

DOCUMENT RESUME

ED 059 822

24

RC 005 989

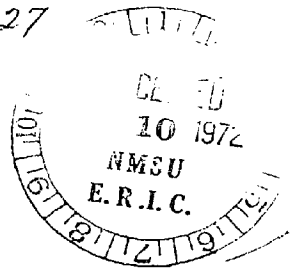
AUTHOR Caskey, Owen L.; Webb, Doris J.
TITLE [Keys to the Elementary School Environment (with Subgroup Reference Norms): How Children Perceive Their School Environment.]
INSTITUTION Southwest Educational Development Lab., Austin, Tex.; Texas Technological Coll., Lubbock. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
BUREAU NO BR-6-2827
PUB DATE [71]
NOTE 199p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Administrator Attitudes; *Anglo Americans; Comparative Analysis; *Elementary School Students; Evaluation; Factor Analysis; Group Norms; *Mexican Americans; *Negroes; Perception; *School Environment; Student Attitudes; Student School Relationship; Teacher Attitudes

ABSTRACT

The objective of the study was "to determine how the elementary school child evaluates his school environment through a comparison of the school as he sees it with how professional education intends it to be." The "Keys to Elementary School Environment," an instrument designed to measure the environmental press as perceived by elementary school pupils, was administered to over 5,000 fifth- and sixth-grade pupils in 43 Texas schools. Ten series of statements were utilized to represent aspects of school environment which would contribute to the following 10 areas of press: intellectual improvement, health and physical fitness, social relationships, moral and spiritual values, home-school relationships, vocational aspirations, civic responsibility, aesthetic appreciation, acceptance and emotional security, and independence. Scores of the subjects on the 120 questions were subjected to factor analysis which yielded 10 rotated factors that accounted for approximately 80% of the variance. Comparisons were made between pupil responses by grade, ethnic group, sex, participation or nonparticipation in Title I programs, and ability group. The document contains Form E of the instrument used and directions for its administration; tabulations of pupil responses and press differences; a table on percentages of teachers, administrators, and total pupils reflecting press; and subgroup reference norms and instructions for plotting profiles to enable comparison of responses with previously collected data.
(JH)

ED 059882

PA 24
BR 6-2827



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

[KEYS

TO THE

ELEMENTARY SCHOOL ENVIRONMENT
(with Subgroup
Reference Norms):

How Children Perceive Their School Environment]

[1971]

Owen L. Caskey
Professor of Education
Texas Tech University

Doris J. Webb
Coordinator of
Elementary Counseling
Lubbock Public Schools

ED 059889
ERIC
Full Text Provided by ERIC

TABLE OF CONTENTS

| | Page |
|--|------|
| List of Tables | v |
| Acknowledgments. | vii |
| Evaluation of the Elementary School Environment. | 1 |
| Evaluation of Environmental Press. | 11 |
| Press Differences Between Groups | 19 |
| Total Press by Classification Groups. | 23 |
| Correlation and Factor Analysis Studies. | 27 |
| How Children See the School Setting. | 43 |
| Conclusion. | 45 |
| Bibliography | 47 |
| Appendix A - Administering and Scoring the KESE. | 49 |
| Appendix B - Pupil Responses | 61 |
| Appendix C - Press Differences Between Groups. | 73 |

LIST OF TABLES

| | Page |
|--|------|
| Table 1 Descriptive Divisions of the Sample. | 8 |
| Table 2 Factors Accounting for Variance. | 32 |
| Table 3 Factor Correlations. | 33 |
| Table 4 Factor Table | 34 |

APPENDIX A

| | |
|----------------------------|----|
| Table 5 Press Key. | 59 |
|----------------------------|----|

APPENDIX B

| | |
|--|----|
| Table 6 KESE Norms for Total Group | 62 |
| Table 7 Percentages of Pupils Reflecting Press - Total Sample. | 65 |
| Table 8 KESE Percentages Answering "YES" by Subgroups. | 68 |
| Table 9 Environmental Press Correlation Matrix | 72 |

