The Canadian Education Association⁶² reports the opinion that courses of broad cultural, avocational or recreational appeal have a rightful place in the total in-service program for teachers.

The types of programs reported above are much more comprehensive than those suggested by the Manitoba Teachers' Society⁶³ which defines in-service education as "... activities arranged by the Department of Education, the School Authority or the Manitoba Teachers' Society to assist you in improving your teaching practice".

VI. MOTIVATION TECHNIQUES

It is normally not difficult for administrators to see that varied in-service programs are provided to assist teachers in their professional growth, but it is more difficult to ensure that teachers are motivated to take advantage of these opportunities.

Teachers' acceptance of the goals

Teachers are likely to participate most successfully if they recognize that the in-service programs are of value and satisfy their needs. Mauth⁶⁴ believes that the success of the in-service program is directly

⁶¹National Commission on Teacher Education and Professional Standards, *op. cit.*, p. 12.

⁶²Canadian Education Association, *loc. cit.*

⁶³Manitoba Teachers' Society, The Workload of Manitoba Teachers, 1965-66, *op. cit.*, p. 3.

⁶⁴Mauth, *op. cit.*, p. 14.

proportionate to the acceptance of its goals by the participants. He says that unless the teachers accept as their own the purpose of the program, the outcomes will be shallow and will have little lasting influence on the school. Mauth⁶⁵ further maintains that the extent that teachers relate the in-service program to their personal conception of their teaching responsibilities is a measure of the degree to which they will dedicate their energies to its goals. Andrews⁶⁶ and Kerr, et al.⁶⁷ support this view.

The participation of teachers in planning in-service programs is related to this problem. This matter was dealt with in Section IV of this chapter.

Voluntary participation

Voluntary attendance at in-service programs was stressed very frequently in the literature. Nowhere was there found any support for compulsory attendance.

The Commission on Teacher Education⁶⁸ insists that participation in the in-service education program should be a matter of willingness. Kerr, et al.⁶⁹ in a recent survey of practices in twenty-five urban centres

⁶⁵Ibid., p. 16.

⁶⁶J. H. M. Andrews, "The Principal - A Unique Supervisor". The Canadian School Principal, ed. Reeves, et al. (Toronto: McClelland and Stewart Ltd. Canada, 1962), p. 68.

⁶⁷Edwin Kerr, Robert S. Stewart and Lloyd L. Hall, Aspects on the Preparation and Training of School Principals (Toronto, Ontario: Toronto Board of Education, 1965), p. 41.

⁶⁸Commission on Teacher Education, op. cit., p. 443.

⁶⁹Kerr, et al., op. cit., p. 29.

in Canada, U.S.A., United Kingdom, Australia and Japan, report that the great majority (eighty per cent) of educational authorities surveyed make attendance at in-service sessions voluntary.

The National Education Association⁷⁰ insists that a teacher should be free to accept or reject any proposed plan of in-service education.

Remuneration

The practice of establishing certain "hurdles" which must be overcome in order to qualify for salary increments is not uncommon. However, it appears that the trend is away from this form of compensation for attendance at in-service programs. In 1951, the California Teachers Association⁷¹ stated that no idealism is violated by associating the annual increment with the conspicuous and assessable evidences of continued professional preparation associated with in-service education. The Association reported that professional growth "hurdles" are a part of the typical salary schedule and suggested that regular annual increments should be a stimulus to honest professional growth and a recognized reward for it.

However, twelve years later, in 1963, the Association's Council on Teacher Education⁷² changed its views and reported that in-service education should be based on motivation other than salary increment based on "hurdle" requirements. It claimed that the most deadening influences on in-service education is the extent to which it has been tied to "hurdle" requirements, and that when teachers are motivated by this extrinsic device, the results are probably of questionable value in improving teaching.

⁷⁰National Education Association, op. cit., p. 4.

⁷¹California Teachers Association, At Your Service, op. cit., p. 55.

⁷²Ibid., op. cit., p. 7.

Roberts⁷³ concurs, insisting that it is time the salary schedule was divorced from point collecting. He is anxious to demolish the assumption that courses taken to qualify for advancement of one kind or another somehow promote professional growth. Spears⁷⁴ similarly feels that the spirit of any supervisory or in-service program must be the participant's enthusiastic desire to improve the learning for the child. He says it cannot be credit chasing for the sake of financial remuneration. Andrews⁷⁵ suggests that those in-service education programs based primarily on financial incentives or upon administrative decree are bound to fail. Williams⁷⁶ objects to the "point" or "hurdle" system because it does not make sufficient provision for individual differences in teachers' needs or interests. Conant⁷⁷ urges that the mere accumulation of credits without respect for their bearing on the teacher's actual work should not be counted.

A 1959 report⁷⁸ of a survey in California reveals that about forty per cent of the districts in the state give credit for successful participation in the in-service program toward higher classification on the salary schedule, while fifty-eight per cent give no such credit. The report also indicates that less than ten per cent of the districts give extra pay for participation in in-service programs.

⁷³Roberts, op. cit., p. 17.

⁷⁴Spears, op. cit., p. 359.

⁷⁵Andrews, op. cit., p. 68.

⁷⁶Williams, op. cit., p. 1.

⁷⁷James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), p. 196.

⁷⁸California Teachers Association, District In-Service Training Programs, op. cit., p. 15.

Other incentives

The National Education Association⁷⁹ shows that, in 1955-56, about forty per cent of the urban school systems reporting, stated that some formal requirement existed for demonstrating continued professional growth. In the California survey⁸⁰ over half the districts reported that successful participation in in-service education is considered in making decisions regarding promotions to supervisory positions. Nearly half consider participation in connection with retaining probationary teachers. Although only a small proportion of districts give extra pay for participation, a much larger percentage give time off from regular duties as compensation.

The Canadian Education Association⁸¹ reports the opinion that effective in-service includes active involvement of participants; ready availability of such resources as consultant services, clerical help, supplies and time; realistically sustained activities; concrete objectives; and suitably varied alternatives.

The problem of motivation is summed up by the California Council on Teacher Education⁸² which states that when teachers feel they are true professionals and owe a responsibility, not only to their students, but to the profession as a whole, they will eagerly seek avenues of improvement.

⁷⁹National Education Association, op. cit., p. 19.

⁸⁰California Teachers Association, District In-Service Training Programs, op. cit., p. 16.

⁸¹Canadian Education Association, loc. cit.

⁸²California Council on Teacher Education, op. cit., p. 6.

VII. TIMING OF IN-SERVICE EDUCATION

No matter how widely accepted is the idea that teachers should accept responsibility for their professional growth, there still remains the important question of how and when the time necessary is to be fitted into the teachers' program.

Many writers express concern over the apparent increasingly heavy workload of teachers. When in-service education programs demand more and more of a teacher's time, the effects can be serious.

The California Teachers Association⁸³ maintains that if the constant round of extra-classroom responsibilities so exhausts the teacher's energies that poorer classroom teaching results, then the administrative procedures behind the program should be examined. A similar concern is expressed by the National Education Association⁸⁴ which states that sufficient time must be available to carry on group activities without injury to the teachers' health and morale. Conant⁸⁵ points out the disadvantages of scheduling late afternoon and evening in-service sessions when teachers have completed a demanding day's work.

Related to the drain on teachers' energy is the ultimate effect on students' work. Kerr, et al.⁸⁶ report the opinion that no in-service should be carried on at the expense of the pupils. This is of particular concern in the matter of using school time for in-service work. The

⁸³California Teachers Association, At Your Service, op. cit., p. 53.

⁸⁴National Education Association, op. cit., p. 3.

⁸⁵Conant, op. cit., p. 191.

⁸⁶Kerr, et al., op. cit., p. 40.

National Education Association⁸⁷ insists that in-service education should neither overload the teacher nor deprive the children of time that should be spent on them directly. The Association suggests that, in order to accomplish this, the teaching load could be lightened to compensate for the time spent on in-service education, or the period of employment could be lengthened. The financial aspects of this compensatory time are recognized by the California Teachers Association⁸⁸ which states that it is apparent that the general proposal to make more of the regular school day available to teachers for in-service work will require the expenditure of district funds. It is believed that the time must come when such expenditure will be accepted widely as a legitimate charge against the cost of public education. An alternative solution proposed by the Association is that if many after-school meetings during the school year could be reduced by means of a worthwhile use of a reasonable portion of the summer holiday, teachers might find the arrangement a happy one.

Released time for teachers involved in in-service programs is proposed by the California Council on Teacher Education.⁸⁹ It is claimed that little progress in the improvement of in-service programs will be made until it is recognized that the continuing upgrading of teaching service is the responsibility of the entire profession and not merely the responsibility of each individual teacher. The Council insists that districts must provide released time for such vital in-service activities as curriculum development and intervisitations.

⁸⁷National Education Association, op. cit., p. 4.

⁸⁸California Teachers Association, At Your Service, op. cit., p. 54.

⁸⁹California Council on Teacher Education, op. cit., p. 8.

According to the California survey⁹⁰ the percentage of districts in that state conducting in-service activities during regular hours is fairly high. Where programs are conducted outside of the school day the most common time for their scheduling is after school. The next most popular times are before school and during the summer. Saturday is the least popular time.

The survey by Kerr, et al.⁹¹ found that the time that teachers were absent from their classrooms for in-service activities varied from nil to five hours per week.

VIII. PROBLEMS ASSOCIATED WITH IN-SERVICE EDUCATION

It is generally recognized that the effectiveness of in-service education programs is frequently limited because of various obstacles faced by teachers or administrators.

The California survey⁹² reported that the most commonly mentioned administrative difficulties were lack of time for the program and the rapid teacher turnover. From the point of view of teachers' participation, the two most commonly mentioned difficulties were teacher apathy and difficulty in adapting the program to teacher needs. The report contains the following observation:

Since lack of teacher interest in in-service programs is of great concern to the profession, a cross analysis was undertaken of those districts reporting teacher attitudes as a problem against those districts reporting the use of effective evaluative devices. It was found that of the fourteen districts which indicated that a supervisory committee of teachers and administrators is being successfully used, not one reported any problem with teacher interest. In fact,

⁹⁰California Teachers Association, District In-Service Training Programs, op. cit., pp. 9-10.

⁹¹Kerr, et al., op. cit., p. 39.

⁹²California Teachers Association, District In-Service Training Programs, op. cit., p. 22.

ten of these same districts reported no difficulties at all, while the remaining four noted other kinds of problems.

Jacobson, et al.⁹³ report the results of a questionnaire in which respondents listed the most serious obstacles encountered in programs of in-service education. The top-ranking item, reported by over forty-five per cent of the respondents as the most serious obstacle encountered in programs of in-service education, was one concerning the lack of time and heavy teaching or extracurricular loads. The second ranking item, reported by forty per cent of the schools, concerned unprofessional attitudes of teachers.

The Canadian Education Association⁹⁴ reports the opinion that a program which imposes intolerable pressures on teachers, which encroaches on their time for study and rest, which creates a proliferation of direction and supervision, is destructive.

IX. EVALUATION OF IN-SERVICE EDUCATION

There is no question that the true value of in-service education can be assessed only in terms of its effect on classroom instruction. This factor is very difficult to measure in an objective fashion. One view⁹⁵ is that the objective of in-service programs is the creation of a better teacher, and this objective defies evaluation. Spears⁹⁶ says that the test of the in-service program lies in the improvement of the

⁹³Paul Jacobson, Wm. Reavis and James Logsdon, The Effective School Principal (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954), p. 112.

⁹⁴Canadian Education Association, loc. cit.

⁹⁵Ibid.

⁹⁶Spears, op. cit., p. 359.

instruction and consequently in the improved development of the pupils. A similar view is expressed by Mauth⁹⁷ who maintains that unless the in-service program results in lasting and observable improvement in the instructional program, it has little justification.

The California Teachers Association⁹⁸ reports the opinion that questionnaires for evaluating teacher reaction to the in-service program are the most effective instruments that have been developed so far. Roberts⁹⁹ however, maintains that if the evaluation of an in-service program contents itself with quantitative measures, the goals are indeed limited when contrasted with those of a program which recognizes the importance of teaching behaviour and seeks to focus upon where the impact of the activities will rest - the quality of the school's instructional program.

The California survey¹⁰⁰ revealed that seventy per cent of the questionnaire respondents mentioned that classroom teachers were involved in evaluation of in-service programs.

