

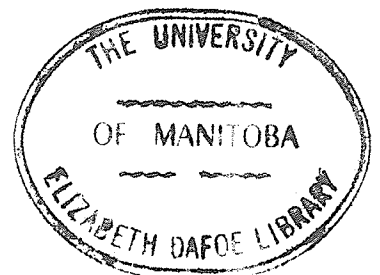
AN ANALYSIS OF THE ATTITUDES OF
TEACHERS IN THE WINNIPEG SCHOOL DIVISION NUMBER ONE
TOWARD THE PROGRAM OF EXTRA-CURRICULAR ACTIVITIES

A Thesis

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by
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ABSTRACT

The purpose of the study was to measure teacher attitudes toward the extra-curricular program in Winnipeg schools and to analyse these attitudes in terms of their relationship to different teacher characteristics.

A questionnaire was prepared and distributed to all teachers in the Winnipeg School Division No. 1. The fourteen hundred and thirty-three which were returned provided the data. The questionnaire solicited a response to each of the twenty-one statements about the extra-curricular program. In addition, each respondent was asked to provide biographic and demographic data.

Attitude scale data were factor analysed to generate four factors; these were named: 1) teacher involvement; 2) value of extra-curricular activities; 3) student participation; and 4) need for change.

To compare the responses from the various groups of teachers within each of ten established teacher classifications, a chi-square test for significant differences was calculated for each item in each of the factors that had been revealed.

In general, the teachers hold these attitudes:

- 1) that the extra-curricular program is a valuable part of the educational process;
- 2) that teachers should be involved in the program;
- 3) that all students should participate;
- 4) that organizational and administrative changes should be made to improve the program;

5) that teachers and students should share with administrators in "decision-making" for the program;

6) that some form of compensation should be given to teachers "heavily" involved in the program.

7) that payment for extra-duty would not be detrimental to student-teacher relationships;

8) that recreational sports should receive more emphasis than competitive sports.

As a result of the above findings, these recommendations are made:

1. The extra-curricular program in Winnipeg schools should be retained and should be given even more time, energy and expense than it has in the past.

2. The School Board, school administrators and the teachers should attempt to ensure the greatest possible teacher involvement.

3. Trustees, administrators, and teachers should make all possible attempts to secure the highest possible student participation in the extra-curricular program.

4. Administrative changes should be made so that more students and teachers are involved in planning, administering, and evaluating the extra-curricular program.

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This study would not have been possible without the assistance of a great many persons. The investigator is particularly indebted to the Winnipeg School Board, who made the study possible, and to the Winnipeg teachers who provided the data; to Mr. Ian Macdonald and Mr. Henry Esau, fellow researchers in the joint project of which this study is a part; and to Dr. J. W. Peach, Director of Graduate Studies in the Faculty of Education, for his direction and guidance.

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CHAPTER I

THE PROBLEMS, DEFINITIONS AND LIMITATIONS

I. INTRODUCTION

Introductory Statement

During the past several decades the extra-curricular programs have developed very rapidly in the schools of North America. In any typical Canadian school, and especially at the secondary level, a vast array of clubs, dramatic and musical performances, athletic teams, social gatherings, and assembly programs, can be found. In many cases, this part of the school program rivals the formal courses of study in making claims upon the interest and attention of some students, and in demanding the time and energies of some teachers.

Although a great deal of research effort has been invested in the academic concerns of schools, such as teaching devices and methods, classroom management and curricula, surprisingly little research has dealt with the various aspects of the extra-curricular program. A quick review of the factors which gave rise to the immediate problem makes obvious the importance of such research.

Importance of the Study

As early as 1966, representatives of the Winnipeg Teachers Associations, suggested to the Winnipeg School Board that consideration should be given to the extra work the extra-curricular activities imposed on some teachers. The teachers' conference committee suggested "a schedule

of allowances for supervision of extra-curricular activities," and "at the same time . . . pointed to an alternative remedy--released time during school hours for teachers with heavy extra-curricular programs."¹

Following the first suggestion that the extra-curricular program should be given special consideration, a number of other related questions also arose. For example: What activities could be defined as extra-curricular? Were extra-curricular activities necessary and valuable? Should sponsorship and coaching be considered part of the teachers' normal workload? Would extra pay for extra duties ultimately be detrimental to the extra-curricular program in the schools?

In addition to the differences of opinion which existed between teachers and school board members, differences within the ranks of the teachers became obvious as well. As one report put it, "There is an apparent split in the opinions in the ranks of the music teachers. . . ."² The same report suggested that in contrast to the physical education teachers at the secondary level, elementary teachers who also spent a vast amount of time in coaching and training tended to ". . . regard this as a 'labour of love' and were not too interested in obtaining financial compensation."³

While such differences in themselves suggested a need for this

¹E. M. Maguire, Report from the President; Winnipeg Teachers Association to Members of the Association and to Members of Council, December 18, 1967.

²Hugh Murray, Report of WTA Extra-Curricular Activities Committee, June 21, 1967.

³Ibid.

present study, further impetus was given to initiating it when problems arising out of misunderstandings over collective bargaining agreements caused the Winnipeg School Board and the Winnipeg Teachers' Association to agree to a study of the extra-curricular program in Winnipeg schools which could be carried out by a group of independent researchers.⁴

It is, then, to the problem of differences in teacher opinion toward the extra-curricular program that this particular investigation turns. In view of obvious differences of opinion among teachers, because of misunderstanding between teachers and trustees, and because of the need for a program in the schools that will be most beneficial to the students involved, this present study should serve a most worthwhile function.

II. THE PROBLEM

Statement of the Problem

The purpose of this study was:

- 1) to measure teacher attitudes concerning extra-curricular school activities and their value in the Winnipeg School Division; and
- 2) to analyse these attitudes in terms of their relationship to different teacher characteristics of the Winnipeg teacher population.

Questions Posed

Arising from these general statements of the problem are a number

⁴Winnipeg Free Press, January 22, 1969, p. 3.

of basic questions which structure the problem. Answers to the following questions were sought through the use of corresponding "null hypotheses" which were used in directing the analysis:

1. Are there differences between the attitudes of males and females toward the extra-curricular program and its values?
2. Do differences in attitudes relate to differences in marital status?
3. Is there a difference between the attitudes of those classified into different groups according to their specific responsibilities? (i.e., helping teacher, classroom teacher, librarian, etc.).
4. Is there a relationship between the attitudes held and the age of teachers?
5. Do elementary, junior, and senior high school teachers hold attitudes in common?
6. Do the number of years of academic and professional training a teacher has had relate to attitudes he has toward the extra-curricular program and its values? (i.e., considered in terms of classification on the salary scale).
7. Is there a relationship between attitudes and grade being taught?
8. Is there a relationship between the total years of teaching experience and attitudes?
9. Is there a relationship between the number of years a teacher has taught at his present school and the attitudes he has toward the extra-curricular program?

10. Is there a relationship between teachers' involvement in extra-curricular activities and their attitudes of the program and its values?

III. DEFINITIONS AND DELIMITATIONS

Attitudes. The following definition, stated by Guilford, applies in this study:

An attitude is a disposition a person has to favour or not to favour a type of social object or social action. Social objects include such things as institutions-- . . . [the extra-curricular program] . . . Customs, . . . [such as coaching or sponsoring] are considered a kind of social action.⁵

Factor. The term factor refers to a grouping of related items from the attitude scale, arranged by means of factor analysis.

Schools. A "school" is one of the seventy-nine schools which form part of the Winnipeg School Division No. 1.

Extra-curricular Activities. The term "extra-curricular activities" includes "all those activities of pupils which are carried on under the control and guidance of the school in addition to or other than regular classroom activities."⁶

Coaching or Sponsoring. The guidance and instructional duties of teachers in connection with such extra-curricular activities as athletic

⁵ J. P. Guilford, Personality (New York: McGraw-Hill Company, Inc., 1959), p. 223. Bracketed information added by researcher.

⁶ J. Minor Gwynn, Theory and Practice and Supervision (Toronto: Dodd, Mead and Company, 1961), p. 157.

events, music and drama, publications, social events, student government, club activities, field activities and tours, are designated coaching or sponsoring responsibilities.

Routine Supervision. The out-of-class duties of teachers to maintain order and general oversight of students in such areas as the lunchroom, playground, or library are referred to as routine supervision.

IV. LIMITATIONS OF THE STUDY

Data

Although an attempt was made to gain data from the total population, the timing was not particularly opportune, and year-end extra duties probably kept a number of teachers from answering a questionnaire which would have provided those data. Of the twenty-three hundred questionnaires sent out, fourteen hundred and thirty-three were completed for use in this study.

Instrument

Another possible limitation relates to the instrument used, i.e., a twenty-one item attitude scale. Likert-type scales like the one used in this study, are based on the assumption that expressed opinions are accurate indicators of attitude. However, in any study of attitudes there is an apparent tendency for people to answer such items the way they feel they ought to be answered.

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II contains a review of the literature which deals with methods of studying attitudes, and more particularly, to studies related to the topic of extra-curricular activities. The instrument, the population, and the research methodology are topics discussed in the third chapter. In Chapter IV the results of the factor analysis are recorded. These provided the study with a degree of parsimony by grouping the items of the attitude scale into four basic composite attitudes for purposes of analysis. The results of the comparative analysis of attitudes are presented in Chapter V, and the summary, conclusions and recommendations form the concluding chapter of the thesis.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

The purpose of this chapter is to survey the related literature so that current opinions commonly held in regard to extra-curricular activity programs can be identified. These opinions of the wider educational community will serve as the criteria against which the opinions of Winnipeg school teachers can be evaluated. The literature cited also deals with studies where the methodology is similar in nature to that of the present study. Special attention is given to research concerned with the measurement and comparisons of attitude.

II. NATURE OF EXTRA-CURRICULAR ACTIVITIES

Descriptive Terms

The shift in titles by which the extra-curricular program has been designated during the history of its existence discloses some of the opinions that educators have had concerning it. Recognizing that the curriculum should include all of the learning experiences that the school provides for its students, some schools have chosen the terms "co-curricular" or "inter-curricular,"¹ while others prefer "extra-class."²

¹A. W. Reeves, et. al., Educational Administration: The Role of the Teacher (Toronto: MacMillan Company of Canada Ltd., 1962), p. 208.

²Ivan Linder and Henry Gunn, Secondary School Administration: Problems and Practices (Columbus, Ohio: Chas. E. Merrill Books Inc., 1963), p. 78.

Williams³ suggests that inasmuch as education is an instrument of social action that attempts to equip youth to become effective members of society, schools should provide an organized "student activity program" that emphasizes social and personal goals as a reinforcement to educational objectives. He suggests that such a program does not imply emphasis on formalized student affairs, but rather the concern is with small-group activities, good teacher-student relationships, and scheduled events that enrich the life of each student.

After suggesting that an activity may be classified as a student activity if "it is voluntarily engaged in, if it is approved and supervised by a member of the professional staff, and if it carries no credit toward promotion, certification, or graduation,"⁴ Frederick classifies all such activities as "the third curriculum." He states that such a designation puts this important part of American education in its proper context.

"Extra-curricular," however, is still the usual term and its meaning is clear enough: the activities thus described do take place outside of the regular, prescribed program of the school.

Values of Extra-curricular Activities

Educators have recognized that some of the goals of education are achieved more readily through extra-curricular activities than through

³Stanley Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, 1964), p. 341.

⁴Robert W. Frederick, Student Activities in American Education (New York: The Center for Applied Research in Education, Inc., 1965).

the regular curriculum. One early study classifies the values of group activities into four principal categories: 1) developmental, to give satisfaction of basic needs, social aspects, emotional aspects, attitudes, vocational values, aesthetic values and knowledges and skills; 2) diagnostic, to provide opportunities for studying individuals for self-diagnosis; 3) therapeutic, to develop new habit patterns and self-reliance, make students aware of problems; and 4) group, to develop group morale and spirit.⁵

More recently, Satlow⁶ emphasizes the value of extra-curricular activities as a means of self-discovery. He surmises that activities provide the student with ample opportunities for exploring facets of his personality which would either be overlooked in the mad rush of things in the classroom or would lie fallow because of the impersonal relationships of the classroom situation. Other values he discusses include: experiencing success, democracy at work, reinforcement of learning, informal learning, leadership, and intelligent "followership."

Satlow also makes the point that through participation in extra-curricular activities students learn "to give themselves for others." Furthermore, in the informal setting of the activities program, students get to see their teachers in a new light. As a result, a new image of the teacher emerges, one that leads to a better rapport between the teacher and the students.⁷

⁵Ruth Strang, Group Activities in Colleges and Secondary Schools (New York: Harper Brothers, 1941), pp. 14-29.

⁶David Satlow, "The Values of Extra-curricular Activities," Business Education World (46: 15-18, Spring, 1965).

⁷Ibid.

Supporting this view is the contention by Reeves, et. al.,⁸ that extra-curricular activities encourage better understanding of the students by the teachers through working in a situation less formal than the classroom. They also emphasize that the program can train students in better use of leisure time.

Speaking from the perspective of the elementary school administrators, Reavis, et. al.,⁹ suggest that extra-class activities may possess even greater values for elementary school pupils than for pupils in the secondary school. Just as earlier grades prepare pupils for the formal work of higher grades, so does participation in the extra-curricular activities prepare the pupil for assumption of responsibility in the secondary period. In other words, extra-class activities must be conceived in relation to socialization.

Certainly these values claimed for extra-curricular activities constitute a strong argument for an extra-curricular program sponsored and directed by the school staff.

Types of Extra-curricular Activities

The activities found in the school should provide for student growth in the areas already suggested by the values of the programs, and should also supplement the classroom instructional program. The possible activities fall into seven general categories:

⁸ Op. cit., p. 209.

⁹ W. C. Reavis, et. al., Administering the Elementary School (New York: Prentice-Hall, Inc., 1954), p. 132.

