THE RELATIONSHIP BETWEEN ELEMENTARY AND SECONDARY TEACHER-
EXPRESSED PREFERENCES FOR INSTRUCTIONAL MEDIA
AND THE ACTUAL AVAILABILITY OF THOSE MEDIA IN
SELECTED COLQUITT COUNTY SCHOOL SYSTEM
MOULTRIE, GEORGIA

613-8301

by

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B. S., Fort Valley State College, 1958

A MASTER'S REPORT

submitted in partial fulfillment of the
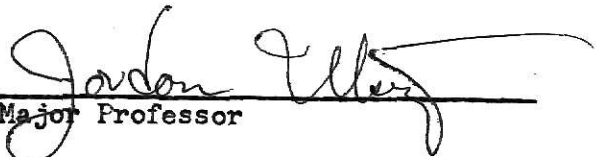
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

Approved by:

Major Professor

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Modern communication media surround children. They have grown up on a diet of television, motion pictures, radio and an array of interesting books and colorful magazines. Every September, classrooms are filled with children who come from media-saturated social environments. But, do the classrooms which these children attend reflect a variety of media experiences?

Billings (1970, p. 20) in her report, "Learning to Use Media" stated that:

> Education today has moved from the textbook and orientated instruction to greater emphasis on using a variety of media and a high quality of instructional materials should be accessible to teachers along with equipment and facilities for their use.

Technology has offered modern educators greater flexibility than ever before. Moller (1971, p. 11) in his lecture on "The Use of Visual Media in Schools" suggested that: "We cannot assume that one method of teaching is correct for every teacher, for every subject, and even one teacher at all times."

Various types of materials and different ways of presenting them are necessary in today's classrooms. Kemp (1963, p. 5) pointed out that:

> As increasing recognition is given to the audiovisual media and more suitable facilities are provided for their use, we will see increased dependence on various media to serve many instructional purposes—and not as enrichment devices to be used if time permits, but rather as carefully planned integrated parts of the teaching learning environment.

Since 1963 the concept of audiovisual materials (more broadly referred to today as the educational media field) has extended further and

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media roles in instructional programs, on all levels, have received greater attention.

Audiovisual materials have been among the resources for teaching and learning in educational programs for many years. Most often they have been secondary to verbal presentations by teachers, to textbooks, to chalkboards, to library materials and to other traditional and convenient methods of communication. Often they were introduced into a class lesson at the whim of the teacher, perhaps just to occupy spare time. For these reasons audiovisual materials generally have been considered "aids" to instruction.

Audiovisual aids came into prominence with the development of the 16 mm motion-picture films, in the 1920's and 1930's. For many teachers, instructional aids have been (and still may be) synonymous with the use of films. Many research studies soon showed an increase in learning when a motion picture was added to a lecture as compared to a lecture itself.

But in a large measure, films and other media generally have remained just "aids" to instruction. They have not reached wide spread acceptance and careful integration into present-day teaching and learning experiences. As Heinich (1968, p. 10) explained:

> Materials of instruction were more often afterthoughts of curriculum planning than results of the curriculum development process. Audiovisual materials usually entered the instructional process at the classroom application level, either when the teacher was casting about for materials that might "aid" instruction, or when the audiovisual director instituted a search of catalogs for appropriate materials.

Perhaps the peripheral status of audiovisual materials in educational programs has been the result of some of the following factors.

Most teachers have not understood or have not accepted the instructional value of media resources. Many may feel that unless they are in front of the classroom talking, doing, or showing, no learning is taking place. Others may react to the use of instructional media as being

"low level." Academic respectability, as they see it, can be maintained only through verbal communication and reading.

In the past, the use of visual aids was difficult. Equipment and materials had to be scheduled long in advance. Machines were cumbersome and difficult to operate and rooms needed darkening. For these reasons if often was not worth the effort to use filmstrips.

Finally, "overzealous and premature promotion of audiovisual materials by salesmen and some educators, without adequate follow-through, has had understandable adverse effects on teachers in their acceptance and future use of these resources." (Kemp, 1968).

So, for many teachers, the traditional audiovisual materials, unfortunately, have been "aid-enrichments" to be used "if we have the time," after the lecture and textbooks are studied.

Do teachers still hold these beliefs and encounter some of the same problems in using instructional media? In a recent study, Smith (1971) attempted to determine what audiovisual materials were used by beginning teachers of social studies. This study revealed that beginning social studies teachers did not use many of the available media nor were those media frequently included in their teaching. It was also confirmed in this study that 75 percent of the teachers used only six of the seventeen selected media for the questionnaire. Smith (1971, p. 8) offers many possible explanations for the lack of media utilization. However, the most significant justifications cited are:

> One is found in the old adage that teachers teach the way they were taught rather than the way they were taught to teach.

> Minimal use of audiovisual materials by teachers is related to inaccessability of materials.

Another possible reason could be the fact that in many instances a variety of media may be available in the school district, but inefficient

distribution patterns and chronic delivery delays cancel their being used at the time the teacher desires to use them. In school systems without centralized media centers, often the location of media prevents desired use.

Despite the fact that hundreds of studies testing the instructional values of various forms of media revealed the intense value of the affective use of these media in the learning process, and despite the fact that for many years extra financial assistance has been given to schools for the purchase of instructional media, according to recent research the classrooms do not include a variety of media experiences for children. Teachers still fail to incorporate a wide-variety of media into their teaching.

Moreover, the modern teacher needs to make use of a variety of media in order to communicate effectively with the student. But, before this can take place, appropriate and up-to-date materials must be accessible to their classrooms. It has been stated that: "The American teacher was the only professional person trying to work with yesterday's tools." (White, 1961, p. 67).

Present-day schools must accept the challenge and provide the best in instructional media for teachers. Historically, the theory of audio-visual use has repeatedly called for integration with other media, but limited development in this direction has been accomplished. Such a task can only be successful under conditions where audiovisual equipment, filmed materials and other "hardware" and "software" exist in abundance, are accessible, and where no logistical problems are experienced by teachers.

This study was undertaken to discover if the teachers in the Colquitt County School System were not making adequate use of instructional media in the classrooms. In addition, the investigator wanted to determine if teacher preferences for the media needed for their teaching was an underlying cause of the inefficient utilization of media.

Statement of the Problem

The design for this study was prompted by Smith's (1971, p. 8) conclusion that "Minimal use of audiovisual materials by teachers is still related to inaccessibility of materials," and the author's contention that teachers' preferences for media in their teaching should be investigated. It was also the intention of the author to obtain information from teachers on aspects of the educational media program relevant to inefficient utilization of instructional media in school systems.

The author attempted to apply these principles in a correlative study of instructional media for the basic subject areas in elementary and secondary schools.