The importance of keeping in mind the objectives of in-service education is stressed by two other organizations.^{101, 102} The latter

⁹⁷Mauth, *op. cit.*, p. 15.

⁹⁸California Teachers Association, District In-Service Training Programs, *op. cit.*, p. 24.

⁹⁹Roberts, *op. cit.*, p. 21.

¹⁰⁰California Teachers Association, District In-Service Training Programs, *op. cit.*, p. 20.

¹⁰¹California Council On Teacher Education, *op. cit.*, p. 14.

¹⁰²Canadian Education Association, *loc. cit.*

expresses the view that evaluation might more usefully be applied to our motives in initiating an in-service project.

The value inherent in the evaluative procedure is stressed in another report¹⁰³ as follows:

The opportunity for the participants to think logically and systematically about their own learning may prove to offer the most insight and be the most useful part of the entire in-service training program. In other words, evaluation can become an integral part of learning in the in-service program.

X. SUMMARY OF CHAPTER II

Definition. In-service education is generally considered to be a planned program of professional growth intended to improve the teacher's effectiveness and ultimately to improve the education of children.

Need for in-service education. There is a need for in-service education in order to remedy deficiencies in teachers' pre-service training, and to keep up-to-date with changing course content, methods, and philosophy of education.

Responsibility. Programs are most likely to succeed if responsibility for in-service programs is shared by administrators and individual teachers.

Planning. The persons for whom a program is designed must be involved in the formulation of objectives and in the planning of the program.

Types of programs. A great variety of programs is essential in order to cater to the needs of individuals.

¹⁰³National Association for Public School Adult Education, op. cit., p. 15.

Motivation. If programs are to succeed, teachers must be motivated to become involved. The programs must be such that teachers recognize their value. Participation should be voluntary. Remuneration for participation is not very widely used, and the "hurdle" system for qualifying for increments is now less favoured.

Time. It is essential that time be found for in-service programs so that teachers will not be over-burdened and students will not suffer through loss of teaching time.

Evaluation. It is difficult to evaluate in-service education because of the difficulty of assessing changes in classroom behaviour.

CHAPTER III

METHOD OF STUDY AND COLLECTION OF DATA

This chapter describes the development of the questionnaires, and the details of the collection, organization and treatment of the data.

I. THE QUESTIONNAIRES

Information regarding current practices and opinions of personnel in The Winnipeg School Division No. 1 was obtained mainly from the responses to the questionnaires.

The Questionnaire for Administrators

This questionnaire was intended to gather information from those people who were most closely connected with the organization of in-service education programs for teachers. The group included principals and vice-principals, and also the supervisors, directors and assistant directors in special curriculum areas.

Section A of the questionnaire sought information about in-service programs in which they had been involved in a leadership capacity.

Section B asked for their opinions on various in-service education policies and practices.

The Questionnaire for Teachers

In addition to seeking information about their participation in in-service programs and their opinions, this questionnaire sought a substantial amount of biographical information from the teachers. This was done in order to determine if any relationship existed between teachers'

participation and opinions and such factors as age, experience and qualifications.

Development of the Questionnaires

Items for the questionnaires were based on information gathered from the literature and from discussions with various administrators in education.

Drafts of the questionnaire were first presented to members of a Thesis Seminar and later to a university class in "School Administration and Supervision". The suggestions received helped in the refinement of the questionnaire.

Opinions regarding the suitability of the questionnaires were also obtained by personal interviews with official representatives of the Winnipeg Division Association of the Manitoba Teachers' Society and with administrative officials of The Winnipeg School Division No. 1.

The final Questionnaire for Administrators was mimeographed and the Teachers' Questionnaire was printed in the form a four-page leaflet.

II. THE DISTRIBUTION OF THE QUESTIONNAIRES

Discussions were held with representatives of the Winnipeg Division Association of the Manitoba Teachers' Society regarding the wording and the distribution of the questionnaire. Their official approval and support of this project was indicated in an announcement in the organization's monthly newsletter to teachers which urged teachers to cooperate in completing the questionnaire. Official permission was obtained from the Superintendent of Schools, The Winnipeg School Division No. 1, for the distribution of questionnaires to all Winnipeg teachers.

In order to secure frank opinions, it was considered essential that respondents remain anonymous.

At meetings of the Winnipeg elementary, junior high, and senior high school principals, the writer had the opportunity to explain the questionnaires, and to solicit the support of the principals. The Questionnaire for Administrators was distributed at these meetings. Teachers' Questionnaires, with a covering letter to the principals, were mailed to 1899 teachers in eighty-nine schools.

Most of the completed questionnaires were returned within a period of three weeks. Replies were received from ninety-three administrators out of a possible 109. This was a return of 85.3 per cent.

Table I shows that completed Teachers' Questionnaires amounted to 1415 out of a total of 1899 distributed, representing a return of 74.5 per cent. Of these replies, 936, or 66.1 per cent, were from women and 479, or 33.9 per cent were from men. Coincidentally, this ratio is exactly the same as the actual ratio of men to women on the Winnipeg School Division staff.

Table I - Number of Respondents to the Teachers' Questionnaire Compared with the Number of Teachers on the Winnipeg School Division Staff, 1965-66.

	Teachers on Staff ^a		Respondents	
	No.	%	No.	%
Male	644	33.9	479	33.9
Female	1255	66.1	936	66.1
Total	1899	100	1415 ^b	100

^aThis does not include principals, vice-principals, directors, assistant directors, supervisors or Child Guidance Clinic staff.

^bSix of the questionnaires returned were not usable.

The good response may have been due to the fact that the questionnaires were sent out from the School Board Office with the endorsement

of the Superintendent and the Manitoba Teachers' Society. It may also reflect the current interest of teachers in the matter of in-service education and the concern of administrators for the problems associated with in-service education.

III. ORGANIZATION OF THE DATA

The data obtained from the ninety-three completed questionnaires returned by administrators were tabulated so that the opinions of administrators could be analysed and compared with those of the teachers.

Of the 1415 replies received from teachers, six were not used because of incomplete answers or a misunderstanding of the questions. The 1409 usable questionnaires were numbered consecutively, and the data transferred to punch cards so that an I.B.M. Card Sorter could be used for the analysis.

IV. TREATMENT OF THE DATA

The answers given by respondents to each question were compiled in terms of the number of respondents giving each answer. In some cases these totals were expressed as percentages of the total number of usable questionnaires.

V. EXAMINATION OF RECORDS

In order to obtain information about in-service education programs conducted centrally within The Winnipeg School Division No. 1, an examination was made of the School Division records in which announcements of in-service education programs were given. This information was supplemented by material obtained from the supervisors and directors of special curriculum areas. A summary of this information is given in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present a descriptive analysis of the information obtained from the replies to questionnaires and from reports from administrators responsible for the organization of in-service programs. Consideration will be given to the nature of the programs and the extent of participation by teachers and administrators. In analysing the opinions with respect to in-service education, an attempt will be made to relate these to the personal background of the teachers.

I. TEACHERS' PARTICIPATION

Numbers Attending In-Service Sessions

A total of 843, or almost sixty per cent of the respondents, had taken part in some form of in-service education during the school year 1965-66. The data in Table II show that there is very little difference between the percentages of men and women teachers who were involved.

Table II - Number of respondents who took part in in-service programs in the school year 1965-66.

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	276	57.9	567	60.8	843	59.8
No	198	41.5	350	37.6	548	38.9
No response	3	.6	15	1.6	18	1.3
Total	477	100	932	100	1409	100

Involvement in Outside Employment or University Courses

A further examination of the responses was made in order to determine whether a teacher's participation in in-service programs is affected by such activities as involvement in regular outside employment or in pursuing a course of study in part-time university classes. Table III provides some information relating to these outside activities.

Table III - Attendance at in-service sessions, related to involvement in outside employment or university courses.

Activities	Number involved	Number attending in-service	Per cent
Outside employment	176	104	59.1
University courses	342	210	61.4
Total respondents	1409	843	59.8

Of the 176 teachers involved in outside employment, 104 or 59.1 per cent attended in-service programs. This is almost equal to the percentage of all respondents who attended in-service programs (59.8 per cent).

Among the teachers who took part-time university courses during the year, 210 or 61.4 per cent also attended in-service sessions.

From these figures it would seem reasonable to conclude that outside employment and teachers' involvement in part-time university classes do not appear to affect the extent of their attendance at in-service sessions.

Participation by Grade Level Taught

In order to determine at what grade level, if any, the in-service programs were concentrated, a further breakdown of attendance was made.

A summary follows in Table IV:

Table IV - Number of respondents by grade attending in-service sessions.

	Grade Level Taught			
	I-III	IV-VI	VII-IX	X-XII
Number of respondents	431	340	331	286
Percentage attending in-service	52.0	88.2	57.4	47.2

The data in Table IV indicate that the highest percentage of teacher-attendance at in-service sessions is at the Grade IV-VI level. Of all the respondents who indicated that they taught at this level, almost nine out of ten (88.2 per cent) had attended in-service sessions. There is a great difference between the percentage participation at this level and at other levels. Possible reasons for the difference may be:

1. Grades I-III are supervised by Primary Supervisors, who, through individual help in schools, are able to reduce the need for centrally-organized in-service sessions.
2. The secondary school grades VII to XII are usually staffed with subject specialists whose need for in-service education is not as broad as that of generalist teachers at the grade IV-VI level.
3. The teachers of Grades IV to VI are frequently required to teach many different subjects. The subject matter, as distinct from method, may receive more emphasis at this level than in the primary grades and, consequently, teachers can make good use of assistance given by subject supervisors in centrally-organized in-service sessions.
4. There may have been more in-service activities planned for the teachers of Grades IV to VI than for any other group of teachers.

Time Spent on In-Service Sessions

From the data in Table V it is apparent that there is an unequal distribution of time spent on in-service sessions by teachers of different grade levels.

Table V - Mean number of hours spent on in-service sessions by teachers of various grade levels.

	Grade Level Taught			
	I-III	IV-VI	VII-IX	X-XII
Mean hours spent by all respondents during the year	5.9	13.9	8.3	7.5
Mean hours spent by those who attended in-service	12.5	16.3	14.3	15.7

Tables IV and V show that the teachers of grades IV to VI not only attended in-service sessions in larger numbers, but also spent more time on in-service. The mean time spent by this group is higher than that for any other group.

Table VI shows the amount of time respondents reported they had spent on in-service programs.

Table VI - Number of hours spent on in-service programs during the period July 1, 1965 to June 30, 1966.

No. of hours	Number	Percent of total
0 of no response	611	43.4
1 to 5	135	42.6
6 to 10	201	
11 to 15	124	
16 to 20	140	
21 to 25	82	14.0
26 to 30	44	
31 to 35	13	
36 to 40	28	
More than 40	31	
Total	1409	

The mean number of hours for all respondents was 8.5.
The mean number of hours for all participants was 10.8.

The number of hours spent on in-service programs varied from zero to more than forty. The great majority of those who took part in in-service programs spent between one and twenty hours. This group accounts for 42.6 per cent of all the respondents. Only 14 per cent of all respondents spent more than twenty hours in in-service programs.

The mean number of hours spent by all respondents is 8.5, while the mean for respondents who attended in-service sessions is 10.8 hours.

It is interesting to compare this result with the response made to a similar question in a recent survey conducted by the Manitoba Teachers' Society.¹ The mean time spent in in-service programs between July 1, 1965 and June 30, 1966, as indicated by 641 respondents to the Manitoba Teachers' Society questionnaire, was 29 hours. This sample included 121 teachers of The Winnipeg School Division No. 1, and the mean time spent in in-service programs as indicated by these respondents² was 32 hours. This is almost four times as great as the amount indicated in the responses from 1409 Winnipeg teachers.

This great difference is difficult to explain. The period July 1, 1965 to June 30, 1966 was identical in both surveys; the definitions of in-service programs were very similar; and the responses in each case were anonymous. Moreover, the in-service hours in the writer's survey include some time spent on in-service during regular school hours. In contrast, the Manitoba Teachers' Society estimates are based on hours outside of the regular instructional or supervisory time.

It is possible that the discrepancy noted above may result from the fact that the data in the two surveys were collected by different

¹Manitoba Teachers' Society, The Workload of Manitoba Teachers, 1965-66 (Winnipeg, Manitoba: Manitoba Teachers' Society, June 1966), p. 13.