1. Athletics, both interscholastic and intramural;
2. Literary, such as the school newspaper and yearbook;
3. Academic Clubs;
4. Hobby Clubs;
5. Fine Arts;
6. Social Events;
7. Student Government.¹⁰

One of the most frequently criticized student activity programs is athletics. Not only is the public sometimes skeptical of the value of the athletic program, but occasionally both teachers and students apparently doubt its values. Perhaps the biggest criticism is levelled at competitive sports, and more particularly, interscholastic events. For example, in 1960, following a comprehensive study of the educational programs offered in junior high schools, Conant issued a report which included the following recommendation:

Interscholastic athletics and marching bands are to be condemned in junior high schools: there is no sound educational reason for them and too often they serve merely as public entertainment.¹¹

Linder and Gunn¹² suggest that perhaps the over abundance of trained coaches in some areas helps explain why, in spite of logic and considerable opposition by administrators, competitive contact sports

¹⁰This is a summary of categories suggested by a number of previously quoted authors, e.g., Frederick, Reavis, Reeves, Williams.

¹¹James B. Conant, A Memorandum to School Boards: Recommendations for Education in the Junior High School Years (Princeton, N.J.: Educational Testing Service, 1960), p. 42.

¹²Op. cit., p. 90.

are creeping into high schools.

However, competitive interschool athletics are justified on several grounds, and especially for the secondary school. Williams¹³ considers both interscholastic and intramural athletics worthy of promotion but implies that the staff should not neglect the inherent threat of their being over-emphasized.

III. ORGANIZATION AND ADMINISTRATION OF ACTIVITIES

Principles Underlying the Program

To be incorporated effectively into the curriculum, the program of extra-curricular activities should be based on carefully considered principles which can also serve as criteria for both regular and periodic evaluation of the activities. Linder and Gunn summarize the principles mentioned most often in the literature:

- 1) The organization should have a worthy purpose which provides the chief unity of the group.
- 2) Activities of the group should contribute to the growth of its members.
- 3) It should attract sufficient student membership to warrant its continuance.
- 4) The organization should be democratically operated.
- 5) It should contribute some service to the school and to the students.¹⁴

Reavis, et. al., add the following principles as they relate to the elementary school:

¹³Op. cit., p. 350.

¹⁴Op. cit., p. 79.

- 1) Pupil activities should be directly related to classwork.
- 2) They should be related to future as well as current daily living.
- 3) Intrinsic values should be given more weight than tangible awards.¹⁵

Organization Needed

The organization required to carry out the extra-curricular program will depend on the size of the school, the extent of the program and the personnel involved. Consequently there is great diversity in organizational structure and wide ranging opinions as to what system works best. Reeves, et. al., suggest that whatever type of organization is used the following points should be kept in mind:

- 1) As many teachers and students as possible should be involved in administration of the program.
- 2) The supervisory load should be divided as evenly as possible among staff members.
- 3) Lines of authority should be clearly defined and understood.
- 4) There should be opportunities for students to plan, make decisions, and accept responsibility without too much interference from the administration of the school.¹⁶

Administration and Supervision

The administration of the extra-curricular program affords a good opportunity to apply the democratic principle that those who are to be affected by decisions should have some opportunity to participate in the deliberations that lead to those decisions. Most of the literature suggests that this means both teachers and students should be involved in planning

¹⁵Op. cit., p. 134.

¹⁶Op. cit., p. 215.

and carrying out the program. Jacobson, et. al., state that "a planning body representative of the interested groups--teachers, students, and community--needs to be organized to advise the Board of Education regarding policies for extra-curricular programs."¹⁷

Within the school, however, it is the principal who has the final responsibility and authority to make or approve decisions. In applying the democratic principle to the extra-curricular program, he may delegate authority and responsibility to teachers or students, but they are still subject to his direction and control.¹⁸

Many larger schools apparently appoint an activities director who gives full time or considerable time to the general supervision of the total activity program. But again, the principal must accept the overall responsibility for the entire program.¹⁹

Participation in Activities

One of the administrative problems in connection with extra-curricular activities is to secure participation of students who can profit from them and to enlist teachers who can sponsor or coach them.

Student participation. Several studies indicate that although the extra-curricular program can have commendable educational values that are not always found in the regular classes, in many schools only about one-half

¹⁷Paul B. Jacobson, et. al., The Effective School Principal (2nd edition), (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954), pp. 316-17.

¹⁸Reeves, et. al., Op. cit., p. 211.

¹⁹Paul E. Elicker, The Administration of Junior and Senior High Schools (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 69-70.

of the students participate in the activities.²⁰ A definite relationship exists, however, between the size of the school and the amount of student participation. In his study, Kleinert²¹ found a striking decrease in student involvement in the activity programs of larger high schools as compared with those of smaller schools. In the larger schools studied, an average of 32 per cent of the students participated in one or more activity, whereas 76 per cent did in the small schools and 49 per cent did in the medium-sized schools. Wicker reports similar results from a number of studies of the same sort.²²

Perhaps at least partial solutions to the problem of lack of student participation can be found in the following suggestions and observations from the writers already cited:

- 1) Make sure that the activities appeal to as many pupils as possible.
- 2) Involve students in the organization, administration and development of the activity program.
- 3) Relate the activities to the needs of everyday life to ensure greater student participation.
- 4) Divide large schools into several sub-schools. This is frequently called "schools-within-a-school" or the "house plan."
- 5) Publicize activities and the activity program.
- 6) Allow credit toward graduation.
- 7) Give letters, awards, certificates or prizes based on participation.

²⁰Reeves, et. al., Op. cit., p. 217.

²¹John E. Kleinert, "Effects of High School Size or Student Activity Participation," N.A.S.S.P. Bulletin, March 1969, pp. 36-37.

²²Allan W. Wicker, "School Size and Students Experiences in Extra-Curricular Activities," Educational Technology, May 1969, pp. 44-46.

Suggestions such as these from educators and researchers in education illustrate their concern about student involvement in this important part of the school program.

Teacher participation. A successful extra-curricular program requires the active leadership and participation of teacher sponsors and coaches. The attitude and enthusiasm of the staff toward the extra-curricular program will largely determine its success or failure.

Reeves, et. al.,²³ suggest two reasons why teacher involvement in extra-curricular activities is imperative. First, teachers must maintain control and direction to ensure that the activities are properly and reasonably conducted. Second, students need encouragement and help if the activities are to be worthwhile in terms of the stated objectives and values of the activity program. The same writers also contend that generally acceptance by the teacher of a sponsorship role is voluntary, but "teachers should consider it part of their responsibility to participate in this phase of school activity."²⁴

In his 1959 study of extra-curricular activities in the Winnipeg School Division, Walker found that Winnipeg Superintendents agreed with this point of view when they reported:

Teacher participation in the sponsorship and direction of some part of the extra-curricular program is vital to its success and is an integral part of the duties of every high school teacher.²⁵

²³Op. cit., p. 215.

²⁴Ibid.

²⁵Lewis E. Walker, "A Study of the Effects of the Extra-Curriculum on Achievement of Desirable Objectives of Education in Some Winnipeg Junior and Senior High Schools," (Unpublished Master's Thesis, The University of Manitoba, Fort Garry, Manitoba, 1959), p. 60.

Teachers, however, apparently are not always in agreement with this contention. The editor of School Activities observes that teachers now often seem more concerned with "how much money are we going to get?" for participating. He suggests that they are drawing straws to see "what you get stuck with" whereas they should be holding precious the opportunities to reach their students through programs they believe to be significant in the lives of youngsters today.²⁶

While this may not be true of the majority of teachers, the extra load that the extra-curricular program has placed on some teachers has raised many questions about how much teachers should be expected to participate. Summarizing the findings of other researchers, Kratzman concluded that often teachers of physical education, English, science and the fine arts tended to do, or were asked to do, more than their share of coaching and sponsoring. Consequently, one of two methods has emerged as the means of recognizing the extra efforts of teachers:

- 1) Extra pay for extra effort
- 2) Reduction of a regular teaching load.²⁷

Following his own study of extra-curricular activities in some Alberta schools, Kratzman recommended the second of the two methods: "the relief for a heavily burdened sponsor should take the form of a reduction in regular classroom teaching duties."²⁸

²⁶Clark R. Gilbert, School Activities (37: 2-3, November, 1965).

²⁷Arthur Kratzman, "A Descriptive Survey of the Extra-curricular Programs of the Composite High Schools of Alberta," (Unpublished Master's Thesis, University of Alberta, Edmonton, Alberta, 1958).

²⁸Ibid., p. 89.

Walker found that only two of the eight Canadian school systems in his survey reported time compensation for sponsors, and only one reported extra pay allowances. Eight of the eleven American school systems questioned reported a regular pay allowance.²⁹

More recently, Williams³⁰ reports an extensive survey by Crofts Publications which shows that three out of four American school districts give extra pay for different kinds of extra work. Of the 132 districts in 42 states reached, 28 districts, or 21.2 per cent, granted no extra pay for work except for coaching. The remaining 104 districts, or 78.8 per cent, did grant extra pay for extra work.

While the practice of giving extra pay for extra work is as yet limited in Canada, it would seem that more and more pressure is being exerted by teachers' organizations to adopt the method. Caution is suggested by McClain, however, whose studies led him to believe:

. . . that once a practice of extra pay is begun, it is almost certain that it will, in time be extended both as to amounts paid and to the number of persons receiving it, all of which add particular importance to the necessity of careful study by any school district before a practice or policy of extra pay for extra-curricular activities is initiated.³¹

At any rate, it would seem most important that the opinions and attitudes, not only of school board members, but of all those closely associated and involved with the practice of education be known. Especially is this true if the democratic principle is followed, i.e., that

²⁹Op. cit., p. 52.

³⁰Op. cit., p. 356.

³¹Warren J. McClain, "Extra Pay for Extra Work," National Association of Secondary School Principals Bulletin (42: 84-88, March, 1958).

those who are affected by decisions, either for change or for resistance to change, should have some opportunity to participate in the deliberations which lead to those decisions.

IV. METHODS OF OBTAINING AND ANALYSING DATA

As suggested by the foregoing review of literature, information concerning types of student activities and concerning methods of organization and administration for maximum participation in the extra-curricular program, has been obtained through a number of different methods. In addition to using surveys to establish what practices are actually in existence, some researchers have also sought to determine the opinions and attitudes of those involved toward their particular program. Attitudes of school board members, of administrators, of teachers, of students, and of the supporting public have all been studied in attempts to evaluate from different perspectives various functions of the school.

Since the present study deals with teachers' attitudes toward an existing program, a number of studies with similar intent are reviewed here because they set precedent for the methodology used in this research.

Questionnaires

Most studies dealing with attitudes of school personnel have employed some kind of questionnaire as the basic measuring device. As a rule, questionnaires have been designed for a particular situation, but a few standardized tests are also available. For example, Barck³² adapted

³²Philip Harry Barck, "Teacher Attitudes Toward Self-Appraisal," (Unpublished Ed. D. Thesis, University of Arizona, 1969).

the Minnesota Teacher Attitude Inventory for his study of teacher attitudes toward self-appraisal. Sullivan³³ used the Florida Scale of Civic Beliefs in his study of the attitudes of school board members and superintendents in Oklahoma schools.

Factor Analysis

In his comparative study of attitudes of community college academic staff, Melone³⁴ sought to determine if the backgrounds and attitudes were those that organizational theorists contend should characterize the staff in organizations which are capable of change. Included in the study was a principal component analysis which classified the fifty-nine colleges into five different types which were subsequently identified and described.

Contingency Tables and Chi-square

Probably the most commonly used device to analyse the data once they have been gathered is the chi-square statistic. Characteristic is the study of the attitudes of teachers in St. Louis county, Missouri. Oker³⁵ included a demographic inventory in the questionnaire that he mailed to teachers. Eight hundred and fifty chi-squares were computed to test for significant influence of the items in the demographic inventory on the

³³L. M. Sullivan, "A Study of the Attitudes of School Boards and Superintendents and their Relationship to Innovation in Selected Oklahoma Schools," (Unpublished D. Ed. Thesis, University of Arkansas, 1969).

³⁴Rudolph J. Melone, "A Comparative Study of Backgrounds and Attitudes of Community College Academic Staff," (Unpublished Ph. D. Thesis, University of California, Berkeley, 1969).

³⁵Robert Lee Oker, "A Study of the Attitudes of Teachers in St. Louis County, Missouri, School Districts Toward Negotiation," (Unpublished Ph. D. Thesis, St. Louis University, 1968).

attitudes of teachers toward negotiation. Sullivan's³⁶ data were also analysed for significant differences by the use of the test of chi-square, as were Swan's³⁷ and Campbell's.³⁸

Another recent study that sets precedent for a comparison of teachers' attitudes is that done by Williams³⁹ in Colorado. This study involved a comparison of faculty attitudes toward the stated purposes of the community college. The questionnaire used solicited a response of strongly agree, agree, disagree or strongly disagree to each of forty stated purposes. In addition, demographic information regarding each respondent was called for. The statistical analysis included a chi-square test of independence to determine if significant differences existed in the response distributions when the teachers were classified in different ways.

Contingency Coefficient

In addition to testing for significant differences in terms of chi-square, Clark⁴⁰ added one step in his analysis when he applied the

³⁶Op. cit.

³⁷H. A. Swan, Jr., "Attitudes of Secondary School Students in Iowa," (Unpublished Ph. D. Thesis, State University of Iowa, 1968).

³⁸C. Eugene Campbell, "Oklahoma's County Commissioners' Attitudes Toward the Use of Area Specialized Agricultural Extension Agents," (Unpublished Ph. D. Thesis, Oklahoma State University, 1968).

³⁹James Walter Williams, "A Comparison of Faculty Attitudes Toward Stated Purposes of the Community College," (Unpublished Ed. D. Thesis, Colorado State College, 1969).

⁴⁰Andrew Kinlock Clark, "An Inquiry into the Educational Problems of the Adolescent Dependents of Military Personnel," (Unpublished M. Ed. Thesis, University of Manitoba, 1966).

contingency coefficient to the contingency tables on which significant differences were observed. In this way he was able to determine the extent of the relationship which existed among the variables included in the table.

No doubt other methods and procedures have been used, but it would appear that the methods most commonly employed in studies designed to measure and compare attitudes are those that have been mentioned here.

V. SUMMARY

The review of literature in Chapter II has revealed educators' commonly held opinions and concerns about various aspects of extra-curricular programs. From this the following generalizations emerge:

- 1) The extra-curricular program is an extremely valuable part of the educational process.
- 2) Activities of the extra-curricular program take place outside of the regular, prescribed program of the school and should be emphasized as a reinforcement to educational objectives.
- 3) Of the many types of extra-curricular activities offered in schools, probably the most frequently criticized is athletics. Particular opposition has been voiced about the over-emphasis placed on competitive sports, an emphasis which sometimes takes precedence over the simply "recreational" athletic activities.
- 4) The extra-curricular program should be organized so that as many leaders and students as possible can be involved in planning and administering the program.