The study was concerned with the relationship between elementary and secondary teacher-expressed preferences for instructional media and the effectual availability of those media in the selected Colquitt County School System. This study was to further investigate the issues relevant to practical and impractical utilization of instructional media by teachers in the school system. Those issues investigated were:

1. Appropriate and up-to-date materials available.
2. Problems encountered in securing media.
3. Policies on the selection of media.
4. Subject areas of newer media needs.
5. Amount of time consumed integrating media.
6. Awareness of available media.
7. The effectiveness of information-agencies in the school.
8. Teacher preferences in selection of media.
9. The accessibility of media.
10. The availability of sufficient funds for media.
11. The frequency of use of media by teachers.

Hypothesis

It is hypothesized that there are discrepancies between instructional media which teachers prefer and those media available to them.

Definition of Terms

Media terminology has not been standardized, and professionals may refer to any of these terms and others to mean the same. In order to clarify the terms used in the investigation of this problem, the following conceptual definitions have been developed.

Audiovisual Materials. "This refers to any device through which the learning process may be encouraged or carried on through the sense of hearing and/or sense of sight." (Good, 1959, p. 2). It may also refer to those teaching materials, some prosaic, some graphic, not always dependent upon words as predominant source meaning for the observer, and it is currently being referred to as audiovisual technology rather than audiovisual materials. (Erickson, 1965).

Media. "Defined here as those things which are manipulated, seen, heard, read or talked about, in addition to instruments which facilitate such activity. Media are both tools for teaching and avenues for learning." (Moore, 1963). It may also refer to programmed learning materials, and electronic learning laboratories. It also includes many well established audiovisual media such as motion pictures, filmstrips, slides, recorders, etc. (A.L.A., 1969, p. 15).

Frequent Use of Media is used in a broad sense to include referred to media when speaking of audiovisual media and multi-media. Media is concisely and generally defined as printed and audiovisual forms of communication and their accompanying technology.

Instructional Media refers to all instructional materials and equipment necessary for teaching and learning, excluding books.

Hardware. "Equipment as distinguished from materials; machinery, tools and devices." (Bretz, 1971, p. XXI).

Software. "Recording media; recorded program materials, e.g., film, tapes, books, discs, etc., Both working materials from which a program is created. May include a script, written narration, audio or visual aids, etc." (Bretz, 1971, p. XXII).

Educational Media Services includes the total efforts to help teachers and students use available educational media.

Educational Media Program refers to all efforts of a school system to provide educational media services.

Educational Media Coordinator refers to the supervisor of educational programs in a school system.

Expressed Preferences. Those media that are desired by teachers.

Actual Availability. Those media that are available to teachers.

Elementary Teachers. Those teachers teaching in grades not above grade eight. The term includes kindergarten levels if they are under the control of the local board of education.

Secondary Teachers. Those teachers teaching in grades nine through twelve.

Media Center. "A term used to designate 'a learning center' in the school where full range of print and audiovisual media, necessary equipment, and services from media specialist, are accessible to students and teachers." (Hicks and Tillin, 1970).

Accessibility of Media. Those media available in the school or school district that can be used at the time teachers desire to use them, or upon short term notice.

CHAPTER II

REVIEW OF LITERATURE

The search of literature was aimed at: (1) exploring current research and studies on instructional media, and (2) surveying existing approaches to research in the field which tried to identify critical features needed to be embodied into research programs, directed at improving instructional media usage. In reviewing the related literature and selected studies it was found that an abundance of materials exists on the values, uses, importance, utilization and facilitation of instructional media. However, no studies were found on teacher preferences of media.

Many books and articles have been written on the values of instructional media in schools. Dekieffer (1965, p. 2) reported in his book, Audio-visual Instruction: ". . . The value of instructional media depends upon the ability of the teacher to use them effectively."

". . . They do not and will not replace the classroom teacher. At best, they will enhance the teacher by stimulating sensory perception through the use of media acceptable to the young people of their generation," was expressed by Conley (1968, p. 68).

The values of instructional media in teaching were explained by Shuller (1959):

> . . . Materials and equipment are sufficient of themselves to bring about better instruction. Equipment and materials are essential, but unless steps are taken by teachers and administrators to see that these tools are used effectively, the results may be of little value.

In summing up the general values of media, Kinder (1965, p. 2) reported that:

They show inaccessible processes, materials, events and things and changes in time and space.

They induce greater acquisition and longer retention of factual information.

They provide objectivity in the study of a delicate and controversial subject.

They stimulate interest in voluntary reading.

They give all members of a group the opportunity to share an experience.

They facilitate attitude and behavior changes.

They get and hold the attention of almost all students.

They bring experts and multiple resources to the classroom.

They provide for a direct contact of students with realities of their social and physical environment.

They provide integrated experiences which vary from concrete to abstract.

They are valuable for all ages and ability groups.

A myriad of articles and research exist on the advantages of using instructional technology. Dible (1971, p. 20) cited the advantages for students and teachers:

Within the classrooms, microcosms of the multi-mediated environment exist with capabilities for teachers or pupils' use. The future is open-ended; for example, "compressed speech" accompanied by "speed listening" would have a host of applications in education.

He cited further advantages of multi-media for teachers:

The multi-mediated environment can allow teachers literally to be in several places . . . simultaneously . . . . The teacher's role in a multi-mediated environment is both promising and liberating. Teachers may, if they wish, become agents for opening the whole world to learners.

Other advantages of educational technology were expressed by Swyer (1972): "The most challenging and exciting thing about educational technology is to liberate teachers and students from group paced, group prescribed

instruction that is obtained when educational media are restricted to the teacher and the book." Elaborating, she said, "Technology correctly and creatively applied opens the way to the kind of freedom in education which we have never been able to achieve on our own."

As a summary to a review of the research materials on the advantages of audiovisual instruction, Allan (1956, p. 148) wrote:

> A vast amount of research has been accumulated during the past thirty years, demonstrating conclusively that audiovisual materials, properly used, can make significant contributions to learning over a wide range of conditions and subject matter content . . . .

There have been limited numbers of research studies made in which valid data were received in reference to the utilization of media. Beleforte (1966) conducted a study on integrating audiovisual media in elementary schools. This study revealed that the complete integration of materials in one centrally located place psychologically reinforced the multi-media approach to instructional materials and constantly reminded children and teachers that there are many sources of information.

Another study was made on the utilization of media by teachers. Smith's (1971) study revealed that media coordinators and specialists working directly with teachers could help eliminate the problem of inaccessibility of media.

Studies have also been made on reasons for the lack of media utilization by teachers. Meierhenry (1956) in his abstract on Mediated Teacher Resources cited that: "The need for support materials in education programs is an immediate one." In light of this need, teachers must work with what they have, although too often they must embark on a time-consuming search for what is available and where it can be found.

Swyer in a recent article in Grade Teacher, December, 1972, pointed out that successful utilization of media depends upon certain conditions.