²Ibid., p. 30.

people for different purposes. The Manitoba Teachers' Society survey was conducted by the Society's Committee on Teacher Load whose major purpose was "to obtain as accurate an estimate as possible of the actual workload of Manitoba teachers, and to ascertain, if possible, whether or not it has changed in the recent past."³ The committee acknowledged that there was a danger of exaggeration and inaccuracy.⁴ There is reason to believe that the use of the term "workload" may have lead to some exaggeration in the respondents' estimates, and that the respondents may have had a vested interest in the results of the survey. The survey reported in this thesis, on the other hand, was intended primarily to gather teachers' opinions regarding current in-service programs. While it is unlikely that respondents would have under-estimated the amount of time spent in in-service programs there would have been no particular reason for over-estimating in this type of academic study.

Participation by Subject

Table VII indicates the number of respondents who took part in various in-service education programs. The subjects are ranked according to the total number of participants.

Mathematics ranks first mainly because it was during this school year that the Department of Education required all teachers of New Mathematics to undertake a twenty-hour in-service program.

Other subjects ranking high on the list are those for which special subject supervisors or directors are employed by the School Division. The subjects ranking 10, 12, 13 and 14 are not supervised directly by any

³ Ibid., p. 1.

⁴ Ibid., p. 2.

central office personnel. It appears that the frequency of in-service sessions bears a direct relationship to the availability of supervisory personnel.

Table VII - Participation by respondents in in-service programs according to subject.

Rank	Frequency ^a	Percentage of favourable responses ^b
1. Mathematics	459	48.6
2. Physical Education	155	54.9
3. Cuisenaire	131	51.1
4. Music	99	56.6
5. Art	89	69.7
6. Special Education	86	75.6
7. Science	70	64.3
8. French, Latin, German, Ukrainian	56	67.9
9. Guidance	51	74.5
10. English	44	84.1
11. Library	43	60.5
12. Reading	29	72.8
13. Social Studies	27	70.4
14. Administration	11	72.7
Other	78	74.4
Total	1428	Mean = 66.5

^aSome respondents indicated participation in more than one subject area.

^bPercentage of participants who indicated that they would be interested in attending more sessions of a similar kind.

An indication of the teachers' reaction to in-service sessions is also given in Table VII. The questionnaire asked teachers to show the subject areas in which they had attended in-service programs, and also to say if they would be interested in attending more sessions of a similar kind. The table shows the percentages of respondents, by subjects, who answered "yes" to this last question.

The percentages range from 48.6 up to 84.1 and the mean is 66.5. This suggests that about two-thirds of the teachers who attended in-service sessions were favourably impressed.

It is worthy of note that although Mathematics involved the greatest number of teachers, less than half (48.6 per cent) of those who took part would be interested in more sessions of a similar kind. This is probably not a reflection on the calibre of instruction or the value of the program, but rather an indication that the timing of the programs (evenings and Saturdays) and the compulsory attendance did not meet with general approval.

Nature of Attendance

Teachers were asked to indicate the nature of their attendance at in-service sessions with respect to whether it was voluntary, compulsory, or a result of some degree of persuasion. The responses are indicated in Table VIII.

Voluntary sessions are by far the most common, with 59.5 per cent of the sessions reported in this category. The number of compulsory sessions reported would include many that were scheduled in school time. This implication may be drawn from the information provided by the administrators' questionnaire.

Table VIII - Nature of teachers' attendance at in-service sessions.

<u>Nature of attendance</u>	<u>Frequency</u>	<u>Percentage</u>
Voluntary	514	59.5
Compulsory	212	24.6
The result of some persuasion	43	5.0
The result of strong persuasion	20	2.3
No response	74	8.6
Total*	863	100

*Some respondents gave more than one answer because they attended more than one program.

The literature on the subject generally insists that teachers should be free to accept or reject any proposed plan of in-service education, and in general, practices in The Winnipeg School Division No. 1 appear to conform to this policy.

II. PARTICIPATION BY ADMINISTRATORS

Of the ninety-three respondents to the Questionnaire for Administrators, seventy-nine were principals or vice-principals and fourteen were supervisors, directors or assistant directors in special curriculum areas. While only forty-five, or fifty-seven per cent, of the principals had been involved in the organization of in-service programs, all fourteen of the supervisors had been involved. Their responses to questions concerning the nature of the programs are summarized in this section.

Nature of Attendance

Administrators were asked to indicate whether teachers' attendance at in-service sessions was voluntary. They were asked also to indicate

whether the teachers' attendance, in terms of the numbers of participants, was considered satisfactory. Responses to these two questions are shown in Table IX.

Table IX - Report of Administrators concerning the question whether attendance at in-service sessions was voluntary and satisfactory.

Nature of attendance	Yes	No	No response*	Total
Voluntary	19	27	13	59
Satisfactory	52	0	7	59

*This number includes some who answered both "yes" and "no", presumably because they were reporting on more than one session.

Since twenty-seven respondents indicated that attendance was compulsory and only nineteen said it was voluntary, it appears that many teachers have no choice with respect to attendance. However, as Table X shows, many sessions were held either partly, or completely in school time, and it is most likely that these are the sessions at which attendance was compulsory.

It seems that, whether attendance was voluntary or not, the number of participants was considered satisfactory. This suggests that there is no great problem with respect to the attendance of teachers at voluntary in-service sessions.

Timing of In-Service Sessions

Responses to the question regarding the times at which in-service sessions were held indicated some fairly definite trends. Table X provides a summary of this information.

Table X - Times at which in-service sessions were held, as reported by administrators.

Times	Frequency
Between 4:00 and 6:00 p.m.	16
Evenings	7
Between 3:00 and 5:00 p.m.	25
Saturday mornings	7
Others	27

In Table X, "others" included a number of slight variations of the other items (e.g., 3:30 to 5:00 p.m.). In addition, fourteen respondents indicated that sessions were held during the noon hour, 11:00 to 1:00, 11:30 to 12:30, or 12:30 to 1:30. Four reported sessions held completely during school time in the afternoon, three had Saturday afternoon or all-day sessions, and one reported an 8:15 to 9:00 a.m. session.

The period of 3:00 to 5:00 p.m. is reported as being the most common time for conducting sessions. This corresponds to the opinions reported later in which 48.5 per cent of the teachers and 65.6 per cent of the administrators expressed their preference for this time. It may be inferred from this that there is a willingness on the part of the staff to give up some of their own time if some school time is also provided. Evenings and Saturdays were not used to any great extent.

Types of In-Service Sessions

Table XI indicates the variety of approaches used in in-service sessions. It appears that discussion groups have been held more frequently than any other kind of session. Demonstrations, lectures and combinations of these receive almost equal emphasis. "Others" included the use of films, field trips, and directed study of research.

Table XI - Types of in-service sessions as reported by administrators.

<u>Types of Session</u>	<u>Frequency</u>
Demonstrations	18
Discussion groups	35
Lectures	15
Seminars and workshops	6
Combination of these	17
Others	5

Planning and Evaluation

As discussed earlier in this study, the involvement of participants in program planning and evaluation is regarded as an essential prerequisite for successful in-service programs. The responses to questions concerning planning and evaluation are shown in Table XII.

Table XII - Response of administrators to questions concerning their in-service programs.

	Yes	No	Partly	No Response	Total
Were the participants involved in program planning?	30	21	7	1	59
Did the participants undertake any evaluation of the program?	22	33	2	2	59
Do you feel satisfied that your objectives were reached?	22	0	37	0	59

Table XII shows that thirty of the fifty-nine respondents had involved the participants in program planning. A "no" reply was given by more than one-third of the respondents. This suggests that more attention should be given to this aspect of in-service education in The

Winnipeg School Division No. 1.

Only twenty-two respondents, or a little over one-third, indicated that the participants had undertaken any evaluation of the in-service program. Evaluation by the participants provides the feed-back that is essential if the programs are to satisfy the needs of the participants. If the teachers were not involved in planning and were not given an opportunity to evaluate the program, it is not surprising to find that only about one-third of the administrators felt satisfied that their objectives were reached.

III. OPINIONS OF TEACHERS AND ADMINISTRATORS REGARDING IN-SERVICE PROGRAMS

In the section of the questionnaires which asked for opinions, the questions were identical for both teachers and administrators. The responses will be considered together in order to provide a means of comparison.

The Need for In-Service Programs

A very large percentage of the respondents indicated their belief that some form of continuing in-service education program is necessary for teachers. Table XIII shows that almost nine out of ten (87.7 per cent) of the teachers and 96.8 per cent of the administrators answered "yes" to this question. Only 3.6 per cent of the teachers and one respondent among the administrators answered "no".

The data in Table XIV suggest that the opinions regarding the need for in-service education are not influenced to any great extent by such biographical factors as salary classification, years of experience, grade level taught or involvement in outside work or university courses.

Table XIII - Opinions of teachers and administrators concerning the question whether some form of continuing in-service education program is necessary for teachers.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	424	88.9	811	87.0	1235	87.7	90	96.7
No	15	3.1	36	3.9	51	3.6	1	1.1
No opinion	33	6.9	59	6.3	92	6.5	1	1.1
No response	5	1.0	26	2.8	31	2.2	1	1.1
Total	477	100	932	100	1409	100	93	100

The salary classification is based on a teacher's academic and professional training, with Class I at the lower end of the scale. It appears that there is no reason to believe that a teacher's opinion on this question is affected by the level of his academic and professional qualifications.

The number of years experience appears to have affected only the opinions at the extremes - those teachers with minimum experience (up to 5 years) and those with 31 years or more. One possible explanation of this is that the comparatively inexperienced teachers may not yet have realized the importance of continuing education, whereas the teachers with considerable experience may feel they are no longer in need of further education.

Table XIV - Opinions of teachers concerning the need for in-service education, classified according to certain biographical factors.

	Percentage of "yes" answers*	
Salary classification	Class I	84.3
	Class II	88.9
	Class III	82.8
	Class IV	89.0
	Class V	94.2
	Class VI	79.5
	Class VII	86.4
Years of experience	Up to 5	81.0
	6 to 10	95.2
	11 to 15	90.4
	16 to 20	87.1
	21 to 25	88.9
	26 to 30	98.0
	31 or more	80.0
Grade level taught	I - III	82.4
	IV - VI	89.4
	VII - IX	93.7
	X - XII	86.4
Involvement in outside work		
Involved in outside work		89.7
Not involved in outside work		87.5
Took university course 1965-66		
	Took university course 1965-66	86.6
No university course 1965-66		88.7

*Question: Do you think that some form of continuing in-service education program is necessary for teachers?

Table XV - Opinions of teachers concerning voluntary attendance at in-service programs, classified according to certain biographical factors.

	Percentage of "yes" answers*	
Salary classification	Class I	77.5
	Class II	66.8
	Class III	71.3
	Class IV	68.1
	Class V	63.3
	Class VI	65.1
	Class VII	72.7
Years of experience	Up to 5	57.1
	6 to 10	68.7
	11 to 15	70.6
	16 to 20	63.2
	21 to 25	65.7
	26 to 30	58.0
	31 or more	71.4
Grade level taught	I - III	75.4
	IV - VI	64.4
	VII - IX	67.1
	X - XII	70.6
Involved in outside work		66.5
Not involved in outside work		71.0
Took university course 1965-66		68.4
No university course 1965-66		70.4

*Question: Should attendance at in-service programs be voluntary?

Voluntary or Compulsory Attendance

In response to the question "Should attendance at in-service education programs be voluntary?" seven out of ten teachers (69.7 per cent), but only 38.7 per cent of the administrators answered "yes" (See Appendix, Table XLII). It appears that the opinions of teachers and administrators vary widely on this matter. Since most of the administrators are principals and most of the in-service programs for which they were responsible were held partly in school time, it would seem not unreasonable for them to favour compulsory attendance. On the other hand, many of the teacher-respondents did attend in-service sessions outside of school hours and may have had these sessions in mind when answering the question.

The literature on this subject generally recommends that participation in in-service programs be voluntary. Unless a teacher takes part willingly it is unlikely that he will be involved in a true learning experience.

Table XV provides information which suggests that teachers' opinions on the matter of voluntary attendance are not greatly affected by salary classification, years of experience, grade level taught, or by the teachers' involvement in outside work or university courses.

Time of In-service Sessions

Table XVI shows the times preferred for in-service sessions, as indicated by responses to the question: "In general, when is the best time for an in-service session?"

Table XVI - Opinions of teachers and administrators concerning the best time for an in-service session.