APPENDIX C

| | |
|---|----|
| Table 10 Percentages of Pupils Reflecting Press by Grade Level. | 74 |
| Table 11 Significant Differences in Press by Grade Level. | 77 |
| Table 12 Percentages of Pupils Reflecting Press by Sex. | 78 |
| Table 13 Significant Differences in Press by Sex. | 81 |
| Table 14 Percentages of Pupils Reflecting Press by Ethnic Group (Mexican American and Anglo) | 82 |
| Table 15 Significant Differences in Press by Ethnic Group (Mexican American and Anglo) | 85 |

LIST OF TABLES (CONTINUED)

| | Page |
|--|------|
| Table 16 Percentages of Pupils Reflecting Press by Ethnic Group (Mexican American and Negro) | 87 |
| Table 17 Significant Differences in Press by Ethnic Group (Mexican American and Negro) | 90 |
| Page 18 Percentages of Pupils Reflecting Press by Ethnic Group (Negro and Anglo). | 92 |
| Page 19 Significant Differences in Press by Ethnic Group (Negro and Anglo). | 95 |
| Table 20 Percentages of Pupils Reflecting Press by Participation in Title I Programs. | 97 |
| Table 21 Significant Differences in Press by Participation in Title I Programs. | 100 |
| Table 22 Percentages of Pupils Reflecting Press by Ability Group. | 101 |
| Table 23 Significant Differences in Press by Ability Group. | 104 |
| Table 24 Percentages of Teachers, Administrators, and Total Pupils Reflecting Press. | 106 |
| Table 25 Significant Differences Between Teacher and Administrator Responses to Keys Questions. | 110 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1 Geographic Distribution of Participating Schools | 9 |
| Figure 2 Keys to Elementary School Environment - Form | 40 |
| Figure 3 Keys to Elementary School Environment - Materials. | 41 |

ACKNOWLEDGMENTS

How elementary school children perceive the elementary school environment is an important matter -- important to the extent that funds have been provided by the Southwest Educational Development Laboratory and the Texas Tech University College of Education to pursue an indepth study of this area. Acknowledgments and expressions of appreciation are most inadequate for a research project of this magnitude. Over one year was spent in collecting the data from 43 school districts and 5,124 pupils who participated in the study. An additional year was spent in compiling the data, completing computer analysis, and drawing the conclusions. Some of the individuals who participated in the early stages of the research are no longer connected with the University or the Laboratory. Dr. Joe Cárdenas, formerly with SEDL, supported and encouraged the undertaking of the research project. Mr. Juan Luján of SEDL continued this encouragement and support. Dr. George Smith was responsible for much of the initial planning and computer analysis during the inaugural stages of the research while a graduate assistant in the Texas Tech College of Education. Student assistants, Miss Gloria Salinas, Miss Dorothy Wildenstein, and Miss Renda Harrison, working under the direction of Dr. Jim E. Hodges, were responsible for most of the routine tasks which spell success for research projects of this type. A special word of appreciation must go to Mrs. Nan Walden and Mrs. Virginia Duvall for their assistance in the final coordinating and reporting phase of the project.

Research of this nature cannot be conducted without the enthusiastic participation of school districts, administrators, teachers, and particularly the pupils in the schools. We are deeply grateful to the fifth and sixth grade children in the school districts of Texas who gave of their time to respond honestly and critically about their classes, their schools, and

their education. We cannot make the elementary school experience any better for them; but through their efforts, we hope we may make it a more productive, interesting, and worthwhile experience for the untold numbers of children who are yet to come.