"Careful analyses of successful media opportunities have revealed that management is the key." She named the key people: "It takes the administrator, supervisor, teacher and students to plan and implement the media program and assume certain responsibilities." Swyer (1972) defined the responsibilities of the implementors of the media program in the School:

1. The administrator, who realizes a top-rated school cannot exist without new media. Therefore, he provides funds to implement the program, insures that there are adequate equipment and facilities, and short-notice accessibility to equipment and materials.

2. The supervisor--an audiovisual director or other qualified person who regularly schedules inservice faculty meetings, who investigates the nature of the most efficient utilization of the new media, who makes frequent surveys to serve emerging needs of the teacher.

3. The teacher, who knows how to utilize audiovisual stimuli as instructional strategy and encourage students to interact with the materials. "The teacher is the key to success." It is imperative that he realizes that there are modes of instruction that will reach all students.

A final article on the utilization of media in Education Screen by Stopsky and Steinman (May, 1970) expressed that the involvement of emotions is one facet of a new approach to media. He contended, "It can be utilized to create a sense of incongruence and lead students to ask questions."

Educators have realized for some time that there are problems in schools that hinder the use of media in the classroom. Conner (1961, p. 256), speaking at the National Education Association Convention in Miami Beach cited:

Is the administrator aware and open-minded about these technical developments?

Is the administrator concerned about preparing teachers to use audiovisual materials?

Is the administrator prepared to provide support for the instructional materials program?

Does the administrator facilitate the use of audiovisual materials?

To what extent has the administrator set up a means which periodically evaluates the audiovisual program?

It seems apparent that research relating to the use of educational media would suggest that a stringent frame of reference be applied to pedagogic devices. Cyphert (1961, p. 40) wrote:

> Initially, any teacher method must be consistent with what research tells us about the processes . . . . Similarly, the choice of any method must take into consideration the maturity and manifold characteristics of children who will be affected . . . . Instructional methods to be effective, must be designed to promote the immediate and long-range development of the desired skill, knowledge, or attitude and at the same time reinforce the understanding being emphasized at other times in other subject areas . . . . Is the teacher's personality and professional competence sufficient to insure a modicum of success with the method? . . . . Are required facilities and instructional materials available? . . . . Is the method sufficiently imaginative and different from past activity to provide needed variety in what people do?

Others outside the education realm, too, have realized the importance of the use of instructional media in schools today. Hubert H. Humphrey, guest editoralist in The School Administrator, May, 1970, stated that:

> The nineteenth-century classroom does not meet the needs of twentieth-century society. The electronic revolution that has seized the American community must be let into the classroom and made an integral part of the educational process. Likewise, teachers administrators, and school boards must come to accept the importance of audiovisual and electronic aids. We are shamefully negligent in any effective use of television in the educational system. Cybernetics and television have become mainstays in the American way of life. They must serve equally in education.

The studies by Gum and Molstad (1961) were concerned primarily with individuals, individual programs and equipment evaluation. Though Faris' (1965) study was concerned primarily with media equipment evaluation, he did indicate that there were three areas to the evaluation of media: personnel, equipment and materials.

The literature reviewed indicated the need for further research in the areas of teacher preference and utilization of instructional media. This study will investigate those topics.

CHAPTER III

PROCEDURES

The design of this study is straight-forward. The objective was to gather data directly through direct questionnaires mailed to classroom teachers to obtain their reactions to questions about the availability of media, media preferences of teachers and to effectiveness of school media programs. The use of control groups was irrelevant to the objectives formulated for the study. Data were gathered only from elementary and secondary teachers from the selected Colquitt County School System, Moultrie, Georgia.

A letter of inquiry was sent to the superintendent securing permission to do the study and asking for a list of the names of the teachers in the school system.

From the list of 250 names 125 teachers were randomly selected and a questionnaire with a cover letter was forwarded to each teacher.

The questionnaires were received and the results were ranked in order of their preference by scaled responses and correlated using Spearman's Rank-Order Correlation.

Data obtained from this study will be used as a basis for the formulation of recommendations for improving educational media programs in elementary and secondary schools in Colquitt County.

CHAPTER IV

RESULTS

Of the one hundred and twenty-five teachers who were asked to respond to a mailed questionnaire, eighty-one responses were returned and used in this study.

The results below were given for each question as it appeared on the questionnaire. The data relevant to the objectives of the study were presented in sequence.

A composite of teacher responses to the first eight questions on the questionnaire is presented in percentages of teachers responding "yes," "no" and "undecided" in Table I.

Ten percent of the teachers responded "yes" to the availability of appropriate and up-to-date materials; twelve responded "yes" to problems encountered in securing media; seven percent to competency in the use of instructional media; eleven percent to satisfactory time and attention needed to integrate media into teaching; two percent to the awareness of media in schools; one percent to accessibility of media to classrooms; and thirty-eight percent to adequacy of financial support for instructional media.

Thirty-two of the teachers responded "no" to availability of appropriate and up-to-date materials; thirty-eight percent responded "no" to problems encountered securing media; twelve percent to competency in the use of media; fifteen percent to competency in the operation of equipment; eighty-four percent to satisfactory time needed to integrate media into teaching; sixteen percent to awareness of media in schools; twenty-three percent to adequacy of financial support for instructional materials.

TABLE I

PERCENTAGE OF RESPONSES TO QUESTIONS EXPRESSED
BY TEACHERS AT VARIOUS LEVELS

Question	Yes	No	Undecided
A.V. Materials Up-to-Date	10	32	58
Problems Encountered in Securing Media	12	38	49
Competency in Use of Instructional Media	7	12	80
Competency in Operation of Equipment	7	15	78
Satisfactory Time and Attention Needed to Integrate Media Into Teaching	11	84	5
Awareness of Media in Schools	2	16	81
Accessibility of Media in Classroom	1	23	75
Adequacy of Financial Support for Instructional Media	38	52	9

Fifty-eight percent of the teachers were "undecided" as to whether appropriate and up-to-date materials were available; forty-nine percent were "undecided" about the problems encountered in securing media; eighty percent about the competency in the use of instructional materials; seventy-eight percent about the competency in the operation of equipment; five percent about the satisfactory time and attention needed to integrate media into teaching; eighty-one percent about awareness of media in schools; seventy-five percent about accessibility of media; and nine percent about adequacy of financial support for instructional media.

When asked, "For what subject areas are media needed most?", teachers indicated needs in all areas of the school curriculum.

Table II shows persons responsible for media selection in the school system. One percent said the superintendent made the selection; thirteen percent indicated the principal was responsible for the selection; seven percent said the federal coordinator was responsible for media selection; forty-nine percent stated that the curriculum director did the selection of media; nine percent said the librarian was responsible; and thirteen percent responded that teachers made the media selection.

Teachers were asked to respond to the frequency of use of media. Table III shows the tabulated responses. Two percent said that media is used "always;" seven percent responded that they use media "most of the time," fifty-four percent indicated that they used media "some of the time"; and thirty-six percent stated that they "rarely" used media. None denoted no use at all.