Time	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
4:00 - 6:00 p.m.	22	4.6	42	4.5	64	4.5	3	3.2
In the evening	28	5.9	34	3.6	62	4.4	3	3.2
Saturday morning	19	4.0	16	1.7	35	2.5	0	0
Partly in school time (e.g. 3:00 - 5:00 p.m.)	199	41.7	484	51.9	683	48.5	61	65.6
Completely in school time	194	40.7	316	33.9	510	36.2	23	24.8
Not at all	1	.2	7	.8	8	.6	0	0
No response	14	2.9	33	3.5	47	3.3	2	3.2
Total	477	100	932	100	1409	100	93	100

The most acceptable time for in-service sessions appears to be from 3:00 to 5:00 p.m. This period would involve using some school time, and some of the teachers' time. This time was favoured by 48.5 per cent of the teachers and 65.6 per cent of the administrators. The only other period for which there was any great support was "completely in school time". This choice was indicated by 36.2 per cent of the teachers and 24.7 per cent of the administrators.

There was no great support indicated for in-service sessions from 4:00 to 6:00 p.m., in the evening, or on Saturday mornings (the least popular time).

It is interesting to note here that in actual practice, most in-service sessions reported by administrators are scheduled at the most popular time (3:00 to 5:00 p.m.) and very few are scheduled on evenings or Saturday mornings (See Table X).

In remarks made at the end of the questionnaires, numerous respondents indicated that sessions should be compulsory if in school time, and voluntary if in a teacher's own time.

Length of In-Service Sessions

Respondents were asked to indicate what they considered to be the most satisfactory length of a single in-service session. The opinions are shown in Table XVII.

Table XVII - Opinions of teachers and administrators concerning the most satisfactory length of a single in-service session.

Length of Session	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
One hour	115	24.1	313	33.6	428	30.4	15	16.1
Two hours	252	52.8	456	48.9	708	50.2	43	46.2
Half day	70	14.7	84	9.0	154	10.9	19	20.5
Full day	18	3.8	35	3.8	53	3.8	5	5.4
Other	8	1.7	19	2.0	27	1.9	4	4.3
No response	14	2.9	25	2.7	39	2.8	7	7.5
Total	477	100	932	100	1409	100	93	100

Numerous replies indicated that the length of a single session should be dependent on the type of program. More than fifty per cent of the teachers, and 46.2 per cent of the administrators favoured two-hour sessions. The second choice was "one-hour" for teachers, and "half-day" for the administrators. There was very little support for a full day in-service session.

Use of Television

Since television is now being used quite frequently for in-service education programs, respondents were asked to indicate if they thought that this method of presentation was satisfactory. Responses are shown in Table XVIII.

Table XVIII - Opinions of teachers and administrators concerning the question whether the use of television is a satisfactory method of presenting in-service education programs.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	212	44.4	473	50.8	685	48.6	57	61.3
No	229	48.0	360	38.6	589	41.8	31	33.3
No response	36	7.5	99	10.6	135	9.6	5	5.4
Total	477	100	932	100	1409	100	93	100

Opinions on the use of television for in-service programs were fairly evenly divided. Many respondents gave a qualified "yes" or "no" answer, suggesting that under certain conditions, television may, or may not, be satisfactory. Possibly, the lack of familiarity with this medium for in-service education purposes may have been responsible for the cautious responses.

Recognition in Salary Schedule

Respondents were asked if participation in in-service programs should be recognized in the salary schedule. The opinions of teachers and administrators are shown in Table XIX.

Table XIX - Opinions of teachers and administrators concerning the question whether participation in in-service programs should be recognized in the salary schedule.

	Teachers						Administrators	
	Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%
Yes	254	53.2	397	42.6	651	46.2	24	25.8
No	149	31.2	317	34.0	466	33.1	59	63.4
No opinion	64	13.4	189	20.3	253	17.9	9	9.7
No response	10	2.1	29	3.1	39	2.8	1	1.1
Total	477	100	932	100	1409	100	93	100

Although 46.2 per cent of the teachers favoured linking participation in in-service programs with the salary schedule, many (17.9 per cent) had no opinion on the matter. About one-third (33.1 per cent) felt that there should be no such connection. There was no great difference in the opinions of men and women.

Administrators had stronger feelings, with 25.8 per cent in favour, 63.4 per cent against the idea, and 9.7 per cent with no opinion.

When responses to this question were sorted according to certain biographical factors, a number of interesting facts were revealed. Table XX shows that the highest percentage of teachers favouring the recognition of in-service in the salary schedule was found in Class I of the salary classification. Fifty-seven per cent of the respondents in this category favoured the suggestion, but the percentage decreased steadily as the salary classification level increased. At the Class VII level, only 13.6 per cent of the respondents were in favour of the suggestion.

Table XX - Opinions of teachers concerning the question whether participation in in-service programs should be recognized in the salary schedule, classified according to certain biographical factors.

	Percentage of "yes" answers*	
Salary classification	Class I	57.0
	Class II	51.9
	Class III	48.3
	Class IV	41.5
	Class V	34.2
	Class VI	33.7
	Class VII	13.6
Age in years	Up to 25	57.7
	26 to 35	52.1
	36 to 45	40.4
	46 to 55	39.6
	56 to 65	38.9
	66 or over	61.5
Marital status	Married	49.4
	Single	42.0
Grade level taught	I - III	44.5
	IV - VI	48.2
	VII - IX	51.4
	X - XII	41.6
Involved in outside work		60.8
Not involved in outside work		44.0
Took university course 1965-66		51.2
No university course 1965-66		44.5

*Question: Should participation in in-service programs be recognized in the salary schedule?

Two factors may be responsible for this variation in opinion. Firstly, the respondents' financial position is determined largely by the salary classification, and the need for additional income is probably greatest at the Class I level, and decreases towards the upper salary levels. This economic factor may influence teachers' opinions on this question.

Secondly, since salary classification also indicates the level of academic and professional qualifications, it is possible that there is a change in attitude towards professional responsibilities as teachers become better qualified. This change may result in their acceptance of the responsibility for continuing education as a professional obligation without the necessity for further remuneration.

Another factor which appears to have some influence on opinion is the age of teachers. The largest percentage of teachers answering "yes" to this question is found among the age group "up to 25". The percentages decrease steadily as the age level goes up to the "56 to 65" level. There is then a sudden increase in percentage at the "66 and over" level. Teachers in this group are beyond the normal retirement age of sixty-five.

Again, the basis for the variation of opinion is probably economic. The younger teachers are generally at the lower income levels and are evidently concerned about their financial status. As income increases with age, this concern appears to lessen until retirement age is reached. The teachers in the "66 and over" age group are possibly continuing to teach for economic reasons and therefore would welcome additional means of increasing their income.

More than three out of five (60.8 per cent) of those teachers involved in employment outside of the regular school day favour recognition of in-service sessions in the salary schedule. The reason for this, again, is probably an economic one. The fact that they seek additional employment, presumably to supplement their income, indicates a financial need which could be partially satisfied by remuneration for attendance at in-service sessions.

There appears to be no reason to believe that opinions on this question are influenced by the other biographical factors considered - marital status, grade level taught or involvement in university courses.

In-Service Attendance Related to Increments

Respondents were asked if they thought that attendance at in-service programs should be required to qualify for annual salary increments.

Almost two out of three of the teachers (63.8 per cent) indicated 'no' in answer to this question, and very little difference was shown in the opinions of men and women (See Appendix Table XI). About one teacher in eight (12.4 per cent), had no opinion on this matter.

Among the administrators the majority opinion was also that attendance should not be required to qualify for annual increments.

Table XXI provides data which suggest that there is no apparent relationship between the teachers' opinions on this matter and the biographical factors noted. No particular pattern is in evidence in regard to the variation of the percentages answering 'yes' to this question.

In-Service Sessions Equated with University Courses

"Do you think that the accumulation of a certain amount of credit for attendance at in-service sessions should be considered the equivalent of university training for salary classification purposes?"

Table XXI - Opinions of teachers concerning the question whether attendance at in-service programs should be required to qualify for annual salary increments, classified according to certain biographical factors.

	Percentage of "yes" answers*	
Salary classification	Class I	25.5
	Class II	24.4
	Class III	13.8
	Class IV	17.3
	Class V	17.5
	Class VI	24.1
	Class VII	9.1
Age in years	Up to 25	19.5
	26 to 35	24.5
	36 to 45	18.2
	46 to 55	21.9
	56 to 65	21.4
	66 or over	7.7
Marital status	Married	23.1
	Single	18.3
Grade level taught	I - III	18.8
	IV - VI	25.9
	VII - IX	23.0
	X - XII	16.8
Involved in outside work		30.7
Not involved in outside work		19.5
Took university course 1965-66		22.2
No university course 1965-66		20.2

*Question: Do you think that attendance at in-service programs should be required to qualify for annual salary increments?

Table XXII - Opinions of teachers concerning the question whether attendance at in-service sessions should be considered the equivalent of university training for salary classification, classified according to certain biographical factors.

	Percentage of "yes" answers*	
Salary classification	Class I	62.5
	Class II	56.9
	Class III	47.1
	Class IV	37.2
	Class V	30.4
	Class VI	22.9
	Class VII	9.1
Age in years	Up to 25	48.5
	26 to 35	50.7
	36 to 45	41.8
	46 to 55	44.8
	55 to 65	46.1
	66 or over	38.5
Marital status	Married	49.0
	Single	43.1
Grade level taught	I - III	50.3
	IV - VI	50.3
	VII - IX	44.4
	X - XII	39.5
Involved in outside work		50.0
Not involved in outside work		45.9
Took university course 1965-66		43.9
No university course 1965-66		47.6

*Question: Should attendance at in-service sessions be considered the equivalent of university training for salary classification?

Almost half the teachers (46.4 per cent) favoured credit of this kind on the salary schedule, whereas only one-third of the administrators were in favour (See Appendix, Table XLI). Once again, there appeared to be no marked difference of opinion as between men and women.

Referring to Table XXII, the data indicate that some of the biographical factors do seem to have an influence on the teachers' opinions in this matter. When the responses are sorted according to salary classifications it is evident that a large group of Class I teachers (62.5 per cent) favour recognition of in-service sessions as the equivalent of university training. The percentage then decreases steadily to the upper salary levels where we find, in Class VII, only 9.1 per cent in favour.

The basis for the variation of opinion is probably economic. The need for additional income is probably greater at the Class I level and the need decreases as the salary level increases. This factor would almost certainly affect teachers' opinions on this question.

Another possible explanation for this variation may be that most of the teachers at the higher salary levels, by virtue of higher qualifications, are teaching in secondary schools, and are required to spend less time on in-service programs than the elementary school teachers (See Table V).

The age of respondents, their marital status, and their involvement in outside work or university courses do not seem to affect their opinions on this question. It is worthy to note, however, that the grade level taught does seem to be related to the opinions. The percentages drop from 50.3 per cent at the elementary levels to 44.4 per cent for the junior high school teachers and 39.5 per cent for senior high school teachers. This difference may be related to the economic factors discussed above.

Effectiveness of In-Service Programs

Unless a teacher is convinced that in-service sessions are a direct help in the classroom the value of the sessions is questionable. Table XXIII shows the opinions of teachers and administrators with respect to this matter.

Table XXIII - Opinions of teachers and administrators concerning the question whether in-service education programs are effective enough to be useful in class teaching.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	257	53.9	458	49.1	715	50.7	64	68.8
No	14	2.9	35	3.8	49	3.5	0	0
In a limited way	170	35.6	373	40.0	543	38.5	18	19.4
No opinion	24	5.0	37	4.0	61	4.3	11	11.8
No response	12	2.5	29	3.1	41	2.9	0	0
Total	477	100	932	100	1409	100	93	100

More than half of the teachers (50.7 per cent) gave an unqualified "yes" answer, while another 38.5 per cent felt the programs were useful only in a limited way. Almost nine out of ten, then, gained something from the programs, while 3.5 per cent found the sessions were not useful.

More than two-thirds of the administrators (68.8 per cent) felt the sessions were useful, while another 19.4 per cent found them useful in a limited way. None answered "no" to this question.

The opinions expressed may reasonably be interpreted as general approval of the standard of programs.

Responsibility for Leadership

In order to seek opinions regarding the placement of responsibility for leadership in the organization of in-service programs, respondents were asked to list their choices in rank order. Only those placed first, second or third were considered in the tabulation. The results are summarized in Table XXIV.