- 5) Although student participation should be voluntary, the extra-curricular program should be organized and promoted in the manner that will attract the largest number of participants.
- 6) Since teacher involvement is essential for the functioning of a good extra-curricular program, teachers should be encouraged to participate voluntarily. Furthermore, they should be compensated in some way for the time they spend as coaches or sponsors.

The review has also shown some of the instruments and methodologies that have been used to gain data concerning the attitudes of individuals involved in such activities as the extra-curricular program offers. The questionnaire, including demographic information and an attitudinal scale, as well as such statistical treatment as factor analysis, chi-square tests of independence, and the contingency coefficient have all been used in some of these studies and they also form the basis for the methodology of the present research.

The research questions, posed in Chapter I, are now restated in the form of null hypotheses which were tested in this study:

- H0:1 There is no significant difference between the attitudes of male and female teachers.
- H0:2 There are no significant differences among the attitudes of single, married, or divorced, widowed and separated teachers.
- H0:3 There is no significant difference between the attitudes of regular classroom teachers and those of special teachers.
- H0:4 There are no significant differences among the attitudes of

teachers in different age groups, i.e., under thirty, thirty-one to forty-five, and forty-six years and over.

- HO:5 There are no significant differences among the attitudes held by teachers in predominantly elementary, junior high, or senior high school settings.
- HO:6 There are no significant differences among the attitudes of groups of teachers having more or fewer years of academic and professional training.
- HO:7 There are no significant differences among the attitudes of those teaching at different grade levels.
- HO:8 There are no significant differences among the attitudes of teachers with few or many years of teaching experience.
- HO:9 There are no significant differences among the attitudes of teachers with few or many years teaching at their present school.
- HO:10 There is no significant difference between the attitudes of teachers who are coaching or sponsoring and the attitudes of those who are not.

The following chapter describes the methods used in the process of testing these null hypotheses.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the research methodology of the study is presented. Included is a discussion of the instrument developed to gather the data, and a description of the population from which the sample was drawn. The organization of the study and the treatment of the data are also explained.

I. COLLECTING THE DATA

Instrument

To collect the necessary data for this study a questionnaire was designed to provide sufficient information to satisfy the needs of the larger study of which this is a part. The instrument was prepared after considerable relevant information had been gained through interviews with students, teachers, and principals in Winnipeg schools. It was, furthermore, subjected to rigorous scrutiny by representatives from the Manitoba Teachers' Society, the Winnipeg Teachers' Association and the Winnipeg School Board, who reviewed the questionnaire in its various stages of development and offered their criticisms, suggestions and comments.

Finally, the instrument was pretested at a suburban high school where approximately thirty teachers responded to the form and offered comments concerning its length, clarity and scope.

The parts of the questionnaire (Appendix A) which pertain most directly to this study are section "A", which provides information concerning teacher characteristics, such as age, sex, and experience, and

section "C", which measures the expressed attitudes of these teachers. Section "B" provides information about the extra-curricular workload of teachers.

Because of the large population and because of the extensive nature of the questionnaire, the instrument was prepared in such a way that the data could be readily transferred to computer data cards for processing.

Population and Sample

The questionnaire was delivered to each of Winnipeg School Division's seventy-nine schools. An attempt was made by the researcher to establish rapport with as many principals as possible so that they in turn would encourage their teachers to complete the questionnaire and to return it again for processing.

The sample was smaller than the actual number of respondents. This was because some questionnaires were either mutilated or only partially completed and because others were returned after the data had been processed. Table I establishes the source of the data used.

II. ORGANIZATION OF THE STUDY

Basic Assumptions

The major assumption of this study was that the responses of teachers to the questionnaire would reveal the true attitudes of the teachers toward the extra-curricular program. It was also considered probable that specific teacher characteristics would determine to some

TABLE I
TEACHER RESPONDENTS IN THE WINNIPEG SCHOOL DIVISION NO. I

Teacher Questionnaire Data	Totals
Actual teaching population (as of December 1968)	2344
Teachers not returning in September 1969	287
Questionnaires sent out	2300
Questionnaires returned	1532
Unusable questionnaires	88
Usable questionnaires	1444
Questionnaires used in data runs	1433
Questionnaires returned after data processed	11

extent the attitudes teachers might have.

Teacher Attitudes

The major attitude measuring device employed was a twenty-one item Likert-type scale designed to measure the opinions teachers have toward the extra-curricular program in Winnipeg schools.

This type of instrument seeks to measure attitudes by calling for responses to a series of statements in terms of five possible categories. In this case the choices include "Strongly Agree," "Agree," "No Opinion," "Disagree" and "Strongly Disagree."

Likert-type scales are based on the assumption that expressed

opinions are accurate indicators of attitude. As Guilford points out, they are "not always accurate indicators, but when expressed under appropriate circumstances, opinions can be expected to correlate highly with attitudes."¹

Since this study was prompted by the teachers themselves and sponsored by the School Division, and because anonymity was assured, it was assumed that appropriate conditions did exist when the questionnaire was given and that the results do, in fact, reveal the attitudes of the teachers.

Teacher Classifications

The respondents were classified in ten different ways for this study. The purpose of these classifications was to establish teacher characteristics that might possibly be determiners of the particular attitudes being studied. The following classifications were used:

- 1) Sex;
- 2) Marital status;
- 3) Responsibility;
- 4) Age;
- 5) Type of school;
- 6) Salary scale classification;
- 7) Grade taught previously;
- 8) Total teaching experience;
- 9) Teaching experience at present school;
- 10) Participation in sponsoring or coaching.

¹J. P. Guilford, Personality (New York: McGraw-Hill Co., Inc., 1959), p. 223.

Several of the categories included in the various classifications of teacher characteristics on the original questionnaire were regrouped for purposes of analysis (Appendix C).

III. ANALYSIS OF THE DATA

The procedures used in this study were for the purpose of measuring and comparing the attitudes of different groups of teachers. The purpose was to see, for example, if the attitudes of the male teachers differed significantly from those of the female teachers, if attitudes of the group of younger teachers differed significantly from those of the group of older teachers, and so on.

Preparation for Comparison

The number of categories which the questionnaire provided was reduced to make the analysis easier and simpler. For example, the five original categories in the "marital status" classification were reduced to three because of the small number of entries in the categories of separated, divorced, and widowed.²

Data from the attitude scale also called for further organization. Since a number of items simply provided another shade of meaning to the same basic idea, a grouping of items of the same attitude was necessary. Factor analysis, "a method of finding the common element or elements that underly a set of measures,"³ was the statistical tool used to

²Appendix B gives a tabulation of responses on the original questionnaire and Appendix C indicates the extent of regrouping for this particular study.

³Claire Selltitz, et. al., Research Methods in Social Relations (revised) (New York: Henry Holt and Co., 1960), p. 379.

accomplish this grouping. The principal axis method was employed and the results of this procedure are presented in Chapter IV of this thesis.

Method of Comparisons

To test for significant differences among the different teacher groups, response distributions within each of the ten classifications were compared for each item of the attitude scale. These distributions were tested by the chi-square statistic,⁴ which was used with a 0.05 per cent level of significance. Because some of the contingency tables had cells containing small frequencies, Yate's correction formula was used for all chi-square calculations.

In addition to chi-square, the contingency coefficient was chosen as a means of determining the extent of the relationship between related variables. It was particularly suitable because it "provides a measure of correlation when each of the two variables under study has been classified into two or more categories,"⁵ and because it is readily computed from chi-square. Furthermore, "C" is significant when the chi-square value is significant.

The results of these procedures are reported in Chapter V. They are presented in terms of the factors or composite attitudes that emerged from the factor analyses. In the following chapter procedures and results of the factor analysis are described. This analysis structures the discussion of the comparison of attitudes measured by the attitude scale.

⁴The following was used as the source for all statistical calculations: Henry E. Garrett, Statistics in Psychology and Education, 6th ed. (New York: David McKay Co., Inc., 1966).

⁵Ibid., p. 392.

CHAPTER IV

ANALYSIS OF THE ATTITUDE SCALE

Responses to the items of the attitude scale were factor analysed using the principal axis model. This chapter describes the results of this procedure. It furthermore presents the results of the attitude scale when all respondents were treated as one group.

I. FACTOR ANALYSIS

Purpose .

Although twenty-one items were incorporated in the attitude scale, no one item seemed to be completely independent. In fact, several groups of inter-related ideas were apparent.

Rather than arbitrarily selecting certain items from the attitude scale as typical of specific attitudes, and rather than analysing the responses to each item as if the item were independent of all others in the scale, the researcher performed a multiple factor analysis. In addition to avoiding the arbitrary selection of variables, "the factor analytic technique provides a method of determining both the degree of association between the variables and the essential entities among the influences under study."¹

Results

The results of the factor analysis are reported in Table II. Only

¹Joseph Hill and August Kerber, Models, Methods, and Analytical Procedures in Educational Research (Detroit: Wayne State University Press, 1967), p. 460.

TABLE II

ROTATED FACTOR MATRIX OF TWENTY-ONE VARIABLES ON FOUR DIMENSIONS**

Variable	Factor I	Factor II	Factor III	Factor IV	Communalities
Percent of Variability	22.2	13.8	6.5	5.5	
Item 6	*67	-04	38	12	60
Item 15	*63	-10	14	37	56
Item 13	*59	22	14	17	44
Item 11	*49	46	19	-05	49
Item 8	19	*75	-18	05	63
Item 9	-09	*74	05	16	58
Item 21	10	*71	-14	27	61
Item 16	-04	*63	00	37	54
Item 2	17	-12	*77	09	65
Item 1	18	00	*70	-02	52
Item 3	08	-12	*69	20	53
Item 5	34	-05	*61	17	52
Item 4	31	-00	*57	13	43
Item 7	-29	21	*47	23	41
Item 10	-24	28	*35	12	27
Item 19	17	02	16	*67	50
Item 18	09	19	08	*64	46
Item 20	-07	19	03	*63	44
Item 17	05	05	31	*49	34
Item 12	15	22	06	*44	27
Item 14	26	12	11	*40	26
Cumulative Percent of Variability	22.2	36.0	42.5	48.0	

* Denotes the largest loading for each variable.

** Decimal points have been omitted.

those factors which consisted of clustered sets of variables which accounted for more than 5 per cent of the variability were retained.

The analysis of the data revealed four factors which account for 48 per cent of the variability. While all other items loaded heavily on at least one of the four factors, item ten, which suggests a need for full-time physical education teachers, did not load high on any. It might be thought of as having a more general relationship to all four factors.

Description of Factors

The item components of the four factors along with a summary statement of the idea contents are given in Appendix D. The factors as named are: 1) teacher involvement; 2) value of extra-curriculum; 3) student participation; and 4) need for change.

Teacher Involvement. The items which load on this factor appear to be concerned primarily with teacher participation in the extra-curricular program.

In summary, this Composite Attitude is "the importance of voluntary teacher involvement in the extra-curricular program."

Value of Extra-curricular Activities. In some respects, the contents of this factor are similar to those of the first factor. However, the emphasis is quite different. In the first item-grouping teachers' professional responsibilities are emphasized as they relate to matters of teacher-student relationships, and to the amount of time teachers should spend on extra-curricular duty. This factor is concerned directly

with the extra-curricular program itself, whether it should be abolished, or given less emphasis, or whether it should function without teacher sponsors, with teacher aids or other auxiliary personnel.

Student Participation. This third factor appears to isolate those variables which deal with the importance of student involvement in the extra-curricular program. The importance of a good program that will benefit the students to the greatest extent is emphasized. A summary of the ideas contained in this factor stipulates "the importance of the extra-curricular program and of student involvement in it, and the need to extend the program qualitatively and quantitatively."

Need for Change. The three items with the highest loadings here appear to reflect the need to "flatten" the traditional organizational structure so that more students and sponsors can be included in the decision-making for the extra-curricular program. The other basic idea loaded on this factor concerns the need for content changes in the program.

In summary, this Composite Attitude reflects the "need for change in content and methods of organization and administration of the program."

II. ATTITUDE SCALE RESPONSE DISTRIBUTIONS

The distribution of responses for the total sample to the items of the attitude scale are reported in Table III. The Strongly Agree and Agree columns have been added together as have the Strongly Disagree and Disagree columns. A discussion of the observations will be structured

TABLE III
SUMMARY OF TOTAL SAMPLE AGREEMENT OR DISAGREEMENT BY NUMBER AND
PERCENTAGE TO ITEMS OF THE ATTITUDE SCALE

	Agree	No Opinion	Disagree
6. Teachers should devote time to extra-curricular activities as part of their professional responsibilities.	631 44.1	215 15.0	521 36.4
15. To "share the load" teachers should volunteer for extra-curricular activities.	715 49.9	266 18.6	386 27.0
13. There should be a minimum amount of time all teachers are expected to devote to extra-curricular activities.	580 40.4	205 14.3	593 41.4
11. If teachers were paid for participation in extra-curricular activities, it would adversely affect their relationship with the students.	184 11.8	312 21.8	887 61.2

8. Too much emphasis is placed on extra-curricular activities.	239 16.6	276 19.3	843 58.8
9. Sponsorship and coaching of extra-curricular activities should be the job of teacher's aids and other auxiliary personnel.	425 29.7	276 19.3	661 46.1
21. The extra-curricular program should be abolished.	56 3.9	181 12.6	1119 78.1
16. Student extra-curricular activities should be carried on without teacher sponsors.	237 16.6	242 16.9	884 61.7

2. Extra-curricular activities are a vital factor in the education process.	1213 84.6	73 5.1	99 6.9

TABLE III
(CONTINUED)

	Agree	No Opinion	Disagree
1. All students should be involved in at least one extra-curricular activity.	1087 75.8	88 6.1	214 14.9
3. The scope of extra-curricular activities should be increased.	690 48.2	326 22.7	359 25.1
5. Training in sponsorship of extra-curricular activities should be part of the modern teacher's education.	949 66.2	223 15.6	201 14.0
4. Extra-curricular activities are most important because they create good teacher-student relationships.	933 65.1	187 13.0	257 17.9
7. There should be some form of compensation given to teachers heavily involved in extra-curricular activities.	1196 83.5	101 7.0	94 6.5
10. There is a need for full-time physical education teachers.	1273 88.8	51 3.6	63 4.4
19. Decisions on the extra-curricular program should be the responsibility of a special committee involving the principal, staff and students.	1047 73.1	220 15.4	100 6.9
18. Student councils should take more responsibility for the extra-curricular program.	800 55.9	405 28.3	148 10.4
20. Sponsors for extra-curricular activities should not be assigned by the principal.	849 59.3	323 22.5	190 13.3
17. Extra-curricular activities should be incorporated into the regular curriculum.	667 46.5	260 18.1	437 30.5

TABLE III
(CONTINUED)

	Agree	No Opinion	Disagree
12. There should be more emphasis on recreational sports than on competitive sports in the extra-curricular program.	1014 70.7	230 16.1	141 9.8
14. Most principals expect teachers to take on extra-curricular responsibilities.	848 59.2	323 22.5	201 14.0

Note: The difference between the cumulative percentages and 100% for each item accounts for the number of teachers not answering that item.

here by the four Composite Attitudes revealed through factor analysis.