Table IV shows the percentages of teacher responses to degrees of importance given to the fifty-nine media listed on the questionnaire were to their teaching. Teachers gave high ranking to the following media:

TABLE II

PERSONS RESPONSIBLE FOR MEDIA SELECTION

	Percentage
Superintendent	1.00
Principal	13.50
Federal Coordinator	7.00
Curriculum Director	49.00
Media Specialist	0.00
Librarian	9.00
Teachers	13.50
Others (Specified in Discussion)	

TABLE III

FREQUENCY OF USE OF MEDIA

Frequency	Percentage
Always	2
Most of the Time	7
Some of the Time	54
Rarely	36
Never	0

TABLE IV

IMPORTANCE OF MEDIA UTILIZATION AS REPORTED BY TEACHERS

Media	Very Important Percentage	Important Percentage	Somewhat Important Percentage	Of Little Importance Percentage	Not Important Percentage	Negative Percentage
Films & Projectors	50	34.5	6	2	0	6
Filmstrips & Projectors	53	31	11	1	0	4
Chalkboard	83	13.5	4	0	0	0
Slides	28	33	23	7	1	7
Flat Pictures	16	42	26	6	4	6
Overhead Transparencies	37	33	18.5	7	1	2
Flannel Boards	16	25	31	71	13.5	4
Models	28	26	22	5	7	11
Panaromas	4	25	26	15	11	15
Dioramas	10	20	20	12	16	16
Tape Recordings	34.5	31	28	7	5	2
Puppets	12	12	28	20	18.5	9
Artifacts	18.5	26	21	16	9	10
Television	21	31	25	12	2	2
Games	27	32	22	6	10	10
Charts	38	32	10	6	1	2
Language Masters	34.5	34.5	11	4	10	9
Maps	47	32	10	7	10	0
Globes	36	26	11	9	10	9
Atlases	18.5	25	13.5	3.5	12	2
Pamphlet Materials	22	27	28	11	12	2
Slide Sets	22	31	28	7	5	9
Dictionaries	60	31	27	6	4	2
Transparencies	36	20	10	6	2	1
Salt Maps	1	23	12	16	1	21
Charts: Schematic, Dia-grammatic, Graphic	12	9	18.5	6	12	43
Posters	20	22	22	7	5	22
Cartoons	10	44	21	9	0	7
Flashcards	25	31	30	11	13.5	6

TABLE IV (Continued)

Media	Very Important Percentage	Important Percentage	Somewhat Important Percentage	Of Little Importance Percentage	Not Important Percentage	Negative Percentage
Electric Questioner	7	16	15	16	25	21
Stereoscope	1	13.5	22	16	22	22
Camera	6	15	27	21	16	15
Display Boards	37	36	13.5	5	1	7
Duplicating & Copying Machines	78	17	2	0	0	0
Projection Screen	72	13.5	9	1	2	2
Graphs	21	30	23	10	11	5
Pictures	36	36	16	0	2	2
Murals	20	27	23	9	10	10
Bulletin Boards	52	31	11	4	1	1
Peg Boards	15	36	15	16	14	5
Magnetic Boards	12	33	20	17	10	7
Exhibits	27	28	21	9	5	10
Records	42	34.5	11	5	4	4
8 mm Loops	9	25	15	15	12	25
Motion Pictures	33	30	12	10	4	11
Flannel Board Materials	20	33	13.5	10	11	12
Reading & Tachistoscopic Devices	32	18.5	4	2	18.5	25
16 mm Projectors	49	30	10	4	1	7
Record Players	67	20	6	1	4	2
Tape Recorders & Tapes	54	21	12	4	2	6
8 mm Projectors	31	20	15	6	13.5	15
Language Laboratories	31	26	13.5	4	16	10
Radio	9	23	22	22	16	9
Public Address System	32	15	21	13.5	7	11
Opaque Projectors	36	27	16	6	7	7
Slide Projectors	25	33	20	10	2	10
Microprojectors	17	21	25	9	11	17
Tachistoscope	18.5	20	18.5	12	12	18.5
Teaching Machines	22	12	16	5	10	34.5

the chalkboard eighty-three percent; duplicating and copying machines seventy-eight percent; the projection screen seventy-two percent; the record player sixty-seven percent; dictionaries sixty percent; tape recorders and tapes fifty-four percent; filmstrips and projectors fifty-three percent; bulletin boards fifty-two percent; 16 mm projectors forty-nine percent; records forty-two percent; display boards thirty-seven percent; transparencies thirty-six percent; pictures and globes thirty-six percent; and tape recordings, tapes, and language masters thirty-four percent each.

In lesser rankings teachers listed the following media as "very important" to their teaching: salt maps and the stereoscope one percent; the electric questioner seven percent; 8 mm loops and the radio nine percent; dioramas and cartoons ten percent; puppets, charts, and magnetic boards twelve percent; atlases and artifacts eighteen percent.

Teachers ranked in lower percentages that the following media are not as "important" to their teaching: the electric questioner and the stereoscope twenty-five percent; reading tachistoscopic devices and puppets eighteen percent; language laboratories, panoramas and dioramas sixteen percent; the radio fifteen percent; pegboards and cartoons thirteen percent; and 8 mm loops, salt maps, atlases and globes twelve percent.

"Negative" responses were given in high percentages to the following media: salt maps forty-three percent; teaching machines thirty-four percent; 8 mm loops, reading and tachistoscopic devices twenty-five percent; charts and the stereoscope twenty-two percent; the electric questioner twenty-one percent; the tachistoscope eighteen percent; dioramas sixteen percent; 8 mm projectors, the camera and panaromas fifteen percent.

Teachers' responses to degrees of availability of media to their classrooms are listed in Table V.

TABLE V

AVAILABILITY OF MEDIA AS REPORTED BY TEACHERS

Media	Available Always Percentage	Available Most of the Time Percentage	Available Somewhat of the Time Percentage	Available Barely Percentage	Available Never Percentage	Negative Percentage
Films & Projectors	43	40	16	0	0	1
Filmstrips & Projectors	54	36	6	0	0	4
Chalkboard	91	5	1	0	0	2
Slides	31	16	20	10	12	11
Flat Pictures	36	16	17	7	7	10
Overhead Transparencies	26	17	28	13.5	9	10
Flannel Boards	27	13	12	10	27	11
Models	15	12	21	9	23	11
Panoramas	1	7	17	15	41	11
Dioramas	0	9	15	16	39.5	21
Tape Recordings	26	15	27	7	15	10
Puppets	5	9	16	18.5	38	10
Artifacts	6	10	16	16	34.5	13.5
Television	56	7	13.5	4	13.5	6
Games	42	10	20	11	7	10
Charts	43	20	11	7	9	10
Language Masters	14	16	16	11	34.5	9
Maps	46	12	13.5	6	11	11
Globes	50	12	10	1	16	11
Atlases	40	14	10	6	16	15
Pamphlet Materials	28	14	26	6	16	10
Slide Sets	25	16	7	9	18.5	18.5
Dictionaries	70	12	9	5	1	2
Transparencies	31	15	11	17	11	15
Salt Maps	5	2	5	16	46	26
Charts: Schematic, Dia-grammatic, Graphic	7	6	16	6	12	12
Posters	31	20	23	9	12	5
Cartoons	9	16	22	18.5	20	15