Table XXIV - Opinions of teachers and administrators concerning responsibility for leadership in the organization of in-service programs.

Person or organization	Teachers		Administrators	
	Frequency*	Rank	Frequency	Rank
Special subject supervisors	981	1	59	2
Superintendent and his assistants	579	2	67	1
Committees of teachers	578	3	25	5
Manitoba Department of Education	549	4	36	4
Principals	399	5	45	3
The Winnipeg Division Association of the Manitoba Teachers' Society	221	6	11	6
University of Manitoba	193	7	1	8
Others	23	8	2	7

*Frequency is the total number of times that the person or organization was mentioned in first, second or third place in a rank order selection.

In the teachers' opinions, if the first choices only are considered, the rank order places "special subject supervisors" far ahead of anyone else. This is followed by the Department of Education, Superintendent, Committees of teachers, University of Manitoba, Principals, and lastly the Winnipeg Division Association.

If the total number of first, second and third choices are considered, the rank order still finds "Special subject supervisors" first, followed by Superintendent, Committees of Teachers, Department of Education, Principals, Winnipeg Division Association, and University of Manitoba.

It is most likely that 'Special subject supervisors' rank first in each case because, traditionally, in The Winnipeg School Division No. 1 such people have been very active in in-service education.

It is difficult, however, to understand why the University and the Winnipeg Division Association should rank so low. It appears that teachers do not expect the University of Manitoba to assume responsibility for in-service training. The Winnipeg Division Association of the Manitoba Teachers' Society is the professional organization to which most of the respondents belong, yet there appears to be no expectation on the part of teachers, for the participation of their local association in the leadership of in-service education. Since the Manitoba Teachers' Society is already active in in-service education, it is possible that the work of the teachers' organization could have been higher if the provincial body had been named instead of the local association.

The opinions expressed by administrators indicated that only the Superintendent and Special subject supervisors rate high as number one choice. However, in counting first, second and third places, the Superintendent, Supervisors, Principal, Department of Education, Committees of Teachers and Winnipeg Division Association come in that order. Only once was the University placed within the first three.

Freeing Teachers to Attend

If teachers are to be free to attend in-service programs during school hours it is imperative that some arrangement be made to deal with the students. Table XXV shows the opinions of teachers and administrators with regard to the most satisfactory way of doing this.

Table XXV - Opinions of teachers and administrators concerning the most satisfactory way to free teachers to attend in-service programs conducted in school time.

Method	Teachers		Administrators	
	Number	Rank	Number	Rank
Provide substitute teachers	783	1	52	1
Dismiss the pupile	347	2	33	2
Let other teachers double up classes	106	3	1	4
Have principals or super-numerary teachers take over class	62	4	3	3
Other	40	5	1	4
Leave pupils to work alone	16	6	1	4
No response	55	-	2	-
Total	1409		93	

From the responses to this question it appears that the teachers' and administrators' first choice would be to provide substitute teachers to take over the classes. This would enable the school program to continue with a minimum of hindrance for the students. This method was selected by one-half of the teachers and administrators. About one quarter of the teachers and one-third of the administrators favoured dismissing the students.

Other methods of relieving a teacher from class duties were not popular. No doubt experience has shown teachers that make-shift arrangements of doubling up classes, etc., have proved unsatisfactory.

Problems Associated with In-Service Programs

"Which of the following do you consider to be important problems associated with in-service education?" This question was used in an attempt to identify the major problems.

In suggesting problems and asking the respondents to list them in rank order of importance, there may have been a possibility of influencing their thinking. However, the opportunity to mention other problems was provided and very few persons added anything to the list. It may be assumed, then, that the major problems were all listed.

The respondents' first, second and third choices were tabulated and Table XXVI provides an indication of the relative importance of the various problems in the minds of teachers and administrators.

Without any doubt, the problem uppermost in the minds of the majority of respondents, both teachers and administrators, was that of "too many demands on teachers' time." This problem was listed in first, second or third place by 1,023 or 71.1 per cent of the teachers, and by seventy-eight or 83.9 per cent of the administrators. No other problem came close to this in the number of times mentioned in first, second or third place.

The lack of credit for attendance was ranked in second place by teachers, but in sixth place by administrators.

Problems associated with planning, "Lack of long range planning" and "Insufficient coordination in planning" ranked high in both teachers' and administrators' lists. However, on a percentage basis these problems

appear greater in the eyes of the administrators. Each was mentioned by about half of the administrators, 52.7 per cent and 47.3 per cent respectively.

At the lower end of the scale, "Shortage of capable leaders", "Lack of teacher interest", "Negative opinions", and "Poor quality of instruction", were cited by a relatively small number of respondents. From this it may be inferred that these problems are not of any major concern.

Table XXVI - Opinions of teachers and administrators concerning the relative importance of certain problems associated with in-service education.

Problem	Teachers			Administrators		
	Frequency ^a	% ^b	Rank	Frequency ^a	% ^b	Rank
Too many demands on teachers' time	1023	71.1	1	78	83.9	1
No credit for attendance	519	36.8	2	16	17.2	6
Lack of long-range planning	483	34.3	3	49	52.7	2
Insufficient coordination in planning program	414	29.4	4	44	47.3	3
Shortage of capable leaders	328	23.3	5	15	16.1	8
Lack of teacher interest	292	20.7	6	22	23.7	4
Negative opinions regarding value of program	236	16.7	7	18	19.4	5
Poor quality of instruction	195	13.8	8	16	17.2	6
Other reasons	10	.7	9	0	0	9

^aFrequency is the total number of times that the problem was mentioned in first, second or third place in a rank order selection.

^bPercentage of total respondents.

Objectives of In-Service Programs

The main objectives of in-service education programs were listed and respondents were asked to place them in rank order.

The respondents' first, second and third choices were tabulated and Table XXVII shows the frequency, percentage and rank order of their choices.

Table XXVII - Opinions of teachers and administrators concerning the objectives of in-service programs.

Objective	Teachers			Administrators		
	No. ^a	% ^b	Rank	No. ^a	% ^b	Rank
To help teachers keep abreast of new developments in content and method	996	70.7	1	68	73.1	2
To promote the continuous improvement of instruction	900	63.9	2	77	82.8	1
To help teachers undertaking a new level or field of work	815	57.8	3	45	48.4	3
To give help to teachers who are new in a school	514	36.5	4	30	32.3	4
To eliminate deficiencies in professional preparation	326	23.1	5	29	31.2	5
To assist in curriculum development	275	19.5	6	15	16.1	6
Other	3	.2	7	0	0	7

^aThe total number of times that the objective was mentioned in first, second or third place in a rank order selection.

^bPercentage of total respondents.

The objective "To help teachers keep abreast of new developments in content and method" was placed first, second or third by 70.7 per cent of the teachers, and 73.1 per cent of the administrators. "To promote

the continuous improvement of instruction" was first in the administrators' ranking, being placed in first, second or third position by 82.8 per cent of the administrators. Ranking third in both the teachers' and administrators' listing was "To help teachers undertaking a new level or field of work".

Other items came far behind in the number of times mentioned. The lowest rating was given to "To assist in curriculum development." Evidently, although many teachers are actively engaged in curriculum revision, they do not regard this as an objective of the in-service education program.

As will be seen in the percentage listing and rank order, there is marked agreement between teachers and administrators in their ranking of these objectives.

IV. SUMMARY OF PROGRAMS IN THE WINNIPEG SCHOOL DIVISION NO. I

Types of Programs

The in-service education programs with which Winnipeg teachers were concerned during the school year 1965-66 may be divided into three main types:

1. Programs conducted by principals.
2. Programs conducted by subject supervisors.
3. Programs conducted by outside organizations.

A consideration of the programs in each of these groups follows:

Programs conducted by Principals. Of the seventy-five principals who responded to the questionnaire, forty-five or fifty-seven per cent had been involved in the organization or leadership of in-service programs during the school year 1965-66. Since most of the centrally-organized

programs are generally under the direction of subject supervisors, it is assumed that the programs with which most principals were concerned are those conducted within their own schools for their own teachers. The topics of their sessions would most probably, although not exclusively, be related to aspects of the school program which are not dealt with specifically by subject supervisors or directors. The sessions were generally held in conjunction with regular staff meetings and most frequently partly in school time.

Programs conducted by subject supervisors. As mentioned earlier in this chapter, an analysis of the subjects in which teachers attended in-service sessions most frequently shows that the subjects under the direction of supervisory personnel rank high. (The exception with respect to Mathematics was explained earlier.)

Information obtained from subject supervisors with regard to the programs conducted by them in the school year 1965-66 is summarized in Table XXVIII.

It is evident from Table XXVIII that there was a great variety of programs presented during the year and that teachers from all grade levels were involved. Most sessions were scheduled after 4:00 p.m. or in the evenings. The only sessions in which attendance was compulsory were those which were held partly in school time. Although most sessions were nominally voluntary, comments made by numerous teachers at the end of their questionnaires suggested that subtle pressures were sometimes applied to ensure their attendance at these voluntary sessions.

Table XXVIII - Summary of in-service education programs conducted by supervisors, directors and assistant directors during the school year 1965-66.

Subject	No. of Sessions	Time	Voluntary or Compulsory Att.	Average Att.	Grades
Art	3	7:00-10:00 p.m.	Vol.	30	I-XII
	6	7:00-10:00 p.m.	"	60	I-VI
Primary Grades (Cuisenaire)	4	4:00- 5:00 p.m.	"	12	I
	4	4:00- 5:00 p.m.	"	12	II
	6	4:00- 5:00 p.m.	"	20	III
French	12	3:30- 4:45 p.m.	"	25	IV-VI
	4	4:00- 5:00 p.m.	"	70	VII-XII
Guidance	12	3:15- 5:00 p.m.	Comp.	10	X-XII
	1	3:30- 5:00 p.m.	Comp.	41	VII-XII
	4	4:30- 5:30 p.m.	Vol.	30	VII- IX
Home Economics	1	One day	Comp.	42	VII-XII
	2	4:15- 6:00 p.m.	Comp.	40	VII-XII
	1	7:30-10:00 p.m.	Vol.	6	VII-XII
Industrial Arts	18	7:30- 9:30 p.m.	"	7	VII-XII
Library	4	7:30- 9:30 p.m.	"	30	VII-XII
	8	3:00- 5:00 p.m.	Comp.	20	VII- IX
	8	3:00- 5:00 p.m.	Comp.	9	X-XII
Music	3	4:00- 5:00 p.m.	Vol.	100	I-VI
Physical Education	3	4:00- 4:50 p.m.	"	110	IV-VI
	1	4:30- 5:30 p.m.	"	8	IV-VI
	18	4:30- 6:00 p.m.	"	20	VII- IX
	18	4:30- 6:00 p.m.	"	9	X-XII

Table XXVIII - Summary of in-service education programs conducted by supervisors, directors and assistant directors during the school year 1965-66.
(CONT.)

Subject	No. of Sessions	Time	Voluntary or Compulsory Att.	Average Att.	Grades
Science	1	4:00- 6:00 p.m.	Vol.	60	IV-VI
	1	One day	"	45	I-XII
	1	2 hours	"	150	I-XII
	1	Half day	"	55	I-IX
	many	After 4:00 p.m.	"	400	I-XII
	1	Saturday p.m.	"	34	IV-VI
Special Education	3	4:15- 5:30 p.m.	Comp.	30	VII-IX
	2	Half day	"	30	VII-IX
	3	4:15- 5:30 p.m.	"	50	VII-IX
	5	3:30- 5:30 p.m.	"	18	VII-IX

Programs conducted by outside organizations. In addition to the in-service programs organized within The Winnipeg School Division No. 1 for Winnipeg teachers, there were many other programs planned and conducted by groups of teachers and other representatives of special subject interests. Although not specifically designated as in-service education programs, most of the programs could be regarded as having contributed to the improvement of teachers' professional competence.

A list of the organizations which sponsored programs attended by teachers from The Winnipeg School Division No. 1 is given in the Appendix.

School Division Policies

There appears to be no evidence that The Winnipeg School Division No. 1 ever had any comprehensive written policy concerning in-service education, neither is there an over-all plan for the in-service development of the staff as a whole.