Teacher Involvement

An analysis of the responses to items six, eleven, thirteen and fifteen revealed that a majority of teachers registered positive agreement concerning the importance of voluntary teacher involvement in the extra-curricular program. The majority was not large, however. It is probable that a much greater percentage of agreement might have been found had not the question of payment for such service been introduced in the same context, i.e., item eleven. The ideas of "professional responsibilities" and "to share the load" both may have been interpreted as opposing the concept of payment for extra-curricular activities.

Item eleven responses indicated that a ratio of six teachers to one were of the opinion that extra pay for teacher involvement would not be detrimental to teacher-student relationships. When the 66 respondents who omitted this item are added to the number of those expressing "No Opinion," 26 per cent could be considered undecided on this important issue.

Value of Extra-curriculum

The four items which comprise this Composite Attitude are items eight, nine, sixteen and twenty-one. Teacher opinion here strongly supported the contentions cited in the literature concerning the positive value of the extra-curricular program. Furthermore, a wide majority of teachers held to the premise that the total educational process is enriched when regular teachers serve as coaches and sponsors.

Student Participation

Seven items of the attitude scale were included in the Composite Attitude designated Student Participation. An analysis of these responses showed a strong majority of agreement with each of the items one through five, seven and ten in this grouping. Item ten registered the highest consensus of opinion, 88.8 per cent. This was consistent with the emphasis of the Composite Attitude since the "need for full-time physical education teachers" probably indicates a concern for qualitative improvement of the extra-curricular program.

Need for Change

The factor analysis retained six items in this Composite Attitude (12, 14, 17, 18, 19, 20). Apart from item seventeen the highest group percentage of disagreement with any item was 14 per cent, and although the group percentages of "No Opinion" were high compared to the other Composite Attitudes of this study, it could still be concluded that the total sample distributions of response indicated a strong positive agreement with this Composite Attitude. In other words, the majority of teachers felt that there was "need for change in content and in methods of organization and administration of the extra-curricular program."

III. SUMMARY

The results of the factor analysis have been presented in this chapter. The four factors which emerged revealed the teachers' attitudes toward teacher involvement, the value of extra-curricular activities,

student participation, and the need for change in the program.

In addition to the factor analysis and the summary of responses the total sample already presented, a comparative analysis of the responses of different segments of the sample will be described in the following chapter.

CHAPTER V

RESULTS OF THE COMPARATIVE ANALYSIS

A twenty-one item attitude scale was the instrument used to measure teacher attitudes toward the extra-curricular program. This chapter describes the comparison of these attitudes when the sample was classified in terms of such obvious differences as sex, marital status, responsibility, age, experience, grade, school type, education and participation in the extra-curricular program.

Each of the ten classifications (Appendix C) was considered for each of the items of the scale through the use of contingency tables. The various distributions were compared and tested for significant differences by the chi-square statistic. Table IV indicates the significant differences that were found. All chi-square and contingency coefficient values are recorded in Appendix F.

I. SEX

Although not all respondents answered every item of the attitude scale, approximately 475 male teachers and 950 female teachers registered opinions. The following null hypothesis structured this analysis.

H₀:1 There is no significant difference between the attitudes of male and female teachers.

This null hypothesis was rejected at the .05 per cent level for all but five items of the scale. This indicated a strong relationship between the variable sex and the attitudes measured by the scale. The

TABLE IV

SIGNIFICANT DIFFERENCES REVEALED BY CHI-SQUARE WHEN CONTINGENCY TABLES EXPRESS DISTRIBUTIONS IN TERMS OF TEN TEACHER CLASSIFICATIONS

Teacher Classifications	Factors	Teacher Involvements				Value of Program				Student Participation								Need for Change				
	Items	6	11	13	15	8	9	16	21	1	2	3	4	5	7	10	12	14	17	18	19	20
Sex		*	*	*	*	*	*		*	*	*						*	*	*	*	*	*
									*												*	
Marital Status										*	*						*	*	*	*	*	*
		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Responsibility		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Age		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
School Type		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade Taught		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Salary Classification		*			*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*			*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
Teaching Experience		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Present School Experience				*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*
				*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*
Participation in Coaching or Sponsoring		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Note: This table summarizes the results of two hundred and ten contingency tables, i.e., each teacher classification with each item in the scale. An asterisk indicates that a significant difference was found at the .05 level of confidence.

nature of the relationship is more obvious in terms of the four factors revealed by the factor analysis.

Teacher Involvement. All item distributions for this factor revealed significant differences. The greatest difference was with item six with the contingency coefficient of .181. However, on each item proportionately more male teachers than female teachers were positive in their attitude concerning the importance of voluntary teacher involvement in the extra-curricular program.

Value of Extra-curricular Program. Of the three items in this grouping where differences occurred, item twenty-one had the highest "C" value at .206. But in each case, the direction of the relationship was the same. A higher percentage of males than of females were opposed to the suggestion that the extra-curricular program should be abolished or de-emphasized.

Student Participation. The three items with the highest loadings on this factor had significant differences in distributions according to sex. A higher percentage of male teachers agreed than did the corresponding percentage of female teachers that extra-curricular activities are important, that students should participate, and that the scope of activities should be increased.

Need for Change. Every item in this factor revealed significant differences when comparisons were made on the basis of sex. Generally, proportionately more men teachers than women teachers agreed about the

need for change in content and methods of organization and administration of the extra-curricular program. However, males tended to be slightly less opposed to competitive sports than did females (item 12).

II. MARITAL STATUS

To test for differences in attitude on the basis of different marital status, the following null hypothesis was established:

H0:2 There are no significant differences among the attitudes of single, married, or divorced, widowed and separated teachers.

This null hypothesis was rejected for only two of the twenty-one items. For item twenty-one, the significant "C" value was .124. This did not indicate a particularly strong relationship between marital status and attitude, but it was significant nonetheless. An inspection of the contingency tables revealed that the source of the difference lay with the group of divorced, widowed and separated teachers. Only 64 per cent of this group disagreed with this item while 82 and 85 per cent of the single and married teachers respectively disagreed that "the extra-curricular program should be abolished."

The same kind of relationship existed between marital status and item nineteen. A significantly smaller percentage of divorced, widowed, or separated teachers agreed that "Decisions on the extra-curricular program should be the responsibility of a special committee involving the principal, staff and students."

III. SCHOOL RESPONSIBILITY

Although the original questionnaire grouped teachers into seven categories according to their specific responsibility (Appendix B), 1233 of the teachers out of a total of 1433 were in the category of "classroom teacher." In order to make analysis by the way of contingency tables possible, the six other small categories were grouped together as "special teachers." Included in this latter group were helping teachers, guidance counsellors, physical education instructors, librarians, industrial arts or home economics instructors, and music teachers.

Because physical education instructors and music teachers often have a heavy extra-curricular load, it was conjectured that significant differences might exist between the group of special teachers of which they were a part, and the larger group of classroom teachers. The following null hypothesis structured this analysis:

H0:3 There is no significant difference between the attitudes of classroom teachers and those of special teachers.

As expected, significant differences occurred in some cases for each of the four factors (Table IV). However, the "C" values did not indicate that the relationship between school responsibility and attitude was very strong for any one item of the scale.

Teacher Involvement. The three items of this factor where significant differences occurred, indicated that a higher percentage of special teachers agreed that voluntary teacher involvement was important, than did the corresponding group of classroom teachers.

Value of Extra-curricular Activities. With all four items having distributions that differed significantly, it was found that special teachers valued the extra-curriculum more highly than did regular classroom teachers.

Student Participation. The null hypothesis was rejected for only one of the items in this factor. In this case 85 per cent of the special teachers agreed and only 77 per cent of the classroom teachers agreed that "all students should be involved in at least one extra-curricular activity."

Need for Change. There appeared to be some relationship between responsibility and three items of this factor, although the "C" values were small. On the items where significant differences did occur, proportionately more special teachers than classroom teachers agreed about the need for change in the program.

IV. AGE

Teachers were grouped by age into three categories (Appendix C) to see if groups of younger, middle aged, or older respondents had significantly different attitudes from each other. The age-grouping is given in the null hypothesis:

H0:4 There are no significant differences among the attitudes of teachers in different age groups, i.e., under thirty, thirty-one to forty-five, and forty-six years and over.

When the chi-square test was applied, the null hypothesis was rejected for all but four items in the scale. Obviously, a strong

relationship existed between the variables of age and attitude since most of the differences were highly significant (Appendix F). The nature of the relationship varied somewhat, however, from one factor to another.

Teacher Involvement. An analysis of the four items of this factor revealed that generally, as the age of the teacher-groups increased, so did the percentage of teachers agreeing with the item. The distribution of responses to item fifteen, however, showed almost the exact opposite relationship.

In summary, the older the group, the more positive the attitude concerning the importance of teacher involvement in extra-curricular activities. The reverse relationship existed for the item which suggested that such involvement should be voluntary (item 15).

Value of Extra-curricular Activities. The null hypothesis was rejected for all four items in this factor. Furthermore, the relationships between age and the components of this factor were high in terms of the "C" values. An inspection of the contingency tables revealed clearly the direction of the relationship which was similar for all items. The younger the group, the higher the percentage of individuals in that group who disagreed with these negatively stated items. In other words, the youngest teachers placed the greatest value on the extra-curricular program while the oldest teachers attributed the least value to the program.

Student Participation. Six of the seven items had significant

differences when the chi-square test was applied. The direction between age and this factor was clearly established from the contingency tables. Table V shows this in terms of group percentage of agreement with each item. In general, the younger the group, the greater the percentage of teachers who agreed about the components of the "student participation" factor.

TABLE V
PERCENTAGE OF EACH AGE GROUP WHO STRONGLY AGREED OR AGREED
WITH SIGNIFICANT ITEMS IN STUDENT PARTICIPATION FACTOR

Categories	I t e m s					
	2	3	4	5	7	10
Age 30 and under	91	67	75	73	88	94
Ages 31 - 45	85	44	63	66	86	90
Ages 46 and over	86	30	61	66	83	90

Need for Change. Here the direction of the relationship between age and attitude was not the same for the three items where significantly different response distributions occurred. The older the teachers in the group, the greater the percentage of group agreement with the statement "there should be more emphasis on recreational sports than on competitive sports" (item 12). But for the other two items, the younger the teachers the greater the percentage of group agreement with the suggestions that "extra-curricular activities should be incorporated

into the regular curriculum," and that "sponsors . . . should not be assigned by the principal" (items 17 and 20).

V. SCHOOL TYPE

The six types of schools included in this study were grouped (Appendix C) so that the dominant areas of elementary, junior high and senior high could be studied in relation to each other.

H0:5 There are no significant differences among the attitudes held by teachers in predominantly elementary, junior high, or senior high school settings.

This hypothesis was rejected for sixteen of the attitude scale items when the chi-square test was applied. The type and extent of the relationship between school type and each of the four composite attitudes revealed by factor analysis is presented individually for each factor.

Teacher Involvement. The response distributions were remarkably similar for all four items in this factor. Generally, considering groups of teachers from elementary through junior high and finally to senior high, the percentage of teachers in each group agreeing with each item tended to increase. In other words, senior high teachers were most convinced about the importance of teacher involvement, and elementary teachers were the least convinced.

The one major exception to this trend was on the distributions for item twenty-eight where the "voluntary" involvement issue was introduced. In this case a greater percentage of junior high teachers

showed agreement with the statement than did the corresponding percentage of elementary or senior high teachers.

Value of Extra-curricular Activities. Significant differences were found in three of the four response distributions of this factor. The "C" values were comparatively low except for item twenty-one where "C" equalled .206, an indication that the teachers' school setting was an obvious determiner of their attitude toward abolishing the extra-curricular program.

In general, junior high and senior high teachers were more opposed to the negative statements embodied in this factor than were elementary teachers. In two of the three cases where significant differences occurred, proportionately more junior high teachers than either senior high or elementary teachers were opposed to the suggestion that the extra-curricular program should be "de-emphasized" or carried on "without teacher sponsors."

Student Participation. Teachers from different types of schools had significantly different attitudes toward four of the components of the "student participation" factor. Proportionately fewer elementary teachers than junior high or senior high teachers agreed that "extra-curricular activities are vital," that "all students should be involved," and that "the scope . . . of activities should be increased." Junior high teachers seemed to be more positive than either of the other two groups to these items. However, elementary teachers had the greatest proportion of agreement and senior high teachers the least that "there

is a need for full-time physical education teachers." Table VI shows these relationships.

TABLE VI
PERCENTAGE OF EACH GROUP WHO STRONGLY AGREED OR AGREED WITH
SIGNIFICANT ITEMS IN STUDENT PARTICIPATION FACTOR

Categories	I t e m s			
	1	2	3	10
Elementary	76	85	48	93
Junior High	82	91	56	91
Senior High	82	89	49	89

Need for Change. Although significant differences were not found for item seventeen, they were found for the other five items of this factor. The relationship between the type of school in which the teachers were teaching and their opinions concerning the need for change can be seen by the comparison of each group agreeing with the items. Table VII shows these relationships.

Generally, from elementary to senior high the percentage of each group who agreed with the statement increased. Proportionately, fewer junior high teachers than either elementary or senior high teachers agreed that the emphasis should be on recreational rather than competitive sports (item 12), and proportionately more junior high than the other two groups agreed that sponsors should not be assigned by the principal (item 20).