TABLE V (Continued)

Media	Available Always Percentage	Available Most of the Time Percentage	Available Somewhat of the Time Percentage	Available Barely Percentage	Available Never Percentage	Negative Percentage
Flashcards	26	17	13.5	11	25	7
Electric Questioner	2	1	4	9	67	17
Stereoscope	1	1	5	9	70	13.5
Camera	6	2	13.5	10	54	13.5
Display Boards	43	40	16	0	0	1
Duplicating & Copying Machines	67	22	4	2	2	5
Projection Screen	70	10	5	2	2	10
Graphs	28	9	18.5	7	22	15
Pictures	32	15	22	5	15	11
Murals	17	10	16	15	26	16
Bulletin Boards	75	7	4	1	5	7
Peg Boards	22	11	9	13.5	37	7
Magnetic Boards	14	4	11	16	38	16
Exhibits	14	12	21	15	22	17
Records	32	19	15	5	17	12
8 mm Loops	10	10	15	11	35	20
Motion Pictures	21	16	16	11	35	12
Flannel Boards	15	12	11	10	33	19
Reading & Tachistoscopic Devices	12	9	7	6	35	31
16 mm Projectors	33	25	12	1	14	15
Record Players	58	21	10	0	5	6
Tape Recorders & Tapes	47	16	14	2	12	9
8 mm Projectors	20	4	11	2	41	20
Language Laboratories	14	5	6	5	44	22
Radio	9	7	10	9	52	17
Public Address System	22	15	10	5	31	17
Opaque Projectors	17	20	9	7	36	11
Slide Projectors	26	12	11	9	27	15
Microprojectors	7	2	4	2	65	19
Tachistoscope	4	4	4	6	65	17
Teaching Machines	5	5	5	6	64	15

In highest percentages teachers indicated that the following media are "available always": the chalkboard ninety-one percent; bulletin boards seventy-five percent; dictionaries and the projection screen seventy percent; duplicating and copying machines sixty-seven percent; the record player fifty-eight percent; television fifty-six percent; filmstrips and projectors fifty-four percent; globes fifty percent; maps forty-six percent; tape recorders and tapes forty-seven percent; charts, films, projectors and display boards forty-three percent; games forty-two percent.

Teachers revealed in high percentages that the media that follow are "never available": the stereoscope seventy percent; the electric questioner sixty-seven percent; microprojectors and tachistoscopic devices sixty-five percent; teaching machines sixty-four percent; the camera fifty-four percent; the radio fifty-two percent; salt maps forty-six percent; panaromas forty-one percent; dioramas thirty-nine percent; magnetic boards thirty-eight percent; peg boards thirty-seven percent; 8 mm loops, reading and tachistoscopic devices thirty-five percent; and artifacts and language masters thirty-four percent.

Table VI shows the ranking of media in the degrees of importance as expressed by teachers. The ranks of importance list the fifty-nine media from highest to the lowest. Ranking high in importance were: the chalkboard (1); duplicating and copying machines (2); the projection screen (3); the record player (4); dictionaries (5); the tape recorder and tapes (6); film strips and projectors (7); bulletin boards (8); films and projectors (9); the 16 mm projector (10); maps (11); records (12); charts (13); display boards, overhead projectors (14); transparencies, the opaque projector, pictures and globes (17); tape recordings and language masters (20).

TABLE VI

RANKING OF MEDIA IN ORDER OF IMPORTANCE
EXPRESSED BY TEACHERS

Media	Rank	Percentage of Teachers
Chalkboard	1	83
Duplicating and Copying Machines	2	78
Projection Screen	3	72
Record Players	4	67
Dictionaries	5	60
Tape Recorders and Tapes	6	54
Filmstrips and Projectors	7	53
Bulletin Boards	8	52
Films and Projectors	9	50
16 mm Projectors	10	48
Maps	11	47
Records	12	42
Charts	13	38
Display Boards	14.5	37
Overhead Transparencies	14.5	37
Transparencies	17.5	36
Opaque Projectors	17.5	36
Pictures	17.5	36
Globes	17.5	36
Tape Recordings	20.5	35
Language Masters	20.5	35
Motion Pictures	22	33
Public Address System	23.5	32
Recordings and Tachistoscopic Devices	23.5	32
8 mm Projectors	25.5	31
Language Laboratories	25.5	31
Slides	27.5	28
Models	27.5	28
Games	29.5	27
Exhibits	29.5	27
Flashcards	31.5	25
Slide Projectors	31.5	25
Pamphlet Materials	34	22
Slide Sets	34	22
Teaching Machines	34	22
Television	36.5	21
Graphs	36.5	21
Posters	39	20
Murals	39	20
Flannel Boards	39	20

TABLE VI (Continued)

Media	Rank	Percentage of Teachers
Atlases	42	19
Artifacts	42	19
Tachistoscope	42	19
Microprojectors	44	17
Flat Pictures	45.5	16
Flannel Boards	45.5	16
Peg Boards	47	15
Magnetic Boards	49	12
Charts: Schematic, Diagrammatic, Graphic	49	12
Puppets	49	12
Dioramas	51.5	10
Cartoons	51.5	10
Radio	53.5	9
8 mm Loops	53.5	9
Electric Questioner	55	7
Camera	56	6
Panaromas	57	4
Salt Maps	58.5	1
Stereoscope	58.5	1

The media that ranked lowest in importance by teachers were:
atlases, artifacts and the tachistoscope (42); microprojectors (44);
flat pictures and the flannel board (45); peg boards (47); magnetic boards,
charts and puppets (49); dioramas and cartoons (51); the radio, and 8 mm
loops (53); the electric questioner (55); the camera (56); panaromas (57);
salt maps and the stereoscope (58).

Table VII denotes the ranking of the "availability" of media as
expressed by teachers. Ranking highest in availability were: the chalk-
board (1); the bulletin board (2); dictionaries (3); the projection screen
(4); duplicating and copying machines (5); the record player (6); television
(7); films and projectors (8); display boards (9); globes (10); tape record-
ings and tapes (11); maps (12); charts and film projectors (13); games (15);
atlases (16); flat pictures (17); the 16 mm projector (18); pictures and
records (19).

The media that ranked lowest in "availability" were: magnetic boards
(40); exhibits, language masters, language laboratories, reading and
tachistoscopic devices, (41); 8 mm film loops (45); cartoons and the radio
(46); charts and microprojectors (48), artifacts and the camera (50);
puppets, salt maps and teaching machines (53); the tachistoscope (55); the
electric questioner (56); panaromas, the stereoscope and dioramas (58).