Principals, supervisors and directors have been given the freedom to plan and conduct in-service programs as the need arises. For the most part this opportunity has been well used and, as has been reported earlier in this chapter, a great variety of programs have been organized. However, there is little evidence of coordination of planning within the total program. The various administrators responsible for planning in-service programs are frequently unaware of what is being planned by other departments. This may partially explain why some groups of teachers as reported earlier in this chapter, become involved in a great amount of in-service education and others are not involved at all. The lack of coordination leads to occasional conflict, particularly in regard to demands on teachers' time. This fact was reported frequently in the open-end question in the Teachers' Questionnaire.

On occasion in the past an attempt has been made to coordinate the planning of centrally-organized in-service programs. Meetings of supervisors and directors⁵ were held early in the school year to establish agreement upon the need for in-service programs in certain areas, the frequency, times and location of meetings. In this way, for a certain part of the staff at least, plans for the year were known well in advance and the danger of conflict among various subject interests was minimized.

⁵Memorandum to Supervisors and Directors from the Assistant Superintendents, Winnipeg School Division No. 1, September 9, 1963.

This type of coordinated planning has not been practised in the past few years, with the result that the likelihood of conflict has increased. With increasing emphasis now being placed on in-service education as a result of extensive curriculum revision,⁶ it seems desirable that coordination of planning be assured by the establishment of appropriate administrative procedures within the school division.

Time for in-service sessions has frequently been made available by conducting programs partly in school time. It has been recognized by the school division administrative officials that, on occasions, perhaps at monthly intervals, it is desirable to dismiss children before the normal school closing time in order to bring teachers together for in-service programs.⁷ When principals conduct in-service programs in connection with staff meetings, classes may be dismissed early in the afternoon in order to start meetings by 3:15 or 3:30 p.m. Such meetings may continue until 5:00 or 5:30 p.m.

When after-school in-service sessions are planned on a city-wide basis, it is generally desirable to start as soon as possible after 4:00 p.m. To enable teachers to get to such meetings in good time, arrangements are frequently made for teachers to leave school early.⁸ Meetings of this kind usually last until about 5:30 p.m.

Although The Winnipeg School Division No. 1 budget makes no regular provision for in-service education expenses as such, minor

⁶Manitoba Department of Education, Curriculum Circular, April 1965, (Winnipeg, Manitoba), p. 6.

⁷Memoranda from Assistant Superintendents to Principals, September 9, 1963, and September 8, 1964.

⁸Loc. cit.

expenses incurred in operating in-service programs have been absorbed in the budget of individual departments.⁹ However, if the recent emphasis on in-service education continues, some consideration may need to be given to a special allotment within the budget for in-service education.

The Winnipeg School Board has also supported the in-service education of teachers in other ways - by the provision of bursaries for summer study;¹⁰ by enabling teachers and other staff members to visit other cities and to attend conferences;¹¹ by financing special in-service workshops.¹²

V. SUMMARY OF CHAPTER IV

Teachers' Participation

Almost sixty per cent of the respondents attended in-service programs during the school year 1965-66.

It appeared that teachers' involvement in outside employment or university courses did not influence their attendance at in-service sessions.

The percentage of teacher-attendance at in-service sessions is greater at the Grade IV to VI level than at any other level. Not only do the Grade IV to VI teachers attend in greater numbers, but the mean number of hours they spend in in-service is greater than the mean number

⁹ Statements made in interviews with supervisory personnel.

¹⁰ The Winnipeg School Division No. 1, Minutes of Meetings of the Board of Trustees, 1964, p. 42.

¹¹ Ibid., p. 775.

¹² Loc. cit.

of hours for any other group. The mean number of hours spent in in-service by all respondents is 8.5 compared with 10.8 when only the participants are considered.

Mathematics is the one subject which dominated the in-service program during 1965-66 because all teachers of New Mathematics were required by the Department of Education to attend a course of twenty hours duration. The other subject areas which involved many teachers in in-service programs are those for which there are special supervisors employed by the school division.

About two-thirds of the teachers who attended in-service sessions indicated that they would be interested in attending more sessions of a similar kind. Except for the New Mathematics program and certain other programs conducted either partly or completely in school time, attendance at most sessions was voluntary.

Participation by Administrators

Almost two-thirds of the administrators had been involved in the organization or leadership of in-service programs during the year 1965-66. The most common time for in-service sessions was from 3:00 to 5:00 p.m. - a time which was favoured by most teachers and administrators. In-service sessions took various forms, but discussion groups were noted as being the most common.

About one half of the administrators reported that the participants in their programs were involved in program planning, and about one-third provided participants with the opportunity to evaluate the program. About one-third indicated that they were satisfied and the objectives of their programs had been achieved, but almost two-thirds were only partly satisfied.

Opinions of teachers and administrators regarding in-service programs.

The great majority of the teachers and administrators thought that some form of continuing in-service education program was necessary. This opinion was apparently not influenced by personal factors such as salary, years of experience, grade level taught, or involvement in outside work or university courses. Similarly, these factors did not seem to influence opinions with respect to the desirability of making attendance at in-service programs voluntary. About seven out of ten of the teachers favoured voluntary sessions, but the majority of the administrators (almost six out of ten) were in favour of compulsory attendance.

There was marked agreement between teachers and administrators in the opinion that in-service sessions should be held either partly or completely in school time. Almost half the teachers and two-thirds of the administrators favoured sessions from 3:00 to 5:00 p.m. There was very little support for evening or Saturday sessions.

Two hours was considered to be the most satisfactory length of an in-service session.

Opinions on the usefulness of television for in-service programs were fairly evenly divided for and against. A considerable number stated no opinion on this matter, possibly because of lack of experience with this medium.

When responses to the questions related to salary were analyzed in relation to certain biographical factors, a number of interesting facts were revealed. Recognition in the salary schedule for participation in in-service programs were favoured by almost half the teacher-respondents. However, further analysis showed that the percentage of

teachers in favour was highest in the Class I salary level and decreased steadily as the salary level increased.

A similar situation was found when age was considered. The highest percentage of teachers favouring recognition of in-service participation in the salary schedule was found among the youngest group of teachers. The percentages decreased with increase in age.

More than three-fifths of the teachers involved in outside employment favoured recognition in the salary schedule for in-service participation. It may reasonably be assumed that a teacher's economic position influences opinions on questions related to salary.

The majority of teachers and administrators thought that annual salary increments should not be dependent upon attendance at in-service programs. In this matter the opinions did not seem to be related to the biographical factors considered.

With respect to the question of the recognition of in-service training as the equivalent of university training for salary purposes, almost half the teachers were in favour. Once again, the teachers' salary level and grade level taught seemed to be related to the opinions expressed.

Teachers and administrators expressed general approval of the standard of programs by indicating that they found in-service programs to be helpful.

Responsibility for leadership in the organization of in-service programs, according to most respondents, belongs to special subject supervisors, the superintendent and his assistants. Apparently, very few respondents expect the Winnipeg Division Association of the Manitoba Teachers' Society and the University of Manitoba to assume leadership roles in in-service programs.

In order to set teachers free to attend in-service programs during school time, most respondents would favour the use of substitute teachers or, as a second choice, the dismissal of classes.

The majority of respondents indicated that the biggest problem associated with in-service education is that there are too many demands on teachers' time. No other problem appeared to be of major concern.

There was considerable agreement among the respondents with regard to the objectives of in-service programs. The major ones cited were "To help teachers keep abreast of new developments in content and method", and "To promote the continuous improvement of instruction". These objectives were ranked by teachers and administrators in either first or second place.

Summary of programs in the Winnipeg School Division No. 1

The types of programs in which Winnipeg teachers were involved during the school year 1965-66 were numerous and varied. They included sessions conducted by school principals within the school, city-wide programs organized by subject supervisors, and other programs sponsored by various organizations outside the authority of the school division.

Although The Winnipeg School Division No. 1 has no comprehensive written policy concerning in-service education, the endorsement of unwritten policies by trustees and administrative officials gives reason to believe that there is abundant support for in-service education.

The administrators concerned - principals, supervisors, directors, and school division officials - assume individual responsibility for developing in-service programs, but there is an apparent lack of coordination in the overall program. Since emphasis on in-service education appears to be increasing, this matter of coordination should be given attention.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY OF THE INVESTIGATION

The purpose of this study was to examine the in-service education program for teachers in The Winnipeg School Division No. 1. Specifically, an attempt was made to investigate the following: the nature and extent of the program; the opinions of participants and organizers with respect to the program; how the practices and policies compare with those recommended in the literature; conclusions to be reached and recommendations to be made as a result of the study.

In-service education was defined as any kind of organized training program for teachers directed specifically towards the improvement of professional competence.

Information regarding the nature and extent of the in-service education programs was obtained by means of questionnaires sent out to all teachers, principals, supervisors and directors on the staff of The Winnipeg School Division No. 1. In addition, further information was obtained as a result of personal interviews and an examination of school division records.

The Questionnaire for Administrators, sent to 109 principals, supervisors, and directors, sought information about in-service programs in which they had been involved in a leadership capacity, and also asked for opinions on various in-service education policies and practices. Ninety-three completed questionnaires were received, a return of 85.3 per cent.

Teachers' Questionnaires were sent to 1899 teachers and were completed by 1415, a return of 74.5 per cent. Six of the questionnaires were not usable.

The data from the questionnaires were transferred to punch cards and an I.B.M. Card Sorter was used to assist in the tabulation of the data. An analysis of the data was then made to determine the frequency of the reporting of certain facts and opinions. Comparisons were made among the various facts and opinions as reported by different categories of respondents.

On the basis of results of the survey, conclusions were reached and comparisons made with practices and policies recommended in the literature.

II. SUMMARY OF THE CONCLUSIONS

The in-service education program in The Winnipeg School Division No. 1 during the school year 1965-66 involved almost sixty per cent of the respondents. A great variety of programs organized by principals, subject supervisors or directors, and outside agencies provided frequent opportunities for teachers to improve their professional competence. The availability of a great variety of programs is consistent with the recommendations in the literature and would appear to cater to the varying needs of individual teachers.

For three out of five teachers (59.5 per cent) attendance at in-service sessions was voluntary. The literature stresses the need for voluntary attendance, especially when in-service sessions involve a teacher's own time. Some of the sessions in The Winnipeg School Division's program were held in school time and therefore it is not

unreasonable that attendance should be obligatory.

General satisfaction with the effectiveness of the program was indicated by the fact that almost nine out of ten teachers (89.2 per cent) reported that they had profited from attendance.

The numbers participating varied according to the teachers' grade level, and it was found that the greatest number of teachers involved came from the Grade IV to VI level. Teachers at this level also spent more time in in-service than teachers from any other grade level. Biographical factors such as age, experience, qualifications and salary seemed to bear no relationship to the attendance.

Most respondents favoured sessions which were held either partly, or completely, in school time, with 3:00-5:00 p.m. being the most popular time.

Most teachers and administrators acknowledged the need for continuing education, but opinions regarding the recognition of participation seemed to vary according to the respondents' economic position. Teachers at the lower salary levels and in the lower age groups favoured salary credit for participation in in-service programs. The percentage of teachers in favour of such credit steadily diminished towards the upper salary and age levels. The literature on this subject did not favour linking in-service participation with the salary schedule.

About one-half of the administrators reported that the participants in their in-service programs were involved in planning the programs, and about one-third provided participants with the opportunity to evaluate the program. One of the most frequently reported recommendations in the literature was that teachers are likely to benefit most from in-service sessions when they are directly involved in planning and evaluation.

The majority of respondents suggested that subject supervisors and the superintendent or his assistants should assume responsibility for leadership of the in-service program.

There was fairly general agreement in regard to the main objectives of the in-service program - "To help teachers keep abreast of new developments in content and method", and "To promote the continuous improvement of instruction". The only problem of major concern seemed to be the fact that there are too many demands on teachers' time. It is probable that this could be eased by the availability of more school time for in-service education programs and by more effective coordination of the total program planning.

III. RECOMMENDATIONS

In the light of information obtained in this investigation, the following recommendations are made:

1. In order to indicate its official recognition of the need for a continuing in-service education program, and to ensure its support, The Winnipeg School Board should go on record with an official policy statement to this effect.
2. Within the Superintendent's Department, some person or persons should be officially charged with the responsibility for the general supervision of staff in-service development and the coordination of in-service programs.
3. Budget provision should be made in order to ensure that funds are available for the development of an adequate in-service education program.

4. An effort should be made to schedule a reasonable amount of in-service education either partly, or completely in school time. Attendance of teachers should be required if the sessions are in school time.