Owen L. Caskey

Doris J. Webb

EVALUATION OF THE ELEMENTARY SCHOOL ENVIRONMENT

School environments, like children, vary drastically. Some are more likely than others to encourage learning and engender a feeling of belonging for pupils. To establish such a positive and productive environment must be a major objective of every administrator, teacher, and school system. There is little quarrel among these elements as to the desirability of this objective; however, there is little agreement as to how it may best be accomplished. This research report makes no attempt to answer the question of how the school environment can be improved, but it does strive to evaluate this environment from its most critical source -- the pupils themselves.

While the possibilities of gaining information about the school environment from administrative reviews, authoritative comment, and descriptive studies have not been exhausted, these approaches have had the singular consistency of omitting the pupil's view of his learning setting and his evaluation of its implicit educational objectives. While the comments and evaluations of the administration and teachers have been carefully considered, the pupil has been largely neglected. Few investigators have asked whether the pupil feels any congruence in what adults tell him about the values in the educational process and the values which they actually support and reward.

This study was undertaken to evaluate the perceptions that elementary school children have of their school environment. The availability of an evaluative instrument, Keys to Elementary School Environment, developed in 1967 and research funds provided by the Southwest Educational Development Laboratory during 1968 and 1969 made possible the study reported here. The objective was to determine how the elementary school child evaluates his

school environment through a comparison of the school as he sees it with how professional education intends it to be.

The Keys to Elementary School Environment is an instrument designed to measure the environmental press as perceived by elementary school pupils. The rationale of the approach is the thesis that knowledge of how a child looks at his school world is essential to understanding how he interacts with his environment.

In assessing the aims of education, this instrument asks whether the pupil feels a conflicting press in what adults tell him about their values in his educational process and the values which they actually support. Keys to Elementary School Environment (abbreviated as KESE or referred to as Keys) has resulted from efforts to discover the child's point of view and to measure objectively his perceptions of behavior, school policies and practices, and the interaction of the key people in his school life -- teachers, other pupils, and parents. Research studies of college and high school characteristics (Pace, 1963; Stern, 1963; Herr, 1964; Hansen and Herr, 1966; and Kasper, Munger, and Myers, 1965) support the idea that knowledge of a school's psychological climate might come from sampling the specific perceptions of individual members of a student body.

The Keys instrument is designed to measure the environmental press of elementary schools through the formulation of the generally recognized alpha press. Alpha press is defined as the intended goals and objectives of elementary schools. These have been determined by an analysis of accepted purposes of elementary schools, examination of stated school philosophies and policies of school districts, and interviews with school administrators, teachers, and parents.

A consensus appears to recognize a school environmental press toward ten areas, including: (1) intellectual improvement, (2) health and

physical fitness, (3) social relationships, (4) moral and spiritual values, (5) home-school relationships, (6) vocational aspirations, (7) civic responsibility, (8) aesthetic appreciation, (9) emotional security or a feeling of acceptance, and (10) exercise of independence. Ten series of statements are utilized to represent aspects of school environment which would contribute to the various areas of press. These listings are based upon the experiences of researchers, elementary teachers, counselors, administrators, and others knowledgeable about elementary schools. Selected statements about the school are presented to children who are asked to reply Yes or No. Exact administrative directions are given by tape recording to class-size groups of children to insure comparability. The responses of an individual pupil or a group of pupils reflect their evaluation of the press of the school environment and are referred to as the beta press.

The term "environmental press" may be defined as the demands, rewards, goals, behavior, and attitudes perceived as stemming from and characteristic of a given environment, in this case, the elementary school environment. Environmental press of this type is generated by the school setting, including the faculty, administration, policies, regulations, parents, community, and the children themselves. The press of such an environment becomes the explicit objective and intended properties of that environment as they are perceived by the members of the environmental group, either elementary school children or the school organization.