Table VIII shows the correlation between the teachers' availability
rating and their importance rating for each form of media, which resulted
in a range from .70, duplicating and copying machines, to minus -21, the
chalkboard. Moderate agreement between the two ratings was further indi-
cated by a Significant Spearman Rank Order Correlation between rank of
importance and rank of availability of .65 (p < .05).

TABLE VII

RANKING OF MEDIA IN ORDER OF AVAILABILITY
EXPRESSED BY TEACHERS

Media	Rank	Percentage of Teachers
Chalkboard	1	91.36
Bulletin Board	2	75.31
Dictionaries	3	70.37
Projection Screen	4	70.37
Duplicating and Copying Machines	5	67.00
Record Players	6	58.02
Television	7	55.50
Films and Projectors	8	54.50
Display Boards	9	52.00
Globes	10	49.38
Tape Recordings and Tapes	11	47.00
Maps	12	46.00
Charts	13.5	43.21
Films and Projectors	13.5	43.21
Games	15	42.00
Atlases	16	39.50
Flat Pictures	17	36.00
16 mm Projectors	18	33.33
Pictures	19.5	32.10
Records	19.5	32.10
Slides	22	31.00
Transparencies	22	31.00
Posters	22	31.00
Pamphlet Materials	24.5	28.40
Graphs	25.5	28.40
Flannel Boards	26	27.16
Overhead Transparencies	28.5	26.00
Tape Recordings	28.5	26.00
Flashcards	28.5	26.00
Slide Projectors	28.5	26.00
Slide Sets	31	25.00
Public Address System	32.5	22.22
Peg Boards	32.5	22.22
Motion Pictures	34	21.00
8 mm Projectors	35	20.00
Murals	36.5	17.28
Opaque Projectors	36.5	17.28
Flannel Boards	38.5	15.00
Models	38.5	15.00
Magnetic Boards	40	13.58
Exhibits	41.5	13.58
Language Masters	41.5	13.58
Language Laboratories	41.5	13.58

TABLE VII (Continued)

Media	Rank	Percentage of Teachers
Reading and Tachistoscopic Devices	41.5	12.35
8 mm Loops	45	10.00
Cartoons	46.5	9.00
Radio	46.5	9.00
Charts: Schematic, Diagrammatic, Graphic	48.5	7.41
Microprojectors	48.5	7.41
Artifacts	50.5	6.17
Camera	50.5	6.17
Puppets	53	5.00
Salt Maps	53	5.00
Teaching Machines	53	5.00
Tachistoscope	55	4.00
Electric Questioner	56	2.47
Panaromas	58.5	1.23
Stereoscope	58.5	1.23
Dioramas	58.5	1.23

TABLE VIII

CORRELATION BETWEEN AVAILABILITY AND IMPORTANCE
AS REPORTED BY TEACHERS

Media	r	x (Importance)	x (Availability)
Duplicating & Copying Machines	.70	1.20	1.35
Microprojectors	.51	2.24	4.00
Salt Maps	.43	2.00	3.17
Globes	.42	2.27	2.00
Magnetic Boards	.35	2.57	3.10
8 mm Loops	.35	2.24	3.00
Record Players	.35	1.48	1.54
Tachistoscope	.34	2.25	4.00
Games	.34	2.32	2.03
Models	.34	2.04	3.00
Peg Boards	.33	3.00	3.10
Dioramas	.32	2.57	3.34
Stereoscope	.32	3.00	4.05
Display Boards	.32	2.00	2.00
8 mm Projectors	.32	2.07	3.00
Atlases	.31	3.00	2.06
Charts	.31	2.00	1.54
Exhibits	.31	2.06	3.00
Flannel Board Materials	.30	2.22	3.00
16 mm Projectors	.29	1.58	2.00
Radio	.28	3.00	3.32
Opaque Projectors	.28	2.00	3.00
Flannel Boards	.28	3.00	3.00
Artifacts	.27	2.41	3.00
Electric Questioner	.27	3.00	4.00
Language Laboratories	.27	2.19	3.00
Teaching Machines	.26	2.00	4.00
Tape Recorders & Tapes	.26	2.00	2.00
Language Masters	.26	2.00	3.11
Slide Projectors	.25	2.03	2.54
Camera	.25	3.00	4.00
Transparencies	.24	1.51	2.19
Murals	.23	2.28	3.00
Tape Recordings	.22	2.10	2.41
Slides	.21	2.01	2.24
Maps	.20	2.07	2.00
Pamphlet Materials	.20	2.38	2.38
Cartoons	.20	3.00	3.00
Reading: Tachistoscopic Devices	.20	2.00	2.49
Public Address System	.20	2.16	2.56

TABLE VIII (Continued)

Media	r	x (Importance)	x (Availability)
Motion Pictures	.19	2.00	3.00
Flash Cards	.17	2.36	3.00
Panoramas	.16	3.00	3.31
Television	.15	2.49	2.00
Graphs	.15	2.46	2.42
Films & Projectors	.14	1.48	2.00
Filmstrips & Projectors	.12	1.53	1.44
Dictionaries	.12	1.67	1.47
Puppets	.11	3.00	3.36
Flat Pictures	.10	2.21	2.11
Charts	.10	2.00	2.00
Slide Sets	.10	2.14	2.24
Posters	.10	2.01	2.37
Projector Screens	.10	1.42	1.27
Records	.10	2.00	2.20
Pictures	.10	2.00	2.22
Bulletin Boards	.10	2.00	1.31
Overhead Transparencies	.03	2.00	2.28
Chalkboards	-.:	1.21	1.05

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to determine the relationship between the instructional media preferred by teachers and the actual availability of those media. The study also intended to investigate major aspects of the educational media program relevant to the effective utilization of instructional media in elementary and secondary schools.

The survey of the educational media program of the Colquitt County School System, Moultrie, Georgia, was accomplished during the 1972-73 school year. A questionnaire was designed and used to obtain the needed information. The instrument used to collect the data is included in the Appendixes.

The elements around which the questionnaire was developed are based on instruments used in other research studies where school media programs were evaluated. The definition of instructional media for this questionnaire included both audiovisual and printed materials.

SUMMARY

Summarizing the results of the data received from the questionnaire revealed the following facts:

1. Over fifty percent of teachers were undecided on questions about effective use of media, teacher competencies in the use of instructional media, competencies in the operation of equipment, the awareness of media in schools and the accessibility of media to them.

2. Only thirty-two percent responded that appropriate and up-to-date materials were not available to them, while nine percent said they were available.

3. Thirty-one teachers indicated that problems were encountered in securing the media needed. Only twelve percent of the teachers responded that no problems are encountered.

4. The percentage of teachers indicating "yes" and "no" to the question on competency to operate equipment was very low. Seven percent said "yes," and fourteen said "no."

5. Teachers did not find that it takes too much time and attention to integrate media into their teaching. Eighty percent said "no," eleven percent responded "yes," and four percent were undecided.