5. Teachers' attendance at any in-service program out of school hours should be purely voluntary.

6. Since the benefits which will accrue to teachers will most likely be directly proportional to the degree to which they willingly accept the program, it is desirable to ensure the maximum possible participation of teachers in planning in-service programs. Similarly, teachers should be given ample opportunity to evaluate the programs in which they are involved. This should apply equally to programs in individual schools and to city-wide programs. The establishment of committees with teacher representation would ensure this involvement.

7. If the improvement of professional competence is to be considered a continuing professional obligation, as it is in other professions, teachers must accept the responsibility without undue concern for remuneration. However, this premise must be based on the assumption that the teachers' professional salaries and working conditions are such that they have the time needed for this continuing education.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Andrews, J.H.M. "The Principal - A Unique Supervisor." The Canadian School Principal. Edited by A.W. Reeves, J.H.M. Andrews, P. Enns, Toronto: McClelland and Stewart Ltd. Canada, 1962.
- California Council on Teacher Education. Final Report of the Committee on In-Service Education. Los Angeles, California: California Teachers Association, June, 1963.
- California Teachers Association. At Your Service: A Guide for Local In-Service Education Programs. San Francisco: California Teachers Association, 1951.
- Gastetter, William B. Administering the School Personnel Program. New York: The Macmillan Company, 1962.
- Commission on Teacher Education. Teacher Education in Service. Washington, D.C.: American Council on Education, 1944.
- Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, 1963.
- Council of Administrators of Special Education. A Guide for Programs for Professional Growth. Portland, Oregon: Council of Administrators of Special Education, 1965.
- Jacobson, Paul, Wm. Reavis and James Logsdon. The Effective School Principal. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.
- Kerr, Edwin, Robert S. Stewart and Lloyd L. Hall. Aspects on the Preparation and Training of School Principals. Toronto, Ontario: Toronto Board of Education, 1965.
- MacLeod, C.R. "In-Service Training for Teachers and Principals." Leadership for the Improvement of Instruction. The Thirteenth Yearbook of the Ontario School Inspectors' Association. Toronto: The Copp Clark Publishing Co., 1957.
- Manitoba Teachers' Society. "Code of Professional Practice" The Handbook 1966-67. Winnipeg, Manitoba: Manitoba Teachers Society, 1966.
- Moffitt, John C. In-Service Education for Teachers. Washington, D.C.: Center for Applied Research in Education, 1963.

- National Association for Public School Adult Education. In Service Training for Teachers of Adults. Washington, D.C.: National Association for Public School Adult Education, 1961.
- National Commission on Teacher Education and Professional Standards. The Teaching Profession Grows in Service. Washington, D.C.: National Education Association, 1949.
- _____, Statements of Policy. Washington, D.C.: National Education Association, 1956.
- Otto, Henry J. and David C. Sanders. Elementary School Organization and Administration. New York: Appleton-Century-Crofts, 1964.
- Pharis, William L. In-Service Education of Elementary School Principals. Washington, D.C.: National Education Association, 1966.
- Phimister, Z.S. "In-Service Education and the Induction Program". The Canadian School Principal. Edited by A.W. Reeves, J.H.M. Andrews, F. Enns. Toronto: McClelland and Stewart Ltd. Canada, 1962.
- Pullen, H. "A Repertoire of In-Service Training Techniques", The Canadian School Principal. Edited by A.W. Reeves, J.H.M. Andrews, F. Enns. Toronto: McClelland and Stewart Ltd. Canada, 1962.
- Spears, Harold. Improving the Supervision of Instruction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953.
- University of Michigan, School of Education. Helping Teachers Change Their Behavior. Ann Arbor, Michigan: The University of Michigan, School of Education, 1963.
- Wilmington Public Schools, Administrative Organization and Functions. Wilmington, Delaware: Board of Education, 1961.

B. PERIODICALS

- California Teachers Association. District In-Service Training Programs - A survey of Policies and Practices. Research Bulletin No. 120. San Francisco: California Teachers Association, April, 1959.
- Canadian Education Association. "Report on the 1966 Convention", Canadian Education Association Newsletter, No. 204. Toronto, Ontario: The Canadian Education Association, November, 1966.
- Mauth, Leslie J. "Psychology and the In-Service Education Program." The National Elementary Principal, Vol. XLI, Number 5, February, 1962.

- McFarland, William J. and Lois Williams. "Individualizing In-Service Education," The National Elementary Principal, Vol. XLIV, Number 1, September, 1964, pp. 32-36.
- Miel, Alice. "In Service Education Re-examined," The National Elementary Principal, Vol. XLI, Number 5, February, 1962, pp. 7-11.
- National Education Association, Research Division. In-Service Education of Teachers. Research Memo 1960-62. Washington, D.C.: National Education Association, August, 1960.
- Roberts, Jack D. "A Hard Look at Quality in In-Service Education," The National Elementary Principal, Vol. XLIV, Number 1, September, 1964, pp. 15-21.
- Sternig, John. "Oh No! Not Again!" The National Elementary Principal, Vol. XLI, Number 5, February, 1962, pp. 17-20.

C. UNPUBLISHED MATERIALS

- Manitoba Teachers' Society, "The Workload of Manitoba Teachers, 1965-66." Winnipeg, Manitoba: Manitoba Teachers' Society, June, 1966.
- Williams, Lois. "Individualizing In-service Education". Montebello, California: Montebello Unified School District, June, 1963 (mimeographed).

APPENDIX

Table XXIX - Age of respondents in years.

Age group	Male		Female		Total	
	No.	%	No.	%	No.	%
Up to 25	68	14.3	239	25.6	307	21.8
26 to 35	150	31.4	140	15.0	290	20.6
36 to 45	114	23.9	161	17.2	275	19.5
46 to 55	91	19.1	179	19.2	270	19.2
56 to 65	43	9.0	191	20.5	234	16.6
66 or over	9	1.9	4	.4	13	.9
No response	2	.4	18	1.9	20	1.4
Total	477	100	932	100	1409	100

Table XXX - Marital Status of the respondents.

Marital Status	Male		Female		Total	
	No.	%	No.	%	No.	%
Married	366	76.7	379	40.7	745	52.9
Single	100	21.0	464	49.8	564	40.0
Widowed or divorced	6	1.3	74	7.9	80	5.7
No response	5	1.0	15	1.6	20	1.4
Total	477	100	932	100	1409	100

Table XXXI - Classification of respondents according to the salary schedule.

Classification	Male		Female		Total	
	No.	%	No.	%	No.	%
Class I	53	11.1	347	37.2	400	28.4
Class II	60	12.6	202	21.7	262	18.6
Class III	28	5.9	59	6.3	87	6.2
Class IV	119	24.9	182	19.5	301	21.4
Class V	146	30.6	94	10.2	240	17.0
Class VI	50	10.5	33	3.5	83	5.9
Class VII	18	3.8	4	.4	22	1.6
No response	3	.6	11	1.2	14	1.0
Total	477	100	932	100	1409	100

Table XXXII - Respondents' total number of years teaching experience as of June 30, 1966.

Years	Male		Female		Total	
	No.	%	No.	%	No.	%
Up to 5	148	31.0	272	29.2	420	29.8
6 to 10	90	18.9	137	14.7	227	16.1
11 to 15	73	15.3	114	12.2	187	13.3
16 to 20	53	11.1	110	11.8	163	11.6
21 to 25	26	5.5	82	8.8	108	7.7
26 to 30	28	5.9	72	7.7	100	7.1
31 or more	59	12.4	137	14.7	196	13.9
No response	0	0	8	0.9	8	0.6
Total	477	100	932	100	1409	100

Table XXXIII - Respondents' length of service with The Winnipeg School Division No. 1.

Length of Service	Male		Female		Total	
	No.	%	No.	%	No.	%
3 years or more	355	74.4	698	74.9	1053	74.7
Less than 3 years	119	24.9	227	24.4	346	24.6
No response	3	.6	7	.8	10	.7
Total	477	100	932	100	1409	100

Table XXXIV - Grade Levels taught by respondents.

Grades	Male		Female		Total	
	No.	%	No.	%	No.	%
I - III	4	.8	427	45.8	431	30.6
IV - VI	99	20.8	241	25.9	340	24.1
VII - IX	181	37.9	150	16.1	331	23.5
X - XII	190	39.8	96	10.3	286	20.3
No response	3	.6	18	1.9	21	1.5
Total	477	100	932	100	1409	100

Table XXXV - Number of respondents who are, or have been, members of committees in educational organizations.

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	193	40.5	297	31.9	490	34.8
No	282	59.1	610	65.5	892	63.3
No response	2	.4	25	2.7	27	1.9
Total	477	100	932	100	1409	100

Table XXXVI - Number of respondents involved in regular work for remuneration outside of their daily teaching positions during the school year 1965 to 1966.

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	121	25.4	55	5.9	176	12.5
No	352	73.8	860	92.3	1212	86.0
No response	4	.8	17	1.8	21	1.5
Total	477	100	932	100	1409	100

Table XXXVII - Number of respondents who took courses for university credit between July 1965 and June 1966.

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	183	38.4	159	17.1	342	24.3
No	289	60.6	753	80.8	1042	74.0
No response	5	1.0	20	2.1	25	1.8
Total	477	100	932	100	1409	100

Table XXXVIII - Method by which respondents undertook university (academic) training beyond grade XII.

Method of Study	Male		Female		Total	
	No.	%	No.	%	No.	%
Part-time study	157	32.9	341	36.6	498	35.3
Full-time study	173	36.3	216	23.2	389	27.6
Combination of part-time and full-time study	120	25.1	136	14.6	256	18.2
No training beyond Grade XII	18	3.8	177	19.0	195	13.8
No response	9	1.9	62	6.7	71	5.0
Total	477	100	932	100	1409	100

Table XXXIX - Amount of time spent by respondents on school work outside the hours of 8:30 a.m. to 4:30 p.m. in a normal teaching day.

Amount of time	Male		Female		Total	
	No.	%	No.	%	No.	%
Nil	13	2.7	19	2.0	32	2.3
0 to 1 hour	122	25.6	238	25.5	360	25.6
1 to 2 hours	232	48.6	438	47.0	670	47.5
2 to 3 hours	93	19.5	190	20.4	283	20.1
More than 3 hours	17	3.6	35	3.8	52	3.7
No response	0	0	12	1.3	12	.9
Total	477	100	932	100	1409	100

Table XL - Opinions of teachers and administrators concerning the question whether attendance at in-service programs should be required to qualify for annual increments.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	103	21.6	193	20.7	296	21.0	24	25.8
No	305	63.9	594	63.7	899	63.8	57	61.3
No opinion	56	11.7	119	12.8	175	12.4	11	11.8
No response	13	2.7	26	2.8	39	2.8	1	1.1
Total	477	100	932	100	1409	100	93	100

Table XLI - Opinions of teachers and administrators concerning the question whether the accumulation of a certain amount of credit for attendance at in-service sessions should be considered the equivalent of university training for salary classification purposes.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	225	47.2	429	46.0	654	46.4	31	33.3
No	198	41.5	344	36.9	542	38.5	51	54.8
No opinion	37	7.8	119	12.8	156	11.1	10	10.8
No response	17	3.6	40	4.3	57	4.0	1	1.1
Total	477	100	932	100	1409	100	93	100

Table XLII - Opinions of teachers and administrators concerning the question whether attendance at in-service programs should be voluntary.

Response	Teachers						Administrators	
	Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%
Yes	328	68.8	654	70.2	982	69.7	36	38.7
No	109	22.9	199	21.4	308	21.9	54	58.1
No opinion	34	7.1	50	5.4	84	6.0	0	0
No response	6	1.3	29	3.1	35	2.5	3	3.2
Total	477	100	932	100	1409	100	93	100

ORGANIZATIONS WHICH SPONSORED PROGRAMS ATTENDED BY
TEACHERS FROM THE WINNIPEG SCHOOL DIVISION NO. 1
DURING THE SCHOOL YEAR 1965-66*

Canadian Association for Health, Physical Education and Recreation
Council for Exceptional Children
Department of Education
Grade I Teachers' Club
Guidance Association of Manitoba
Humanities Association of Canada (Winnipeg Branch)
International Reading Association (Reading Council of Greater Winnipeg)
Manitoba Association for Art Education
Manitoba Association of School Librarians
Manitoba Commercial Teachers' Association
Manitoba Educational Research Council
Manitoba Geography Teachers' Association
Manitoba Home Economics Teachers' Association
Manitoba Industrial Arts Association
Manitoba Modern Languages Association
Manitoba Music Educators' Association
Manitoba Teachers of Mathematics Association
Manitoba Teachers' Society
Science Teachers' Association of Manitoba
University of Manitoba
Winnipeg English Teachers' Club
Winnipeg Kindergarten Teachers' Association.

