

DOCUMENT RESUME

ED 058 804

FL 002 887

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TITLE Parent Attitudes Toward Education Scale.
INSTITUTION Las Cruces School District, N. Mex.; National
Consortia for Bilingual Education, Fort Worth,
Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 14p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Bilingual Education; Bilingual Students;
*Educational Attitudes; Educational Background;
Educational Interest; Educational Objectives; English
(Second Language); English Education; Family
Environment; Family Influence; Language Programs;
*Parent Attitudes; Parent Participation; Parent
Reaction; Program Administration; Program Evaluation;
Question Answer Interviews; *Questioning Techniques;
*Questionnaires; Spanish Speaking

ABSTRACT

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Fifty three statements to be classified by varying degrees of agreement and disagreement are listed concerning parental attitudes toward schools and teachers, the value of education, the value of the parent's own education, and language education in general. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information.
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ED 058804

**PARENT ATTITUDES
TOWARD
EDUCATION SCALE**



**Developed by
LAS CRUCES BILINGUAL
EDUCATION PROJECT
Las Cruces, New Mexico**

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FORT WORTH, TEXAS**

1887
2007

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The National Consortia for Bilingual Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Fort Worth Independent School District. The National Consortia has selected these materials for dissemination but the opinions expressed herein do not necessarily reflect the position or policy of the National Consortia or of the Fort Worth Independent School District.

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PARENT ATTITUDES TOWARD EDUCATION SCALE

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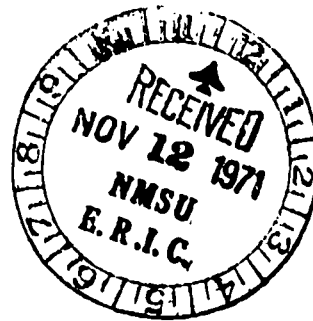
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I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the National Consortia for Bilingual Education. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

- A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

- (1) Provides the most reliable type of information if the interview is handled adequately;
- (2) Provides a means for interviewers to pick up additional information from parents regarding the program;
- (3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;
- (4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

- (1) More expenses are incurred with this technique than with the other techniques to be mentioned;
- (2) More time is spent in gathering the information in comparison to the other techniques.

B. GROUP TECHNIQUE - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

- (1) Reliable information can be gathered if the parents are properly introduced to the instrument;
- (2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;
- (3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

- (1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

- (1) Provides a savings in terms of time and travel;
- (2) Allows the interviewer to provide information to the parent if necessary;
- (3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

- (1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;
- (2) Difficult to get reliable information;
- (3) Can interview only those parents who have a telephone.

- D. MAIL-OUT TECHNIQUE - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

- (1) Inexpensive;
- (2) Requires little time on the part of project personnel;
- (3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

- (1) Probable very low return rate for the questionnaire;
- (2) No way to determine the reliability of the information gathered;
- (3) No direct communication involved between the project and the parents;
- (4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- o To determine how well your project personnel have communicated with the parents involved in the bilingual program;
- o To provide information that has implications for modifying your instructional program;
- o To provide information that has implications for modifying the parent involvement component of your program;
- o To provide information on specific children in terms of their emotional adjustment to the program;
- o To indicate specific parents who need to be further involved in the program.

PARENT ATTITUDES TOWARD EDUCATION SCALE

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
1. Children should listen to the teacher and do what she says.	—	—	—	—	—
2. Most teachers have pets.	—	—	—	—	—
3. The school is often to blame when students don't like school.	—	—	—	—	—
4. Some of my teachers helped me to be a better person.	—	—	—	—	—
5. It seems to me now that my teachers did not know what they were talking about.	—	—	—	—	—
6. I would like to see Spanish taught in the schools.	—	—	—	—	—
7. Too much play goes on in school these days.	—	—	—	—	—
8. Most teachers treat the children in their classrooms fairly.	—	—	—	—	—
9. We have little to say as to what will happen to us in life.	—	—	—	—	—
10. Most teachers teach because they like children.	—	—	—	—	—
11. Teachers do not make the pupils behave as well as they should.	—	—	—	—	—
12. Parents and school must work together to help the child with school matters.	—	—	—	—	—
13. Teaching Spanish in the schools makes it harder for the child to learn good English.	—	—	—	—	—
14. Going to school is a worthwhile experience.	—	—	—	—	—
15. Most people will learn more by working four years than by going to school four years.	—	—	—	—	—

PARENT ATTITUDES TOWARD EDUCATION SCALE

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	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
16. Many teachers are more interested in themselves than they are in teaching children.	---	---	---	---	---
17. Many teachers do not explain enough in their teaching.	---	---	---	---	---
18. There are times when teachers can't be blamed for getting mad at a child.	---	---	---	---	---
19. Schools do a good job in working with parents.	---	---	---	---	---
20. Some boys and girls are always unlucky in school.	---	---	---	---	---
21. Schools are the strength of American democracy.	---	---	---	---	---
22. It does not hurt for pupils to miss school once in a while.	---	---	---	---	---
23. Our schools should teach more about the history of the Southwest.	---	---	---	---	---
24. Many of the things I learned in school I still like to do.	---	---	---	---	---
25. The main reason I can see for going to school is that the law makes children go.	---	---	---	---	---
26. If a child does not do well in learning to read, most of the time it is because of the teacher.	---	---	---	---	---
27. Schools are not teaching reading as well as they used to.	---	---	---	---	---
28. If children listened to everything their teachers told them they could get all mixed up.	---	---	---	---	---

PARENT ATTITUDES TOWARD EDUCATION SCALE

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	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
29. When I look back on my school years I feel they were well spent.	—	—	—	—	—
30. Many people go into teaching simply because they like to boss others.	—	—	—	—	—
31. The best way to get a good job is to get a good education.	—	—	—	—	—
32. A longer school year gives a child a better chance to learn.	—	—	—	—	—
33. The boys and girls who like school most are usually sissies or teachers' pets.	—	—	—	—	—
34. Visiting my child's school is worth my time.	—	—	—	—	—
35. I want my child to like school.	—	—	—	—	—
36. Some teachers are so mean you cannot blame boys and girls for talking back or not minding them.	—	—	—	—	—
37. What is going to happen to us will happen, so it does not matter how much education we have.	—	—	—	—	—
38. Many children would be better off if they left school after the eighth grade.	—	—	—	—	—
39. Schools teach a lot of things that do not work out when you get on the job.	—	—	—	—	—
40. Parents should back up the school in matters of child behavior.	—	—	—	—	—
41. I never could seem to get to school on time.	—	—	—	—	—

PARENT ATTITUDES TOWARD EDUCATION SCALE

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	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
42. Many school principals boss children too much.	—	—	—	—	—
43. Teachers usually do the best they can in trying to teach what they should be teaching.	—	—	—	—	—
44. My years in school did little to help me in what I'm now doing.	—	—	—	—	—
45. Meetings of parents with school teachers, counselors, or principals are a waste of time.	—	—	—	—	—
46. I feel welcome at school.	—	—	—	—	—
47. Having the children go to school in the summer is asking children to do too much.	—	—	—	—	—
48. Some teachers ask parents too much about how they treat the child at home.	—	—	—	—	—
49. Schools should take more time than they do teaching boys and girls how to be useful citizens.	—	—	—	—	—
50. Most schools do not let the parents know enough about what is going on.	—	—	—	—	—
51. It seems to me that the public money which is put into schools today is well worth it.	—	—	—	—	—
52. The schools are doing a good job today.	—	—	—	—	—
53. I like to have teachers visit my home.	—	—	—	—	—