6. Fifty-one percent of the teachers expressed inadequacy of financial support for the educational media programs. Thirty-eight percent said "no," while eight percent was undecided.

7. Teachers could not decide whether or not instructional media are accessible to their classrooms. Seventy-five percent were undecided, twenty-three percent said "no," and only one percent expressed "yes."

8. There is not a frequency of use of media by teachers. Only two percent said media are used when available, and thirty-five percent indicated that media were "rarely" used when they are available, while eight percent were undecided.

9. Teachers reported that media are needed in all areas of the school curriculum. Teachers made selections from all the nine areas listed on the questionnaire. Others wrote in their preferences.

10. From the fifty-nine media listed on the questionnaire, teachers reported that the media that follow are most important to their teaching: the chalkboard was number one (1); followed by duplicating and copying machines (2); the film projector (3); the record player (4); dictionaries (5);

the tape recorder and tapes (6), filmstrips (7), bulletin boards (8), and films and projectors (9).

11. From the fifty-nine media listed on the questionnaire, teachers reported that the media that follow are the least important to their teaching: the stereoscope and salt maps were (59); followed by panaromas (58); 8 mm film loops (55); the radio (54); cartoons (53); and dioramas and puppets (52).

12. From the fifty-nine media listed on the questionnaire, teachers expressed that the following media are most available to them: the chalkboard was number (1); followed by the bulletin board (2); dictionaries (3); the projection screen (4); duplicating and copying machines (5); the record player (6); television (7); display boards and globes (8).

13. From the fifty-nine media listed on the questionnaire, teachers reported that the following media are the least available to them: panaromas, dioramas, and the stereoscope were 58.5; followed by the electric questioner 56; the tachistoscope 55; puppets, salt maps and the teaching machine 53; artifacts and the camera 50.5; charts and micro-projectors 48.5; cartoons and the radio 46.5; language laboratories; reading and tachistoscopic devices 41.5; and magnetic boards 40.

14. From the fifty-nine media listed on the questionnaire, the following media received the lowest correlation ranking: the chalkboard -21; overhead transparencies .03; bulletin boards, pictures, records, the projector screen, posters, slide sets, charts, flat pictures .10.

15. From the fifty-nine media listed the media that follows received the highest correlation ranking: Duplicating and copying machines .70; microprojectors .51; salt maps .43; globes .42.

CONCLUSIONS

Several major conclusions were derived from the results of the survey on the educational media program in the Colquitt County School System, Moultrie, Georgia.

Teachers seem to be unaware of some of the newer media. A very low percentage of the newer instructional devices were ranked high in availability. There might have been a greater preference for newer instructional media than the results indicated if more appropriate and up-to-date materials had been available, and if teachers were given more of a choice in the selection of media.

It appears that a majority of the teachers are undecided about or have not understood the values of instructional media to their teaching. They indicated to a high degree that it does not take too much time to integrate instructional media into their teaching methods and few problems are encountered securing the media they need. Yet, they expressed that there is not a frequency of use of media even when it is available.

It is apparent that policies, procedures and plans for integrating media into the total school curriculum have not been clearly defined. A majority of the teachers were undecided on questions relevant to the administration of educational media services of a media program.

With more financial support for the educational media program a media center, properly staffed with a variety of materials could provide the proper services to teachers.

The study revealed no significant difference in the media preferred by teachers and the availability of those media. However, the media teachers seemed to prefer and the media most available to them were those normally found in classrooms--which suggests that a variety of materials are not available to teachers.

The moderate disagreement between the two variables indicated that further investigation needs to be made on teacher preferences of media as an underlying cause for ineffective utilization of media by teachers.

However, even taking the seemingly contradictions into account, the investigator feels that the information collected, studied and tabulated serves to establish the necessity of the study and support the recommendations which are made.

RECOMMENDATIONS

The results of this study indicate that the following recommendations might significantly improve the educational media program in the Colquitt County School System. The writer recommends that:

1. Inservice training and/or graduate level courses be offered to teachers and media instructional staff to improve their knowledge of media and effective uses of media.

2. The educational media services be directed toward improvement of instruction through better utilization of educational media.

3. The school administration give study to the purchase of more equipment to produce a wide variety of instructional media.

4. The education media centers contain a wide variety of educational media and services be established.

5. A study be given to improving the budget for the educational media program.

6. The teachers be given more of a choice in the selection of media for instruction.

7. The collection of media include more adequate and up-to-date materials for teachers' use.

8. The employment of a media coordinator be considered, with professional training, and given the responsibility for directing the media program.

9. The school system's policies, plans and procedures for the utilization of media be clearly defined.

10. Regular evaluations be conducted and reported to the Colquitt County Board of Education.

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APPENDIX

1972

Dear _____,

Instructional Media is an integral aspect of the total design of instruction.

The purpose of this questionnaire is to ascertain the existing practices relative to media to secure enough information to determine Teacher Preferences for media and the availability of those media to them.

Information gathered on this questionnaire is of an impersonal nature. Names do not have to appear on the questionnaire. No person or school will be identified.

The questionnaire is a bit long, but it is very important to me to have you express your feelings and needs about all phases of media usage. The information in this study may help to provide direction for schools in ordering and making available materials. For this reason, your candid, honest response to all items would be greatly appreciated.

I am asking you, because of your professional competence and interest, to help in this study.

Thank you very much.

Sarah E. Daniels
Kansas State University
Manhattan, Kansas 66502

INSTRUCTIONAL MEDIA QUESTIONNAIRE

Part I

DIRECTIONS: Please, make a check under <u>yes</u>, <u>no</u>, OR <u>undecided</u>.

	<u>Yes</u>	<u>No</u>	Undecided
Are appropriate and up-to-date materials available to you?	____	____	____
Are problems encountered in securing the media you need for instruction?	____	____	____
Do you feel competent in the use of instructional media?	____	____	____
Are you able to operate equipment without technical assistance?	____	____	____
Do you find that it takes too much time and attention to integrate instructional media satisfactorily in your teaching methods?	____	____	____
Are you aware of all or most of the media in your school?	____	____	____
Is instructional media easily accessible to your classroom?	____	____	____
Does your administrator have adequate financial support for the instructional media program?	____	____	____

1. In what subject areas are media needed most?

       _____ 1. Reading
       _____ 2. Language Arts
       _____ 3. Social Studies
       _____ 4. English
       _____ 5. Science
       _____ 6. Art
       _____ 7. Music
       _____ 8. Mathematics
       _____ 9. Physical Education

Part I (continued)

2. Who makes the selections of media in your school?

_____ 1. Superintendent
_____ 2. Principal
_____ 3. Federal Coordinator
_____ 4. Curriculum Director
_____ 5. Media Specialist
_____ 6. Librarian
_____ 7. Teachers
_____ 8. Others (specify) _____

3. When media are available, indicate use:

_____ Always
_____ Most of the time
_____ Some of the time
_____ Rarely
_____ Never

4. Grade or Subject(s) I Teach _____

INSTRUCTIONAL MEDIA QUESTIONNAIRE

Part II

HOW IMPORTANT DO YOU FEEL THE MEDIA LISTED BELOW ARE TO YOUR TEACHING?