TABLE VII
PERCENTAGE OF EACH GROUP WHO STRONGLY AGREED OR AGREED WITH
SIGNIFICANT ITEMS IN NEED FOR CHANGE FACTOR

Categories	I t e m s				
	12	14	18	19	20
Elementary	74	52	43	72	58
Junior High	65	65	71	79	72
Senior High	77	76	79	83	64

VI. GRADE TAUGHT

As might have been expected the analysis of response distributions when teachers were classified in terms of the grade taught revealed remarkably similar results to the results of "School Type" analysis. Four categories were used to classify teachers by grade taught, i.e., teachers of grades one to three, four to six, seven to nine, and ten to twelve. The following null hypothesis structured the analysis:

H0:7 There are no significant differences among the attitudes of those teaching at different grade levels.

This hypothesis was rejected for eighteen of the items on the scale. Also, seven of the contingency coefficients were above .20 and one was as high as .364 (Appendix F). This indicated a strong relationship between grade taught and attitudes held. The grade level at which

a teacher was teaching apparently influenced his attitude toward the extra-curricular program. Again the analysis indicated this relationship in terms of the four composite attitudes revealed by the factor analysis.

Teacher Involvement. The distributions for all four items had significant differences here. Consequently the "C" values were also significant. The trend of the relationship was similar for all items; the higher the grade-grouping, the higher the percentage of teachers in that group agreeing with each item. Table VIII shows these relationships.

TABLE VIII
PERCENTAGE OF EACH GRADE-GROUPING WHO STRONGLY AGREED OR AGREED
WITH ITEMS IN TEACHER INVOLVEMENT FACTOR

Categories	I t e m s			
	6	11	13	15
Grades 1 - 3	30	10	32	44
Grades 4 - 6	39	13	42	47
Grades 7 - 9	60	14	45	65
Grades 10-12	58	17	50	54

The slight reversal of trend as seen between junior and senior high teachers in item six and the even greater reversal in item fifteen would seem to indicate that grade 7-9 teachers feel even more strongly

than do grade 10-12 teachers that teachers should "voluntarily" devote time to extra-curricular activities as part of their professional responsibilities.

Importance of Extra-curricular Activities. The kind of relationship between grade taught and this factor was obvious and similar for all four items. The proportion of teachers in each group disagreeing with these negatively stated items was increasingly greater from lower to higher grades. Although the grade 10-12 teachers consistently had a greater proportion of respondents disagreeing with the items than did the grade 1-3 teachers, the greatest percentage disagreement generally was for the group of grade 7-9 teachers. Apparently these teachers placed the highest value on the extra-curricular program.

Student Participation. The null hypothesis was rejected for all but items five and seven of this factor (Table IV). Generally, the type of relationship found between "grade taught" and the student participation composite attitude was one of increasing group percentages of agreement from lower to higher grades. However, in all five cases the grade 7-9 teachers had a higher percentage of agreement with the items than did the grade 10-12 teachers. To item three the grade 10-12 teachers had the lowest percentage of agreement, which indicated that they were least convinced that "the scope of extra-curricular activities should be increased." The other exception to the general trend was with the distributions for item ten where the grade 1-3 teachers had the largest percentage of agreement that "there is need for full-time physical education teachers." Table IX shows these relationships.

TABLE IX
PERCENTAGE OF EACH GRADE-GROUPING WHO STRONGLY AGREED OR AGREED
WITH ITEMS IN STUDENT PARTICIPATION FACTOR

Categories	I t e m s				
	1	2	3	4	10
Grades 1-3	73	85	50	65	93
Grades 4-6	77	86	47	67	76
Grades 7-9	84	91	60	76	92
Grades 10-12	80	89	42	63	88

Need for Change. The response distributions for all six items here had significant differences. The "C" values were also highly significant for at least four of the contingency tables. This analysis revealed that generally the percentage of teachers in each group agreeing about the "need for change" was increasingly greater from lower to higher grades.

VII. SALARY CLASSIFICATION

The reason for analysing attitudes of teachers by salary classification arises from the fact that the salary classification system in the Winnipeg School Division is based on academic and professional training. Placement on this salary scale depends upon the number of years of post high school professional and academic training the teacher

has had. Although the analysis here is in terms of salary classification the following null hypothesis reveals the true intent of this part of the study.

HO:6 There are no significant differences among the attitudes of groups of teachers having more or fewer years of academic and professional training.

This hypothesis was rejected for twelve of the twenty-one items of the scale. The response distributions for only two items of the factors "teacher involvement" and "value of the extra-curricular program" revealed significant differences. In these cases, the higher the positions on the salary scale or the more "formally educated" the group, the higher the percentage of agreement concerning the importance of voluntary teacher involvement (items 6 and 15) and the higher the percentage of disagreement that the program should be abolished (items 8 and 21).

The teachers' position on the salary scale appeared to be a more significant determiner of the teachers' attitudes about "student participation" and the "need for change" in the program than for the former two factors.

Student Participation. Although five item distributions revealed significant differences, the analysis revealed that the relationship between salary classification and this factor was small in terms of contingency coefficients. Furthermore, the direction of the relationship was varied. Table X shows a comparison of group agreement with these items.

TABLE X
PERCENTAGE OF EACH GROUP WHO STRONGLY AGREED OR AGREED WITH
SIGNIFICANT ITEMS IN STUDENT PARTICIPATION FACTOR

Categories	I t e m s				
	1	2	3	4	10
Classes I-II	75	87	52	66	93
Classes III-V	81	88	50	68	91
Classes VI-VII	85	86	40	55	94

Need for Change. Significant differences occurred in the distributions for items fourteen, seventeen and eighteen. These items deal with the need for change in administration of the extra-curricular program--the need to share the principal's responsibility with staff members and students. The analysis revealed that when teachers were classified on the basis of their position on the salary scale, the higher the classification, the higher the percentage of group agreement about the need for change.

VIII. TOTAL TEACHING EXPERIENCE

The following null hypothesis was established to investigate whether the years of experience teachers had would affect their attitudes toward the extra-curricular program.

H₀:8 There are no significant differences among the attitudes of teachers with few or many years of teaching experience.

This null hypothesis was rejected for fifteen item distributions when the respondents were classified into three groups, i.e., 1-3 years, 4-9 years, and 10 or more years of experience. It would appear that the number of years of experience had the least influence on the teachers' attitude concerning the "need for change."

Teacher Involvement. Two of the three items where significant differences occurred for this factor, revealed similar distributions. For these items (6 and 15), the fewer the years of teaching experience, the greater the percentage of respondents who agreed about the importance of voluntary teacher participation.

This relationship was reversed, however, for item thirteen which had the highest "C" value. Although the teachers apparently were less convinced of the need for voluntary teacher participation as they had increased years of experience, they were progressively more convinced that "there should be a minimum amount of time all teachers are expected to devote to extra-curricular activities." From the group with the least to the group with the greatest number of years of experience, the percentages of agreement with this statement were 33 per cent, 37 per cent and 50 per cent.

Value of Extra-curricular Program. The null hypothesis was rejected for all four items when the sample was classified by years of experience. On each of the contingency tables a perfect and similar relationship was found. Teachers with the fewest years of experience apparently placed greatest value on the program while the most experienced

teachers attributed the least value to the program.

Student Participation. Six item distributions in this factor revealed significant differences, and the direction of the relationship on these contingency tables was similar for each item. Generally, the group with the fewest years of experience had the highest percentage of group agreement with the items, and the group with the most experience had the smallest percentage of agreement. The exceptions to this inverse relationship were slight. Table XI illustrates this.

TABLE XI
PERCENTAGE OF EACH GROUP WHO STRONGLY AGREED OR AGREED WITH
SIGNIFICANT ITEMS IN STUDENT PARTICIPATION FACTOR THREE

Categories	I t e m s					
	1	2	3	4	5	10
3 years	82	91	70	75	71	94
4-9 years	76	88	55	71	72	91
10 or more	77	85	35	61	61	91

Need for Change. Response distributions for items twelve and seventeen revealed significant differences. The direction of the relationship between "total experience" and item twelve was exactly opposite to the type of relationship which existed on the item seventeen table. From the group with the least years of experience to the

group with the most, the percentage of each group agreeing that the emphasis should be more on recreational than on competitive sports was 66 per cent, 68 per cent and 81 per cent respectively. In the other case, from the group with the least to the group with the most years of teaching experience, 58, 49 and 43 per cent were agreed that "extra-curricular activities should be incorporated into the regular program."

IX. PRESENT SCHOOL EXPERIENCE

In order to determine whether or not the length of time teachers had spent in the school in which they were presently teaching affected their attitudes significantly, the following null hypothesis was constructed:

H0:9 There are no significant differences among the attitudes of teachers with few or many years teaching at their present school.

This hypothesis was rejected for only eight of the twenty-one items on the attitude scale when the sample was classified into three groups according to the teachers' school experience (Appendix C). Furthermore, the relationships in terms of contingency coefficients were low except for the item three table. This would seem to indicate that the teachers' attitudes were not influenced strongly by the length of time they had been in their present school. Significant differences were again considered in terms of the four composite attitudes.

Teacher Involvement. The only response patterns in this factor that revealed significantly different responses from teachers with

differing number of years of present school experience were those concerning the effect of payment for extra-curricular activities. In these cases the proportion of teachers agreeing that payment would be detrimental increased as did the number of years of experience they had.

Value of the Extra-curricular Program. Significant differences occurred in the responses to two items in the factor. The group with the least number of years present experience disagreed most, while the group with the longest term of experience disagreed the least that the extra-curricular program was given too much emphasis (item 8), or that the program should be abolished (item 21).

Student Participation. The kind of relationship between present school experience and the components of this factor (items 3, 4, 5) where significant differences occurred, was the same. The item three contingency table illustrates this where 58 per cent of the teachers in their first year at their present school agreed, 53 per cent of the group with 2-7 years agreed, and only 30 per cent of the group with eight or more years at their present school agreed that "the scope of the extra-curricular program should be increased."

Need for Change. Only two of the six contingency tables for this factor yielded significant differences in response patterns, and the "C" values for these tables were not high. The most obvious differences seemed to indicate that less experienced teachers were more in agreement about the "need for change" than were the more experienced

teachers (item 18).

X. COACHING AND SPONSORING

On the expectation that teachers who were actively participating in coaching or sponsoring would have a different attitude than non-participants, the sample was classified in terms of involvement and the distributions of responses were compared for teachers who were coaching and/or sponsoring and for teachers who were not. The sample was almost equally divided with approximately 625 participants and 675 non-participants.

H0:10 There is no significant difference between the attitudes of teachers who are coaching or sponsoring and the attitudes of those who are not.

This hypothesis was rejected for eighteen of the twenty-one contingency tables tested by chi-square. This indicated that involvement as coaches or sponsors was definitely related to attitudes concerning the program that the teachers held.

The kind of relationship that existed was the same for all but one item. In terms of the four factors or composite attitudes, the analysis revealed that teachers who participated as coaches or sponsors were more strongly agreed about: 1) the need for voluntary teacher involvement; 2) the value of the extra-curricular program; 3) the importance of student participation; and 4) the need for change in the organization and administration of the program.

The reversal of the general trend for the item twelve responses was consistent with findings for the same item with different classifi-

cations. Such reversals were found where teachers were classified by sex, by age and by total teaching experience. In the case of coaching and sponsoring, proportionately more non-participants than participants agreed that the emphasis should be more on recreational than on competitive sports in the extra-curricular program.

XI. SUMMARY

Ten null hypotheses were tested and the results were reported in this chapter. The results indicated whether differences in attitudes concerning teacher involvement, the value of the extra-curricular program, student participation, and the need for change were statistically significant. When comparisons were made, such differences were found for some items with each classification.

Although little relationship was found between marital status and measured attitudes, each of the other teacher classifications revealed a number of differences among the attitudes of different groups. Particularly pronounced were the differences among teachers when they were classified by sex, age, school type, grade taught, experience, and by participation or non-participation. Generally, in each case the group having the highest percentage of teachers agreeing about the positive value of the program, also had the greatest percentage agreeing about the importance of student and teacher involvement and about the need for change. With only slight variation males were more positive than females, younger teachers were more positive than were older teachers, less experienced teachers were more positive than the more experienced,

and participating teachers were more positive than were non-participants. In terms of school type or of grades taught the percentage of teachers agreeing with positive statements about the program increased from lower to higher grades, with the junior high level teachers occasionally having the highest percentage of respondents agreeing.

Fewer statistically significant differences were found when the sample was classified by responsibility, by salary classification, or by the length of a teacher's experience in his present school. Where differences did occur, however, a higher percentage of special teachers agreed with positive statements about the value of the extra-curriculum, about the importance of student and teacher participation, and about the need for change than did the classroom teachers. A similar relationship existed among teachers higher on the salary scale and those lower on the scale, and among teachers with less present school experience and those with more experience.

A more complete summary of these results is included in the next chapter along with conclusions and recommendations which arise from the findings.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. PURPOSE AND METHODOLOGY

Purpose

The purpose of this study was to measure the attitudes of Winnipeg school teachers concerning the extra-curricular activities program in the Winnipeg School Division. A subsidiary purpose was to determine the extent to which different teacher characteristics, e.g., sex, marital status, age, type of responsibility, grade taught, school type, experience, or participation, influenced the attitudes these teachers held.

Instrumentation and Data Collection

A questionnaire was developed to collect the data. The parts of the questionnaire which provided the data for the attitude study were:

1) biographical questions which supplied information about the teacher's sex, marital status, school responsibility, age, type of school, amount of post high school academic and professional training, teaching grade, total teaching experience, present school experience, and record of his present status as coach or sponsor; 2) a five-point attitude scale which called for responses to twenty-one items pertaining to the extra-curricular program.

Copies of the questionnaire were delivered to the teachers in seventy-nine schools within the Winnipeg School Division. Fourteen hundred and thirty-three teachers completed questionnaires and these

respondents' replies to the items in the questionnaires provided the data for the study.

Analysis of Data

Replies to the twenty-one items of the attitude scale were factor analysed and the items were grouped according to the factors which emerged. An analysis of the response distributions for each factor followed. The respondents' replies were then grouped in ten different ways according to teacher characteristics, and the response distributions of the groups within each classification were tested for significant differences by chi-square. Contingency coefficients were also calculated as a measure of the extent of relationship between teacher characteristic and attitude.