*Note: This information was obtained from official notices in
The Winnipeg School Division's Administrative Bulletins
during the school year 1965-66.

955 Windermere Ave.,
Winnipeg 19, Man.

Miss Naomi Hersom,
President,
Winnipeg Division Association,
Manitoba Teachers' Society.

Dear Miss Hersom:

In connection with my graduate study at the Faculty of Education, I am preparing a thesis on the subject "In-Service Education in the Winnipeg School Division No. 1." It is hoped that the information gathered in a survey of programs and opinions will be helpful to all who are concerned with in-service education.

In order to obtain the necessary information from teachers, I have prepared a questionnaire which, ideally, should be answered by all teachers in the Winnipeg School Division. Before the final printing is undertaken I am anxious to present the draft to the W.D.A. executive for its approval. If the members of the executive have any suggestions regarding the questionnaire, they would be greatly appreciated. If approval of the questionnaire is given, a statement to this effect will be included in the introduction.

Please contact me if there are any other matters which need clarification.

Thank you for your assistance.

Yours sincerely,

Sidney J. Chapman

May 24, 1966

To: The Principal

In-Service Education Programs

in the

Winnipeg School Division No. 1

A Survey of Current Practices and Opinions

Enclosed with this week's Administrative Bulletin are copies of a questionnaire in connection with a survey of In-Service Programs. Would you please give one to each teacher.

The survey has been approved by the Winnipeg Division Association of the Manitoba Teachers' Society, and the Superintendent, and the information obtained will be made available to the Winnipeg Division Association.

The respondents are to remain anonymous and, therefore, no identification of person or school should be put on the forms.

Would you please arrange for the distribution and collection of these questionnaires at your earliest convenience. When completed they should be returned to the undersigned, if possible, before Friday, June 3, 1966.

Thank you for your cooperation.

Sidney J. Chapman

IN-SERVICE EDUCATION PROGRAMS
in the
WINNIPEG SCHOOL DIVISION NO. 1

A Survey of
Current Practices and Opinions
May, 1966

QUESTIONNAIRE FOR ADMINISTRATORS

(Principals, Supervisors, Directors and Assistant Directors)

For the purposes of this survey, in-service education is defined as any form of organized program directed specifically towards the improvement of professional competence. This includes lectures, workshops, seminars and discussion groups, but does not include staff administrative meetings, convention sessions or attendance at university courses taken for credit towards a degree. University or Department of Education courses which do not provide academic or professional credit may be considered as in-service education.

Please identify your position: ()

- Principal or vice-principal..... ()
Supervisor, director of assistant director..... ()

Section A

Have you been involved in the organization or leadership of any in-service education program during the current school year?

- Yes..... ()
No..... ()

If "Yes", please answer questions 1 to 7

1. Was the participants' attendance voluntary?

- Yes..... ()
No..... ()

2. Was the attendance considered satisfactory?

- Yes..... ()
No..... ()

3. What types of sessions were used?

- Demonstrations..... ()
Discussion groups..... ()
Lectures..... ()
Seminars and workshops..... ()
Combination of these..... ()
Other (please specify)..... ()

4. At what times were the sessions held?
Between 4:00 and 6:00 p.m..... ()
Evenings..... ()
Between 3:00 and 5:00 p.m..... ()
Saturday mornings..... ()
Others (specify)..... ()
5. Were the participants involved in program planning?
Yes..... ()
No..... ()
6. Did the participants undertake any evaluation of the program?
Yes..... ()
No..... ()
7. Do you feel satisfied that your objectives in these sessions were reached?
Yes..... ()
No..... ()
Partly..... ()

IN-SERVICE EDUCATION PROGRAMS

in the

WINNIPEG SCHOOL DIVISION NO. 1

A SURVEY

of .

CURRENT PRACTICES AND OPINIONS

MAY, 1966

QUESTIONNAIRE FOR TEACHERS

The problems associated with in-service education have been the object of much discussion in the past few years.

The accompanying questionnaire has been prepared in order to gather information and opinions from teachers regarding the programs in The Winnipeg School Division. The information received will be used to provide guidance for those who are responsible for the planning of programs in the future.

Please DO NOT PUT YOUR NAME ON THE PAPER. Respondents are to remain anonymous. You are asked for frank, honest opinions. The biographical information is required only for the classification of data.

For the purposes of this survey, in-service education is defined as any form of organized program directed specifically towards the improvement of professional competence. This includes lectures, workshops, seminars and discussion groups, but does not include staff administrative meetings, convention sessions or attendance at university courses taken for credit towards a degree. University or Department of Education courses which do not provide academic or professional credit may be considered as in-service education.

The Winnipeg Division Association of the Manitoba Teachers' Society has given its approval to the contents of this questionnaire and its distribution to all teachers. The results of the survey will be made available to the W.D.A. and The Winnipeg School Division.

Completing the questionnaire will take about ten minutes of your time, and your cooperation will be greatly appreciated.

SECTION A - BIOGRAPHICAL INFORMATION - for the classification of data.

1. What is your sex ?
 - Male ()1-6
 - Female..... ()2
2. What is your age ?
 - Up to 25 ()1-7
 - 26 to 35 ()2
 - 36 to 45 ()3
 - 46 to 55 ()4
 - 56 to 65 ()5
 - 66 or over..... ()6
3. What is your marital status ?
 - Married ()1-8
 - Single ()2
 - Widowed or divorced..... ()3
4. What is your classification on the salary schedule ?
 - Class I ()1-9
 - Class II ()2
 - Class III ()3
 - Class IV ()4
 - Class V ()5
 - Class VI ()6
 - Class VII..... ()7
5. What is your total number of years teaching experience up to June 30th, 1966 ?
 - Up to 5 ()1-10
 - 6 to 10 ()2
 - 11 to 15 ()3
 - 16 to 20 ()4
 - 21 to 25 ()5
 - 26 to 30 ()6
 - 31 or more..... ()7
6. Have you been on the Winnipeg School Division staff for 3 years or more ?
 - Yes..... ()1-11
 - No..... ()2
7. At what grade level do you teach mainly ? CHECK ONE.
 - Grades I - III ()1-12
 - Grades IV - VI ()2
 - Grades VII - IX..... ()3
 - Grades X - XII..... ()4
8. Are you, or have you been a committee member in the Manitoba Teachers' Society, Winnipeg Division Association, Women's Local, Men's Local, Manitoba Educational Association, or similar education organization ?
 - Yes..... ()1-13
 - No..... ()2
9. During the school year September 1965 to June 1966, have you been engaged in any regular work for remuneration outside of your daily teaching position ?
 - Yes..... ()1-14
 - No..... ()2
10. Between July 1965 and June 1966, have you taken any course for University credit ?
 - Yes..... ()1-15
 - No..... ()2
11. How did you undertake your university (academic) training beyond Grade XII ?
 - By part-time study (summers and evenings)..... ()1-16
 - By full-time study..... ()2
 - By a combination of part-time and full-time study ()3
 - I have no University training beyond Grade XII ()4
12. In a normal teaching day, how much time do you spend on school work outside the hours of 8:30 a.m. to 4:30 p.m. ?
 - Nil..... ()1-17
 - 0 to 1 hour ()2
 - 1 to 2 hours..... ()3
 - 2 to 3 hours..... ()4
 - more than 3 hours..... ()5

SECTION B - YOUR PARTICIPATION IN IN-SERVICE PROGRAMS

1. Have you taken part in any in-service education program in the current school year ?
 - Yes..... () 1-20
 - No () 2

If "Yes", please answer questions 2 to 5.

2. In what subject areas did you participate ?
 - English..... () 1-21
 - Mathematics () 1-22
 - Science () 1-23
 - French, Latin, German, Ukrainian.... () 1-24
 - Physical Education..... () 1-25
 - Music..... () 1-26
 - Art () 1-27
 - Guidance () 1-28
 - Special Education () 1-29
 - Library..... () 1-30
 - Reading () 1-31
 - Cuisenaire..... () 1-32
 - Social Studies..... () 1-33
 - Administration () 1-34
 - Others (please specify)..... () 35
 -
3. Would you be interested in attending more sessions of a similar kind ?
 - Yes..... () 1-36
 - No () 2
4. In general, was your attendance
 - voluntary ? () 1-37
 - compulsory ? () 2
 - the result of some persuasion ? () 3
 - the result of strong persuasion ? () 4
5. Approximately how many hours will you have spent in in-service programs during the period July 1, 1965 to June 30, 1966 ? CHECK ONE.
 - None () 0-38
 - 1 to 5 () 1
 - 6 to 10 () 2
 - 11 to 15 () 3
 - 16 to 20 () 4
 - 21 to 25 () 5
 - 26 to 30 () 6
 - 31 to 35 () 7
 - 36 to 40 () 8
 - more than 40..... () 9

SECTION C - YOUR OPINIONS REGARDING IN-SERVICE PROGRAMS

1. Do you think that some form of continuing in-service education program is necessary for teachers ?
 - Yes..... () 1-40
 - No () 2
 - No opinion () 3
2. Should attendance at in-service programs be voluntary ?
 - Yes () 1-41
 - No () 2
 - No opinion () 3
3. In general, when is the best time for an in-service session ?
 - Between 4:00 p.m. and 6:00 p.m. () 1-42
 - In the evening () 2
 - Saturday morning () 3
 - Partly in school time, e.g. 3:00 p.m. to 5:00 p.m. () 4
 - Completely in school time () 5
 - Not at all..... () 6
4. What would you consider the most satisfactory length of a single in-service session ?
 - one hour () 1-43
 - two hours () 2
 - half day () 3
 - full day..... () 4
 - other (please specify) () 5
 -

5. Do you think that the use of television is a satisfactory method of presenting in-service education programs ?
- Yes () 1.44
No () 2
6. Should participation in in-service programs be recognized in the salary schedule ?
- Yes () 1.45
No () 2
No opinion..... () 3
7. Do you think that attendance at in-service programs should be required to qualify for annual salary increments ?
- Yes () 1.46
No () 2
No opinion..... () 3
8. Do you think that the accumulation of a certain amount of credit for attendance at in-service sessions should be considered the equivalent of university training for salary classification purposes ?
- Yes () 1.47
No () 2
No opinion..... () 3
9. In general, do you think that in-service education programs are effective enough to be useful to you in class teaching ?
- Yes () 1.48
No () 2
In a limited way () 3
No opinion..... () 4
10. Who should assume responsibility for leadership in the organization of in-service programs ?
Number IN RANK ORDER 1 to 6, using number 1 to indicate the one with the chief responsibility.
- Superintendent and his assistants () .49
Principals () .50
Special subject supervisors () .51
Committees of teachers () .52
The Winnipeg Division Association of the Manitoba Teachers' Society..... () .53
The University of Manitoba () .54
The Manitoba Department of Education () .55
Others (please specify)..... () .56
11. If in-service programs were conducted in school time, what would be the most satisfactory way to set teachers free to attend ? CHECK ONE.
- Provide substitute teachers () 1.57
Let other teachers double up classes () 2
Have principals or supernumerary teachers take over your class () 3
Dismiss the pupils..... () 4
Leave the pupils to work alone () 5
Other (please specify) () 6
12. Which of the following do you consider to be important problems associated with in-service education ? LIST IN RANK ORDER, leaving out any which are not considered significant problems.
- Lack of teacher interest () .58
Too many demands on teachers' time () .59
No credit for attendance () .60
Lack of long range planning..... () .61
Insufficient coordination in planning program () .62
Shortage of capable leaders () .63
Negative opinions regarding value of the program () .64
Poor quality of instruction () .65
Other reasons (specify)..... () .66
13. What, in your opinion, should be the main objectives of in-service programs ?
PLEASE NUMBER IN RANK ORDER.
- To eliminate deficiencies in the professional preparation of teachers () .67
To give help to teachers who are new in a school () .68
To help teachers undertaking a new level or field of work () .69
To promote the continuous improvement of instruction () .70
To assist in curriculum development () .71
To help teachers keep abreast of new developments in content and methods..... () .72
Other (please specify) () .73
14. Are there any further comments you wish to add regarding in-service education ?
-
.....
.....

THANK YOU FOR YOUR COOPERATION