DIRECTIONS: You may respond to the statement in the following ways:

Place a check ( ) in Column 1 if you feel it is <u>very Important</u>.
Place a check ( ) in Column 2 if you feel it is <u>Important</u>.
Place a check ( ) in Column 3 if you feel it is <u>somewhat Important</u>.
Place a check ( ) in Column 4 if you feel it is <u>of little Importance</u>.
Place a check ( ) in Column 5 if you feel it is <u>not Important</u>.

	1 Very Important	2 Important	3 Somewhat Important	4 Of Little Importance	5 Not Important
Films & Projectors					
Filmstrips & Projectors					
Chalkboard					
Slides					
Flat Pictures					
Overhead Transparencies					
Flannel Boards					
Models					
Panoramas					
Dioramas					
Tape Recordings					
Puppets					
Artifacts					
Television					
Games					
Charts					
Language Masters					
Maps					
Globes					
Atlases					
Pamphlet Materials					
Slide Sets					
Dictionaries					
Transparencies					

Part II (page 2)

	1 Very Important	2 Important	3 Somewhat Important	4 Of Little Importance	5 Not Important
Salt Maps					
Charts: Schematic, Diagrammatic, Graphic					
Posters					
Cartoons					
Flashcards					
Electric Questioner					
Stereoscope					
Camera					
Display Boards					
Duplicating & Copying Machine					
Projection Screen					
Graphs					
Pictures					
Murals					
Bulletin Boards					
Peg Boards					
Magnetic Boards					
Exhibits					
Records					
8 mm Loops					
Motion Pictures					
Flannel Board Materials					
Reading and Tachistoscopic Devices					
16 mm projectors					
Record Players					
Tape Recorders & Tapes					
8 mm Projectors					
Language Laboratories					
Radio					
Public Address System					
Opaque Projectors					
Slide Projectors					
Microprojectors					
Tachistoscope					
Teaching Machines					

INSTRUCTIONAL MEDIA QUESTIONNAIRE

Part III

HOW AVAILABLE TO YOU ARE THE MEDIA LISTED BELOW?

DIRECTIONS: You may respond to the statement in the following ways:

Place a check ( ) in Column 1 if available always.
Place a check ( ) in Column 2 if available most of the time.
Place a check ( ) in Column 3 if available sometimes.
Place a check ( ) in Column 4 if available rarely.
Place a check ( ) in Column 5 if available never.

	1	2	3	4	5
	Always	Most of the Time	Sometimes	Rarely	Never
Films & Projectors					
Filmstrips & Projectors					
Chalkboard					
Slides					
Flat Pictures					
Overhead Transparencies					
Flannel Boards					
Models					
Panoramas					
Dioramas					
Tape Recordings					
Puppets					
Artifacts					
Television					
Games					
Charts					
Language Masters					
Maps					
Globes					
Atlases					
Pamphlet Materials					
Slide Sets					
Dictionaries					
Transparencies					
Salt Maps					

Part III (page 2)

	1 Always	2 Most of the Time	3 Sometimes	4 Rarely	5 Never
Charts: Schematic, Diagrammatic, Graphic					
Posters					
Cartoons					
Flashcards					
Electric Questioner					
Stereoscope					
Camera					
Display Boards					
Duplicating & Copying Machines					
Projection Screen					
Graphs					
Pictures					
Murals					
Bulletin Boards					
Peg Boards					
Magnetic Boards					
Exhibits					
Records					
8 mm Loops					
Motion Pictures					
Flannel Board Materials					
Reading and Tachistoscopic Devices					
16 mm Projectors					
Record Players					
Tape Recorder & Tapes					
8 mm Projectors					
Language Laboratories					
Radio					
Public Address System					
Opaque Projectors					
Slide Projectors					
Microprojectors					
Tachistoscope					
Teaching Machines					

THE RELATIONSHIP BETWEEN ELEMENTARY AND SECONDARY TEACHER-
EXPRESSED PREFERENCES FOR INSTRUCTIONAL MEDIA
AND THE ACTUAL AVAILABILITY OF THOSE MEDIA IN
SELECTED COLQUITT COUNTY SCHOOL SYSTEM
MOULTRIE, GEORGIA

by

SARAH EVERETT DANIELS

B. S., Fort Valley State College, 1958

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

In order for classroom teachers to meet the needs of children in today's modern society, media should become an integral part of the educational process. To meet this need, school systems must be confident that: (1) the educational media program will provide adequate services for teachers, (2) that media are wisely used by teachers, and (3) the media program is constantly studied, evaluated and up-graded. This study was undertaken to determine if inconsistencies existed between teacher preferences for media and their availability, and if this was a major factor contributing to ineffective utilization of media. An effort was also made to identify information on existing practices relevant to the effective utilization of media. The investigator anticipated that the results of the study would serve a dual purpose: (1) give an overview of the present status of the media program in the school surveyed and (2) serve as a guideline for future evaluations.

The results of the questionnaire sent to a random sampling of teachers in the district served as a basis for recommending possible measures to improve the educational media program.

The questionnaire covered three major areas. Part One covered instructional techniques involved in an effective media program. The results indicated that:

1. Over 50 percent of the teachers were undecided on questions about effective use of media, teacher competencies in the use of instructional media, competencies in the operation of equipment, the awareness of media in schools, and the accessibility of media to them.

2. Over 84 percent of the teachers did not find that it takes too much time and attention to integrate media into their teaching.

3. Fifty-two percent of the teachers expressed inadequacy of financial support for the educational media program.

4. Fifty-four percent of the teachers said that there is not a frequency of use of instructional media by teachers, when it is available.

5. Teachers reported that media are needed in all areas of the school curriculum.

Part Two which dealt with how important the selected fifty-nine instructional media were to their teaching revealed:

1. Of the eighty-one teachers responding, 83 percent expressed that the chalkboard was most important to their teaching.

2. Teachers expressed that the stereoscope, salt maps, panoramas, and 8 mm film loops are the least important to their teaching.

The availability of the fifty-nine selected media in Part Three disclosed that the chalkboard was the most available medium and the stereoscope, dioramas, and panoramas were least available.

Finally, the study revealed no significant difference between the media preferred by teachers and the actual availability of those media. However, moderate disagreement between the two variables seems to suggest that further investigation should be made on teacher preferences of media as an underlying cause for ineffective utilization of media by teachers.

As a result of the study, several recommendations for improving the educational media program were made by the investigator. The major recommendations were that:

1. The educational media services be directed toward improvement of instruction through better utilization of educational media.

2. A study be given to improving the budget for the educational media program.

3. Teachers be given more of a choice in the selection of media for instruction.

4. Regular evaluations be conducted and reported to the Board of Education.