II. SUMMARY OF RESULTS

Factor Analysis

When the results of the twenty-one item attitude scale were subjected to a factor analysis and only factors which accounted for at least five per cent of the variability were retained, four factors emerged, accounting for 48 per cent of the variability. The four factors that emerged were named according to their components as follows:

- 1) teacher involvement; 2) value of extra-curricular program;
- 3) student participation; and 4) need for change.

Teacher Participation. The responses of all the respondents to items of this factor were diverse. There was more agreement than

disagreement that teachers should "volunteer for extra-curricular activities . . . as part of their professional responsibilities." Responses were almost equally divided into agree and disagree categories about whether "there should be a minimum amount of time teachers are expected to devote to extra-curricular activities." A six to one ratio between teachers who disagreed and teachers who agreed existed with respect to the item that payment to teachers for participation would adversely affect their relationship with the students.

Value of Extra-curricular Program. A large majority of teachers registered strong positive agreement about the value of the program.

Student Participation. In general, the distribution of responses to items in this factor indicated that teachers were positive in their attitude concerning the importance of the extra-curricular program and of students' involvement in it.

Need for Change. The analysis of the response distributions for the items in this factor revealed that a large proportion of respondents selected the "Agree" response. In other words, the majority of teachers felt that there was need for change in content and in methods of organization and administration of the extra-curricular program.

Results of Chi-Square Tests

The summary of the results of this analysis will be given by way of answers to the questions which structured the analysis (see supra., pp. 4, 5).

- 1) Are there differences between the attitudes of males and females toward the extra-curricular program and its values?

The analysis indicated that marked differences existed between the measured attitudes of male and female teachers. Males were more positive about the importance and value of the program, of teacher involvement, and of student participation. More males than females agreed that organizational and administrative changes were needed, although more females than males agreed with the statement which suggested a change in emphasis from competitive to recreational sports.

- 2) Do differences in attitudes relate to differences in marital status?

Very little relationship appeared to exist. In two cases the group of divorced, widowed and separated teachers had significantly less agreement than the other two groups about the value of the program or about the need for broadening the responsibility for the program.

- 3) Is there a difference between the attitudes of those classified into different groups according to their specific responsibilities? (i.e., helping teacher, classroom teacher, librarian, etc.).

Special teachers, including physical education and music teachers who often spend considerable time working with the extra-curricular program, held statistically significantly different attitudes from the regular classroom teachers on three of the four composite attitudes measured. More special teachers than classroom teachers were positive about the importance of the program and of teacher involvement, and about the value of the program and the need for change. For the "student

participation" factor, however, little difference existed.

- 4) Is there a relationship between the attitudes held and the age of teachers?

The results indicated an affirmative answer to this question. Generally, the younger the group the greater the proportion of teachers in the group who agreed about the positive aspects and values of the program and about the need for change.

However, some variation did exist. Older teachers were more positive concerning the value and importance of teacher involvement, although younger teachers were more convinced that this should be voluntary. Furthermore, more older teachers than younger teachers agreed that "there should be more emphasis on recreational sports than on competitive," although younger teachers were generally more positive about "the need for change."

- 5) Do elementary, junior, and senior high school teachers hold attitudes in common?

Teachers from different types of schools had significantly different response distributions to many of the items of the attitude scale. In most cases, from elementary to junior high and finally to senior high, the percentage of teachers in each group who agreed with the positive statements about the program and about the need for change increased. The exceptions were as follows:

- i) Junior high teachers had the highest percentage agreeing that teacher participation should be voluntary.
- ii) Comparatively more junior high teachers chose "Agree" or

"Strongly Agree" to positive statements about the value of the extra-curricular program.

- iii) Elementary teachers had the greatest percentage agreeing, and senior high teachers the least that there is a need for full-time physical education teachers.
 - iv) Junior high teachers had the smallest percentage agreement that the emphasis should be on recreational rather than competitive sports.
- 6) Do the number of years of academic and professional training a teacher has had relate to attitudes he has toward the extra-curricular program and its values? (i.e., considered in terms of classification on the salary scale).

The results indicated that some relationship between education and attitude existed. Where statistically significant differences were found, the more university training teachers in the group had, the higher the percentage of agreement about the value of teacher involvement, and about the need for change.

However, teachers with the most education were the least convinced that "the scope of the extra-curricular activities should be increased" or that extra-curricular activities "create good teacher-student relationships."

- 7) Is there a relationship between attitudes and grade being taught?

A strong relationship appeared to exist between the proportion of teachers in each grouping agreeing with the items concerning teacher involvement, and the need for change was increasingly greater from lower

to higher grades. The pattern was the same for the other two factors, but generally the highest percentage of teachers agreeing about the value of the program and of student participation in it was in the grade 7-9 category. However, there were two exceptions: 1) grade 10-12 teachers were the least convinced that "the scope of extra-curricular activities should be increased," and 2) grade 1-3 teachers had the largest percentage of respondents who agreed that "there is a need for full-time physical education teachers."

- 8) Is there a relationship between the total years of teaching experience and attitudes?

The findings indicated that experience does shape attitude. Groupings of teachers with fewer years of experience had significantly different attitudes from those held by more experienced teachers. For the four composite attitudes measured the kind of relationship was generally the same; the fewer the years of teaching experience the greater the percentage of respondents who agreed with the positive statements about the program and about the need for change.

Two notable exceptions were found, however, where the exact reverse relationship existed. This was in the responses to the statements that "there should be a minimum amount of time all teachers are expected to devote to extra-curricular activities," and "that emphasis should be on recreational rather than competitive sports." The fewer the years of teaching experience, the smaller the percentage of respondents who agreed with these items.

- 9) Is there a relationship between the number of years a teacher has taught at his present school and the attitudes he has toward the extra-curricular program?

In terms of the four composite attitudes measured the relationship would have to be considered slight. Only eight out of twenty-one items had statistically significant differences among the response distributions. For most of these items the group of least experienced teachers had the highest percentage of respondents agreeing with positive statements about the extra-curricular program. The same group had the largest percentage of respondents selecting to disagree that "the extra-curricular program is given too much emphasis" or that the "program should be abolished."

The major exception to this trend was when teachers with the greatest number of years experience in their present school agreed most that payment for extra duty would be detrimental to student-teacher relationships.

- 10) Is there a relationship between teachers' involvement in extra-curricular activities and their opinions of the program and its values?

The results indicated that of the twenty-one variables measured statistically significant differences were found for all but three when teachers were classified by participation or non-participation in coaching or sponsoring. As anticipated in most cases, the participants in the program were more positive toward it, i.e., a higher percentage of these respondents agreed with the positive statements and a higher percentage disagreed with the negative statements.

III. GENERAL OBSERVATIONS AND CONCLUSIONS

The results of this attitudinal survey led to the following observations and conclusions concerning the extra-curricular program in Winnipeg schools:

1. Winnipeg teachers considered the extra-curricular program to be a valuable part of the educational process.
2. The general consensus was that teacher involvement in the extra-curricular program is most important.
3. The teachers generally agreed that all students should be involved in some aspect of the extra-curricular program.
4. In principle, teachers agreed that organizational and administrative changes should be made in order to improve the program.
5. There was general agreement among teachers that students and teachers should share with the administration and staff the responsibilities connected with decision-making for the extra-curricular program.
6. A large majority of the teachers agreed that some form of compensation should be given to teachers "heavily" involved in extra-curricular activities.
7. Most teachers had never worked in a school system where payment was given for extra-curricular participation. However, there appeared to be general consensus that payment for extra duty would not be detrimental to student-teacher relationships.

8. Male teachers were more likely than female teachers to be involved as coaches or sponsors.
9. Male teachers tended to have a more positive attitude toward the extra-curricular program than did female teachers.
10. Younger teachers tended to be more positive in their attitude toward the program than were older teachers. More of the younger teachers seemed to agree that changes in organization and administration were necessary to improve the program.
11. Comparatively more junior high than other teachers agreed about the positive value of the extra-curricular program. This may indicate that in its present form the program has the greatest value to junior high students.
12. Teachers with the highest number of years of academic and professional training tended to agree more often about the positive value of the extra-curricular program. They appeared to be more concerned with qualitative improvements than with broadening the scope of the extra-curricular program.
13. Teachers with fewer years of teaching experience tended to agree more often about the value of the extra-curricular program than did more experienced teachers. Furthermore, fewer of the experienced teachers seemed to agree with the statements suggesting a need for change.
14. Teachers who participated as coaches or sponsors appeared to be more positive in their attitude toward the extra-curricular activities.

15. Teachers generally agreed that recreational sports should receive more emphasis than competitive sports.
16. The comparisons of groups of teachers led to the conclusion that generally males were more positive in their attitude toward the extra-curricular program than were females, younger teachers were more positive than older teachers, junior high teachers more positive than senior or elementary teachers, less experienced more positive than more experienced teachers, coaches and sponsors more positive than non-participating teachers. Yet in every case, this general trend was reversed for the item which suggests that "more emphasis should be placed on recreational sports than on competitive sports." Apparently those with the most positive attitude toward the program are also those least inclined to de-emphasize competitive sports.

IV. IMPLICATIONS AND RECOMMENDATIONS

The implications of the findings led to the following recommendations:

1. The extra-curricular program should not only be retained in Winnipeg schools, but it should be acknowledged as an essential ingredient in a well-planned educational program, deserving of even more time, energy and expense than it has been given in the past.
2. Since Winnipeg teachers agree with the widely-held educational

view that the extra-curricular program is a valuable and necessary part of the educational program, every effort should be made by the School Board, by school administrators and by the teachers themselves to ensure the greatest possible teacher involvement. More teachers might participate

- i) if all individuals concerned were to begin thinking of the program as the "co-curriculum" rather than an "extra-curriculum;"
- ii) if the extra curricular duties were considered as part of each teacher's total workload;
- iii) if teachers "heavily" involved in coaching or sponsoring outside regular school hours were given some form of special compensation;
- iv) if routine supervision, which demands no special talents or ability were considered quite apart from coaching and sponsoring duties. It would seem that teacher resentment over the former often undermines the professional concern and enthusiasm that teachers should have toward the aspects of the program that they admittedly consider most valuable;
- v) if, in some of the large schools at least, a full time or part time activities director could be appointed. Such an individual would be able to integrate the various activities with regular class subjects and thus provide teachers with opportunities to share in the extra-curriculum

in areas of their subject interest;

- vi) if teacher recruitment policies included a consideration of the applicant's potential for supporting and enriching the extra-curricular program. In other words, teachers could be chosen to some extent on the basis of their expected contributions to the extra-curriculum.

3. If extra-curricular activities are as important for the individual student as educators, including Winnipeg teachers, seem to think, then every effort should be made to secure the greatest possible amount of student participation. In addition to the suggestions arising from other studies previously cited (see supra, pp. 17-18), the results of this research would suggest that there might be greater student participation:
 - i) if there were greater teacher participation. Fewer than one-half of the teacher respondents were involved as coaches or sponsors;
 - ii) if students were more involved in the organization and administration of the program.
4. Study should be given to the organization and administrative patterns which presently exist in Winnipeg schools. The present study indicates that teachers agree that more student and teacher involvement in planning, administering, and evaluating the program is necessary.
5. Study should center on the question of whether competitive sports--and especially interscholastic events--should not give way gradually to more purely "recreational sports."

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APPENDIX A

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

APPENDIX A

June 12, 1969.

Memo: To all teachers

The Winnipeg School Division No. 1 and the Winnipeg Teachers' Association are making a joint study of extra curricular activities in Winnipeg Schools.

The attached questionnaire has been developed specifically to find out certain background information, workload, and opinions of teachers regarding extra curricular activities.

Please study each question very carefully before recording your answer as we would like the information to be as accurate as possible. The numbers on the right hand side of the questionnaire will be used for coding purposes to transfer data from the questionnaires to data cards. Do not sign your questionnaire. This will ensure anonymity.

All questionnaires are to be returned, on completion, to the teacher-contact responsible for your school. They will be collected by the independent research group on or before June 24, 1969.



D. A. Duncan,
Director Research.



Howard J. Loewen,
Business Agent, W.T.A.

• • • • •

The time required to complete this questionnaire is approximately 20 minutes.

S E C T I O N "A"

BACKGROUND INFORMATION - for the classification of data.

- | | | | | | | |
|----|--|-----|-----------|-----|---|---|
| 1. | Sex | - | male | () | 1 | 7 |
| | | | female | () | 2 | |
| 2. | Marital status | - | single | () | 1 | 8 |
| | | | married | () | 2 | |
| | | | divorced | () | 3 | |
| | | | separated | () | 4 | |
| | | | widowed | () | 5 | |
| 3. | Which of the categories listed below most fully describes your responsibilities? PLEASE CHECK ONE. | | | | | |
| | Helping Teacher | () | 1 | 9 | | |
| | Classroom Teacher | () | 2 | | | |
| | Guidance Counsellor | () | 3 | | | |
| | Phys. Ed. Instructor | () | 4 | | | |
| | Librarian | () | 5 | | | |
| | Industrial Arts or Home Economics Instructor | () | 6 | | | |
| | Music Teacher | () | 7 | | | |
| 4. | Which of the following categories best describes your administrative duties? | | | | | |
| | None | () | 1 | 10 | | |
| | Supervisor | () | 2 | | | |
| | Dept. Head | () | 3 | | | |
| | Vice-Principal | () | 4 | | | |
| 5. | Your present age. PLEASE CHECK ONE. | | | | | |
| | a) under 25 | () | 1 | 11 | | |
| | b) 26 - 30 | () | 2 | | | |
| | c) 31 - 35 | () | 3 | | | |
| | d) 36 - 40 | () | 4 | | | |
| | e) 41 - 45 | () | 5 | | | |
| | f) 46 - 50 | () | 6 | | | |
| | g) 51 - 55 | () | 7 | | | |
| | h) over 55 | () | 8 | | | |

6. Your present school.

Elementary	() 1	12
Elementary-Junior High	() 2	
Junior High	() 3	
Junior-Senior High	() 4	
Senior High	() 5	
Winnipeg Adult Education Centre	() 6	

7. What is your classification on the salary schedule?

Class I	() 1	13
Class II	() 2	
Class III	() 3	
Class IV	() 4	
Class V	() 5	
Class VI	() 6	
Class VII	() 7	

8. What grades do you primarily teach? PLEASE CHECK ONE.

a) grades 1 - 3	() 1	14
b) grades 4 - 6	() 2	
c) grades 7 - 9	() 3	
d) grades 10 - 12	() 4	

9. Years of total teaching experience (including this year).

1 year	() 0	15
2 - 3	() 1	
4 - 5	() 2	
6 - 7	() 3	
8 - 9	() 4	
10 - 11	() 5	
12 - 15	() 6	
16 - 20	() 7	
21 - 25	() 8	
over 25	() 9	

10. Years of teaching experience at your present school (including this year).

1 year	() 0	16
2 - 3	() 1	
4 - 5	() 2	
6 - 7	() 3	
8 - 9	() 4	
10 - 11	() 5	
12 - 15	() 6	
16 - 20	() 7	
21 - 25	() 8	
over 25	() 9	

PLEASE ANSWER QUESTION 11 IF YOU ARE A TEACHER IN A JUNIOR OR SENIOR HIGH SCHOOL

11. Which one of the subjects below is the subject you primarily teach?
PLEASE CHECK ONE.

English	() 0	17
History or Geography	() 1	
Science or Maths	() 2	
Commercial	() 3	
Languages	() 4	
Industrial Arts or Home Economics	() 5	
Fine Arts or Music	() 6	
Phys. Ed.	() 7	
Library	() 8	
Guidance	() 9	

S E C T I O N "B"

YOUR EXTRA-CURRICULAR WORKLOAD

The term "extra-curricular activities" is misleading though it is generally thought to include all forms of non-curriculum student centered activity. For the purpose of gathering uniform data, however, this survey defines "extra-curricular activities" as those activities which take place outside normal school hours. For a more definitive analysis, the questionnaire is divided into two major categories which separate coaching and sponsoring activities from activities of routine supervision.

Part One of Section "B" is concerned with coaching and sponsoring.

Part Two of Section "B" is concerned with routine supervision.

PART ONE

The following are generally thought to be types of extra-curricular activity which require coaching or sponsoring: athletic, music and drama, publications, social events, student government, club activities, field trips, tours (e.g., choir, basketball, etc.).

1. Did you coach or sponsor an extra-curricular activity this year?

Yes () 1
No () 2

18

IF YES, PLEASE ANSWER QUESTIONS 2 - 11

2. Rank in order of importance from most to least (1, 2, 3, etc.) the factors which led you to coach or sponsor an activity this year.

Student Initiative	()	19
Administrative Initiative	()	20
Your Own Initiative	()	21
Professional Responsibility	()	22
Assigned by Staff Committee	()	23
To Develop Rapport with Students	()	24

3. Which types of extra-curricular activity required the most time. Rank them in order (1, 2, 3, etc.) from most to least time consuming.

Athletics	()	25
Music and Drama	()	26
Publications	()	27
Social Events	()	28
Student Government	()	29
Club Activities	()	30
Field Trips	()	31
Tours (e.g., Choir, Basketball, etc.)	()	32

4. What factor, in your opinion, best qualifies you as the sponsor of your particular type of activity?

a) University courses	() 1	33
b) Interest	() 2	
c) Participation in similar activities yourself while at high school or college?	() 3	
d) Training in the activity	() 4	
e) No special factor	() 5	
f) Other	() 6	
Please specify _____		

5. How much time (total hours) did you spend on extra-curricular activities during the months of:

Aug. _____	34, 35
Sept. _____	36, 37
Oct. _____	38, 39
Nov. _____	40, 41
Dec. _____	42, 43
Jan. _____	44, 45
Feb. _____	46, 47
Mar. _____	48, 49
Apr. _____	50, 51
May _____	52, 53
June _____	54, 55
July _____	56, 57

6. How much holiday time (total hours) did you devote to extra-curricular activities?

Summer _____	58, 59
Christmas _____	60, 61
Easter _____	62, 63

Nature of the activity _____ 64

7. How much time (periods per week) was given you in compensation for your extra-curricular work load? _____ 65
8. Were you satisfied with this arrangement?
- Yes () 1 66
- No () 2
9. If your answer to question number eight was no, what arrangement would have proven more satisfactory? _____
- _____ 67
10. Have you taught in school systems where payment was made for extra-curricular activities?
- Yes () 1 68
- No () 2
- If yes, where? _____ 69
- Were you satisfied with the arrangements for payment under that system?
- Yes () 1 70
- No () 2
- Comments _____
- _____ 71
11. Which would you prefer? PLEASE CHECK ONE.
- a) Compensatory Time () 1 72
- b) No Home Room () 2
- c) Payment () 3
- d) Combination of Time and Money () 4
- e) Other () 5
- Please specify _____
- Comments _____
- _____ 73
12. If you incurred any out-of-pocket expenses as a result of coaching or sponsoring an extra-curricular activity this past year, please estimate the amount. _____ 74,75,76,77,78
13. Did you teach after school or evening sessions for payment?
- Yes () 1 79
- No () 2

PART TWO

The following are generally thought of as routine supervision: lunchroom duty, hall duty, study hall supervision, detention room supervision, playground supervision, supervision of athletic practices, chaperone duty, and library supervision.

1. Were you engaged in such supervision this year?

Yes () 1
No () 2

7

IF YES, PLEASE ANSWER QUESTIONS 2 - 8

2. Rank in order of importance from most to least (1, 2, 3, etc.) the factors which determined your supervisory responsibilities this year. Please rank those which apply in your school.

Student Initiative	()	8
Administrative Initiative	()	9
Your own Initiative	()	10
Professional Responsibility	()	11
Assigned by Staff Committee	()	12
To develop rapport with students	()	13

3. Which supervisory duties required the most time? Rank in order from most to least (1, 2, 3, etc.). Please rank those which apply in your case.

Lunch Room	()	14
Hall	()	15
Study Hall	()	16
Detention Room	()	17
Playground	()	18
Chaperone Duty	()	19
Athletic Practices	()	20

4. How much time (total hours) did you spend in supervision during the months of:

Aug. _____	21, 22
Sept. _____	23, 24
Oct. _____	25, 26
Nov. _____	27, 28
Dec. _____	29, 30
Jan. _____	31, 32
Feb. _____	33, 34
Mar. _____	35, 36
Apr. _____	37, 38
May _____	39, 40
June _____	41, 42
July _____	43, 44

5. Was any time given you to compensate for your supervision?

Yes () 1
No () 2

45

6. Were you satisfied with this arrangement?

Yes () 1
No () 2

46

7. What arrangement would you favour?

Payment for supervision () 1
Supervision by hired non-teaching personnel () 2
Supervision as part of teacher's commitment () 3
Other () 4
Please specify _____

47

8. Have you taught in school systems where payment was made for routine supervision?

Yes () 1
No () 2

48

If yes, where _____

49

Were you satisfied with the arrangements for payment under that system?

Yes () 1
No () 2

50

Comment _____

51

SECTION "C"

YOUR OPINIONS ON EXTRA CURRICULAR ACTIVITIES

PART ONE

This section asks you to give your opinions about extra curricular activities. Read each statement and decide to what extent you agree or disagree with it. Then indicate the strength of your opinion by circling the number in one of the columns marked "Strongly Agree," "Agree," "No Opinion," "Disagree" or "Strongly Disagree."

<u>Circle one for each statement.</u>	Strongly Agree	Agree	No Opinion	Dis- Agree	Strongly Disagree	
1. All students should be involved in at least one extra-curricular activity.	1	2	3	4	5	52
2. Extra-curricular activities are a vital factor in the education process.	1	2	3	4	5	53
3. The scope of extra-curricular activities should be increased.	1	2	3	4	5	54
4. Extra-curricular activities are most important because they create good teacher-student relationships.	1	2	3	4	5	55
5. Training in sponsorship of extra-curricular activities should be part of the modern teacher's education.	1	2	3	4	5	56
6. Teachers should devote time to extra-curricular activities as part of their professional responsibilities.	1	2	3	4	5	57
7. There should be some form of compensation given to teachers heavily involved in extra-curricular activities.	1	2	3	4	5	58
8. Too much emphasis is placed on extra-curricular activities.	1	2	3	4	5	59
9. Sponsorship and coaching of extra-curricular activities should be the job of teacher's aids and other auxiliary personnel.	1	2	3	4	5	60
10. There is a need for full-time physical education teachers.	1	2	3	4	5	61
11. If teachers were paid for participation in extra-curricular activities, it would adversely affect their relationship with the students.	1	2	3	4	5	62

	Strongly Agree	Agree	No Opinion	Dis- Agree	Strongly Disagree	
12. There should be more emphasis on recreational sports than on competitive sports in the extra-curricular program.	1	2	3	4	5	63
13. There should be a minimum amount of time all teachers are expected to devote to extra-curricular activities.	1	2	3	4	5	64
14. Most principals expect teachers to take on extra-curricular responsibilities.	1	2	3	4	5	65
15. To "share the load" teachers should volunteer for extra-curricular activities.	1	2	3	4	5	66
16. Student extra-curricular activities should be carried on without teacher sponsors.	1	2	3	4	5	67
17. Extra-curricular activities should be incorporated into the regular curriculum.	1	2	3	4	5	68
18. Student councils should take more responsibility for the extra-curricular program.	1	2	3	4	5	69
19. Decisions on the extra-curricular programs should be the responsibility of a special committee involving the principal, staff and students.	1	2	3	4	5	70
20. Sponsors for extra-curricular activities should not be assigned by the principal.	1	2	3	4	5	71
21. The extra-curricular program should be abolished.	1	2	3	4	5	72

PART TWO

1. A list of values ascribed to extra-curricular activities is given below. From your knowledge of extra-curricular activities, please evaluate the amount of benefit to students in each instance by circling one of the five columns. Column one indicates much value, column 2 some value, column 3 little value, column 4 no value, and column 5 indicates that the activity is detrimental to the particular value under consideration.

	Much Value	Some Value	Little Value	No Value	Detri- mental	
a. Training in basic skills	1	2	3	4	5	7
b. Training for social cooperation	1	2	3	4	5	8
c. Training for leadership	1	2	3	4	5	9
d. Training in sportsmanship	1	2	3	4	5	10
e. Improved physical health	1	2	3	4	5	11
f. Outlet for super-abundant energy	1	2	3	4	5	12
g. Training in assuming responsibility	1	2	3	4	5	13
h. Cultural development	1	2	3	4	5	14
i. Improved school spirit	1	2	3	4	5	15
j. Improved discipline in the school	1	2	3	4	5	16
k. Retention of students in school	1	2	3	4	5	17
l. Development of worthwhile friendships	1	2	3	4	5	18
m. Training for use of leisure time	1	2	3	4	5	19
n. Therapeutic values for individuals	1	2	3	4	5	20
o. Training for aesthetic appreciation	1	2	3	4	5	21
p. Motivation for academic work	1	2	3	4	5	22
q. Vocational training	1	2	3	4	5	23
r. Improved school-community relations	1	2	3	4	5	24
s. Training for parliamentary usage	1	2	3	4	5	25
t. Training for citizenship	1	2	3	4	5	26

2. A list of extra-curricular activities appears below. Rank the items in order (1, 2, 3, etc.) in terms of their importance to the existing extra-curricular program.

Intramural Athletics	()	27
Interschool Athletics	()	28
Music and Drama	()	29
Publications	()	30
Social Events	()	31
Student Government	()	32
Clubs (Academic - e.g., Science Club)	()	33
Clubs (Non-academic - e.g., Chess Club)	()	34
Field Trips	()	35
Tours (Choir, Basketball, etc.)	()	36

3. A list of extra-curricular activities appears below. Please rank the items listed in order of their importance (1, 2, 3, etc.) to a program of extra-curricular activities that you personally would favour.

Intramural Athletics	()	37
Interschool Athletics	()	38
Music and Drama	()	39
Publications	()	40
Social Events	()	41
Student Government	()	42
Clubs (Academic - e.g., Science Club)	()	43
Clubs (Non-academic - e.g., Chess Club)	()	44
Field Trips	()	45
Tours (Choir, Basketball, etc.)	()	46

S E C T I O N "D"

YOUR SUGGESTIONS

1. Which definition of extra-curricular activities is closest to your own definition of the term? PLEASE CHECK ONE.

- a. Co-curricular activities - non-credit activities occurring either during or outside of the regularly scheduled school program. ()1 47
- b. Student activities: non-credit activities involving teacher sponsors and student interest groups meeting during and after the normal school program. ()2
- c. Extra-curricular: non-curriculum student-centered activities which take place outside normal school hours. ()3
- d. Other ()4

Please specify _____

2. What suggestion would you make to improve any aspect of the extra-curricular program? _____

48

3. Rank in order of importance (1, 2, 3, etc.) the conditions under which you would sponsor an extra-curricular activity.

a. Student Initiative	()	49
b. Administrative Initiative	()	50
c. As part of my professional responsibility	()	51
d. Out of personal interest	()	52
e. If assigned by staff committee	()	53
f. Under no conditions	()	54

4. Any additional comments _____

55

APPENDIX B

TABLE XII
NUMBERS AND PERCENTAGES OF TEACHER CHARACTERISTICS

Characteristics	Total	% of Pop.	Characteristics	Total	% of Pop.
<u>Sex</u>			<u>Age</u>		
Unanswered	22	1.5	Unanswered	22	1.5
Male	472	32.9	Under 25	373	26.0
Female	939	65.5	26-30	240	16.7
			31-35	122	8.5
<u>Marital Status</u>			36-40	113	7.9
Unanswered	13	0.9	41-45	133	9.3
Single	470	32.8	46-50	93	6.5
Married	861	60.1	51-55	118	8.2
Divorced	12	0.8	Over 55	219	15.3
Separated	23	1.6			
Widowed	53	3.7	<u>School Type</u>		
<u>Responsibilities</u>			Unanswered	12	0.8
Unanswered	20	1.4	Elementary	763	53.2
Helping Teacher	16	1.1	El.-Jr. High	62	4.3
Classroom Teacher	1233	86.0	Junior High	177	12.4
Guidance Counsellor	37	2.6	Jr.-Sr. High	264	18.4
Phys. Ed. Instructor	39	2.7	Senior High	145	10.1
Librarian	21	1.5	Winnipeg Adult	10	0.7
Ind. Arts/Home Ec.	46	3.2			
Music Teacher	18	1.3			

TABLE XII
(CONTINUED)

Characteristics	Total	% of Pop.	Characteristics	Total	% of Pop.
<u>Grades Taught</u>			<u>Present School Experience</u>		
Unanswered	51	3.6	1 Year	384	26.8
Grades 1-3	396	27.6	2-3 Years	447	31.2
Grades 4-6	341	23.8	4-5 Years	224	15.6
Grades 7-9	335	23.4	6-7 Years	121	8.4
Grades 10-12	282	19.7	8-9 Years	87	6.1
Other	28	2.0	10-11 Years	86	6.0
			12-15 Years	50	3.5
<u>Salary Classification</u>			16-20 Years	19	1.3
Unanswered	20	1.4	21-25 Years	6	0.4
Class I	389	27.1	Over 25 Years	9	0.6
Class II	239	16.7			
Class III	101	7.0	<u>Teaching Subject</u>		
Class IV	345	24.1	English	917	64.0
Class V	250	17.4	History or Geography	89	6.2
Class VI	65	4.5	Science or Maths.	169	11.8
Class VII	24	1.7	Commercial	27	1.9
			Languages	52	3.6
<u>Teaching Experience</u>			Ind. Arts/Home Ec.	52	3.6
1 Year	152	10.6	Fine Arts/Music	37	2.6
2-3 Years	240	16.7	Physical Education	36	2.5
4-5 Years	164	11.4	Library	20	1.4
6-7 Years	119	8.3	Guidance	34	2.4
8-9 Years	99	6.9			
10-11 Years	68	4.7	<u>Coaching or Sponsoring</u>		
12-15 Years	112	7.8	Unanswered	77	5.4
16-20 Years	147	10.3	Yes	646	45.1
21-25 Years	98	6.8	No	710	49.5
Over 25 Years	234	16.3	<u>Supervision</u>		
			Unanswered	56	3.9
			Yes	1207	84.2
			No	170	11.9

APPENDIX C

TABLE XIII

NUMBERS AND PERCENTAGES OF TEACHER CHARACTERISTICS AS REGROUPED FOR ANALYSIS

Characteristics	Total	% of Pop.	Characteristics	Total	% of Pop.
<u>Sex</u>			<u>Salary Classification</u>		
Male	472	32.9	Classes I, II	628	43.8
Female	939	65.5	Classes III-V	696	48.5
			Classes VI-VII	89	6.2
<u>Marital Status</u>			<u>Teaching Experience</u>		
Single	470	32.8	1-3 years	392	27.3
Married	861	60.1	4-9 years	382	26.6
Other	88	6.1	10 or more years	659	45.9
<u>Responsibilities</u>			<u>Present School Experience</u>		
Classroom teaching	1233	86.0	2-7 years	792	55.2
Special	197	13.8	8 or more years	257	17.9
<u>Age</u>			<u>Teaching Subject</u>		
30 and under	613	42.7	English		
31 - 45	368	25.7	History or Geography	1058	73.8
46 and over	430	30.0	Languages		
<u>School Type</u>			Science or Mathematics		
Elementary	763	53.2	Commercial	248	17.3
El. - Jr. High			Ind. Arts or Home Ec.		
Junior High	239	16.7	Fine Arts or Music		
Jr. - Sr. High			Physical Education		
Senior High	419	29.2	Library	127	8.9
Winnipeg Adult			Guidance		
<u>Grades Taught</u>			<u>Coaching or Sponsoring</u>		
Grades 1-3	396	27.6	Yes	646	45.1
Grades 4-6	341	23.8	No	710	49.5
Grades 7-9	335	23.4			
Grades 10-12	282	19.7			

Note: The difference between the total percentage for each category and 100% equals the percentage of teachers not answering that question.

APPENDIX D

TABLE XIV
ATTITUDE COMPONENTS BY ITEM GROUPING REVEALED THROUGH FACTOR ANALYSIS

Factor	Items Included in Factor	Component Summary
TEACHER INVOLVEMENT	6. Teachers should devote time to extra-curricular activities as part of their professional responsibilities.	
	11. If teachers were paid for participation in extra-curricular activities, it would adversely affect their relationship with the students.	Importance of voluntary teacher involvement in the extra-curricular program.
	13. There should be a minimum amount of time all teachers are expected to devote to extra-curricular activities.	
	15. To "share the load" teachers should volunteer for extra-curricular activities.	
VALUE OF ACTIVITIES	8. Too much emphasis is placed on extra-curricular activities.	
	9. Sponsorship and coaching of extra-curricular activities should be the job of teacher's aids and other auxiliary personnel.	
	16. Student extra-curricular activities should be carried on without teacher sponsors.	Limited value of the extra-curricular program and the negative value of "regular teacher" sponsorship.
	21. The extra-curricular program should be abolished.	

TABLE XIV
(CONTINUED)

Factor	Items Included in Factor	Component Summary
STUDENT PARTICIPATION	1. All students should be involved in at least one extra-curricular activity.	
	2. Extra-curricular activities are a vital factor in the education process.	
	3. The scope of extra-curricular activities should be increased.	
	4. Extra-curricular activities are most important because they create good teacher-student relationships.	Importance of the extra-curricular program and of <u>student participation</u> in it, and the need to extend the program qualitatively and quantitatively.
	5. Training in sponsorship of extra-curricular activities should be part of the modern teacher's education.	
	7. There should be some form of compensation given to teachers heavily involved in extra-curricular activities.	
	10. There is a need for full-time physical education teachers.	

TABLE XIV
(CONTINUED)

Factor	Items Included in Factor	Component Summary
NEED FOR CHANGE	12. There should be more emphasis on recreational sports than on competitive sports in the extra-curricular program.	
	14. Most principals expect teachers to take on extra-curricular responsibilities.	
	17. Extra-curricular activities should be incorporated into the regular curriculum.	<u>Need for Change in</u> content and methods of organization and admin- istration of the program.
	18. Student councils should take more responsibility for the extra-curricular program.	
	19. Decisions on the extra-curricular programs should be the responsibility of a special committee involving the principal, staff and students.	
	20. Sponsors for extra-curricular activities should not be assigned by the principal.	

APPENDIX E

TABLE XV

TOTAL SAMPLE "ASCRIBED VALUES" SCALE TABULATION
BY NUMBER AND PERCENTAGE

	Much Value	Some Value	Little Value	No Value	Detri- mental
Training in basic skills	640 44.7	585 40.8	80 5.6	15 1.0	2 0.1
Training for social cooperation	839 58.5	451 31.5	39 2.7	5 0.3	2 0.1
Training for leadership	653 45.6	603 42.1	55 3.8	14 1.0	3 0.2
Training in sports- manship	815 56.9	447 31.2	54 3.8	12 0.8	7 0.5
Improved physical health	579 40.4	599 41.8	128 8.9	22 1.5	1 0.1
Outlet for super- abundant energy	642 44.8	586 40.9	92 6.4	12 0.8	1 0.1
Training in assuming responsibility	645 45.0	610 42.6	64 4.5	12 0.8	2 0.1
Cultural development	357 24.9	665 46.4	235 16.4	62 4.3	3 0.2
Improved school spirit	601 41.9	605 42.2	100 7.0	22 1.5	3 0.2
Improved discipline in the school	291 20.3	576 40.2	331 23.1	123 8.6	8 0.6
Retention of students in school	168 11.7	509 35.5	414 28.9	178 12.4	28 2.0
Development of worth- while friendships	417 29.1	731 51.0	146 10.2	31 2.2	0 0.0
Training for use of leisure time	548 38.2	632 44.1	130 9.1	24 1.7	2 0.1

TABLE XV
(CONTINUED)

	Much Value	Some Value	Little Value	No Value	Detri- mental
Therapeutic values for individuals	329 23.0	713 49.8	222 15.5	45 3.1	3 0.2
Training for aesthetic appreciation	218 15.2	699 48.8	287 20.0	86 6.0	3 0.2
Motivation for academic work	160 11.2	543 37.9	437 30.5	155 10.8	24 1.7
Vocational training	115 8.0	524 36.6	472 32.9	166 11.6	10 0.7
Improved school- community relations	275 19.2	694 48.4	269 18.8	73 5.1	3 0.2
Training for parliam- entary usage	79 5.5	413 28.8	503 35.1	272 19.0	14 1.0
Training for citizen- ship	408 28.5	701 48.9	182 12.7	31 2.2	1 0.1

Note: The difference between the cumulative percentages and 100% for each item accounts for the number of teachers not answering that item.

APPENDIX F

TABLE XVI

CHI-SQUARE AND CONTINGENCY COEFFICIENT VALUES
WITH DIFFERING TEACHER CLASSIFICATIONS

Classification	Values	FACTOR ONE			
		6	11	13	15
Sex	χ^2 C	*42.13 .181	*19.18 .118	*11.25 .090	*27.83 .142
Marital Status	χ^2 C	2.17 .039	13.58 .098	6.79 .070	11.65 .092
School Responsibility	χ^2 C	*42.58 .175	3.68 .040	*15.59 .116	*11.51 .091
Age	χ^2 C	*21.98 .126	*20.16 .121	*59.58 .205	*37.63 .165
School Type	χ^2 C	*87.46 .246	*22.23 .126	*19.01 .117	*41.87 .173
Salary Classification	χ^2 C	*57.11 .201	4.23 .05	11.26 .09	*17.65 .114
Grade Taught	χ^2 C	*89.24 .253	*21.54 .127	*31.83 .154	*41.42 .176
Total Teaching Experience	χ^2 C	*15.90 .129	13.04 .097	*48.67 .185	*34.50 .157
Present School Experience	χ^2 C	10.75 .088	14.79 .103	*18.91 .116	8.25 .077
Participation in Coaching or Sponsoring	χ^2 C	*87.92 .251	7.60 .075	*16.29 .110	*67.02 .221

* χ^2 values significant at .05 level.

TABLE XVI
(CONTINUED)

FACTOR TWO

Classification	Values	I t e m s			
		8	9	16	21
Sex	χ^2	*21.68	*30.84	9.45	*59.21
	C	.126	.149	.083	.206
Marital Status	χ^2	7.19	1.63	11.54	*21.08
	C	.073	.034	.092	.124
School Responsibility	χ^2	*18.77	*14.63	*23.08	*31.31
	C	.117	.103	.130	.151
Age	χ^2	*100.80	*34.36	*24.99	*145.28
	C	.264	.158	.135	.313
School Type	χ^2	*41.25	8.26	*16.99	*60.29
	C	.172	.077	.111	.206
Salary Classification	χ^2	*15.97	10.81	13.67	*48.34
	C	.108	.088	.100	.186
Grade Taught	χ^2	*49.02	*29.98	*27.00	*83.67
	C	.191	.150	.143	.249
Total Teaching Experience	χ^2	*103.04	*23.49	*21.80	*135.73
	C	.266	.130	.125	.311
Present School Experience	χ^2	*33.50	7.46	4.33	*39.25
	C	.155	.073	.056	.168
Participation in Coaching or Sponsoring	χ^2	*50.95	*72.79	*32.60	*109.13
	C	.195	.230	.156	.279

* χ^2 values significant at .05 level.

TABLE XVI
(CONTINUED)

FACTOR THREE

Classification	Values	I t e m s									
		1	2	3	4	5	7	10			
Sex	χ^2	*36.71	*23.76	*17.39	8.38	6.54	11.50	12.40			
	C	.161	.130	.113	.078	.069	.091	.094			
Marital Status	χ^2	4.34	2.34	6.35	6.93	6.24	4.98	3.16			
	C	.055	.041	.067	.070	.067	.059	.046			
School Responsibility	χ^2	*18.37	7.91	8.90	5.44	7.01	6.42	5.08			
	C	.115	.075	.080	.062	.071	.067	.060			
Age	χ^2	15.42	25.84	*171.77	*39.13	*25.49	*22.87	*46.69			
	C	.105	.136	.335	.167	.135	.127	.182			
School Type	χ^2	*48.22	*48.08	*20.51	8.42	8.66	9.66	*40.24			
	C	.184	.184	.121	.078	.079	.083	.108			
Salary Classification	χ^2	*26.69	*30.63	*30.11	*15.58	8.20	8.55	*25.43			
	C	.138	.147	.112	.106	.078	.07	.134			
Grade Taught	χ^2	*58.54	*55.30	*51.27	*27.47	17.61	11.78	*38.99			
	C	.206	.201	.194	.144	.115	.094	.169			
Total Teaching Experience	χ^2	*17.97	*21.87	*143.43	*39.19	*22.46	14.52	*19.34			
	C	.113	.124	.100	.166	.126	.101	.117			
Present School Experience	χ^2	12.90	5.51	*61.30	*18.40	*17.83	8.71	5.79			
	C	.096	.062	.206	.110	.113	.079	.064			
Participation in Coaching or Sponsoring	χ^2	*48.17	*83.71	*47.35	*54.35	*45.73	*23.94	1.09			
	C	.187	.244	.186	.199	.184	.133	.030			

* χ^2 values significant at .05 level.

TABLE XVI
(CONTINUED)

FACTOR FOUR

Classification	Values	I t e m s							
		12	14	17	18	19	20		
Sex	χ^2 C	*13.76 .099	*58.10 .202	*10.94 .089	*46.96 .184	*16.91 .110	*41.80 .173		
Marital Status	χ^2 C	4.92 .059	10.27 .086	8.20 .077	13.75 .100	*18.78 .117	15.06 .104		
School Responsibility	χ^2 C	*13.33	3.63	3.26	*28.90	*9.81	4.80		
Age	χ^2 C	*40.41	13.75	*29.62	7.42	8.40	*24.48		
School Type	χ^2 C	*20.10	*68.22	13.42	*189.23	*41.53	*39.21		
Salary Classification	χ^2 C	11.29	*52.54	14.28	*77.82	*22.36	9.76		
Grade Taught	χ^2 C	*34.77 .160	*97.91 .264	*24.01 .135	*196.11 .364	*57.71 .206	*55.91 .204		
Total Teaching Experience	χ^2 C	*37.68 .162	13.44 .098	*28.38 .142	10.15 .086	11.77 .092	13.63 .099		
Present School Experience	χ^2 C	12.83	*15.51	14.56	*19.16	5.63	8.43		
Participation in Coaching or Sponsoring	χ^2 C	*13.72 .100	*65.47 .218	*16.00 .110	5.71 .066	*14.63 .104	*28.53 .147		

* χ^2 values significant at .05 level.