There are, then, two types of press reflected by the study. There is the alpha press, which is implicit within the instrument itself in that it reflects the demands, rewards, goals, behaviors, and attitudes defined as the intended purposes and goals of the school. The type of press in which we are most interested, the beta press, is the perception of press by the children in this educational environment, more specifically, children of

different ethnic groups, sexes, grade levels, and types of schools. The analysis of the press reflected by the pupils within the study is obtained by recording the difference between the observed percentages of "yes" and "no" answers and the 50th percentage level which would be expected by chance, considering the dichotomous scale. Statistical analysis is achieved by computing the significant differences of the percentages using the Chi Square statistical process.

Although some experimental study has been conducted at the fourth grade level, it is felt that the fifth and sixth grade pupils present the most accurate perception of the presses in the elementary school environment of their respective schools. Children in these grade levels are probably more nearly able than younger elementary children to generalize the immediate perceptions which make up their elementary school experiences. Further, it seems that they best understand the implication of the item content utilized in the evaluative instrument. Important, too, is the fact that fifth and sixth graders have not, as yet, suffered the attrition in enrollment experienced during the secondary school years, providing a unique opportunity to evaluate the unmet needs of those who later become secondary school dropouts.

The checklist developed contains 120 statements reflecting aspects of the school environment which contribute to the environmental press. Several questions included in the instrument are used to score press in more than one environmental press area. As a result, 134 press items are assigned to the 10 areas of press; and in addition, total press scores may be calculated for each of the 10 areas. These items are classified and scored under the following 10 areas of press corresponding to the objectives identified:

Intellectual Improvement. Items listed under Intellectual Press were selected to discover if pupils thought their teachers, parents, and classmates viewed intellectual successes and activities as rewarding and satisfying, or whether pupils detected signs of the downgrading of academic and intellectual pursuits.

Health and Physical Fitness. Evidence of Press toward Health and Physical Fitness was found in pupil responses revealing their cognizance of practices and policies that contribute positive attitudes toward health and the recognition of the importance of physical fitness.

Social Relationships. Statements under Social Press were designed to reveal the pupils' social views and practical relationships in the school rather than to elicit conventional answers about life and society as it should be.

Moral and Spiritual Values. On the surface items under Moral Press are sometimes difficult to distinguish from those scored under Social Relationships, but it was hoped that items would reflect whether or not the school is stimulating pupils toward behavior guided by ethical standards and ideals above common social norms.

Home-School Relationships. A part of American educational philosophy is that the public schools belong to the people and that parents have a vested interest in the education of their children. Items under Home-School Relationships were selected to reflect the extent to which pupils view home and school as partners in education.

Vocational Aspirations. Statements under Vocational Press were not designed to show vocational choices or even levels of vocational interest. The intent was to discover whether pupils recognized the importance of vocational planning and understood the relation of education to vocational determination.

Civic Responsibility. Items under Civic Press were formulated to reflect pupil interest in and awareness of responsibilities in school, civic affairs, and government.

Aesthetic Appreciation. Press toward Aesthetic Appreciation was judged by pupil reaction to participation in creative arts and enjoyment of the artistic efforts of others.

Acceptance. Nearly all teachers express the desire for pupils to feel accepted and secure at school. Items in this area were selected to test such feelings and were directed toward pupil relationships with each other as well as with school authorities and school structure.

Independence. Statements of school philosophy and goals of education traditionally point to the importance of pupil independence and self-direction. Items under this press elicited evidence of whether independent or dependent behavior was valued and rewarded in the school.

Reliability studies on the basis of two KESE administrations to the same groups of children show a test-retest reliability of .793 which is judged to be quite high in light of the type of instrument and grade level of the children involved. Development and item selection, which were a part of the instrument construction, as well as the nature of the questions, imply a reasonably high level of content or face validity.

In earlier studies using the Keys to Elementary School Environment in selected public, private, and parochial schools, it was found that pupils felt a positive press toward intended objectives in seven of the ten fields: intellectual improvement, health and physical fitness, home-school relationships, vocational aspirations, social relationships, civic responsibility, and aesthetic appreciation. They felt no significant press toward moral and spiritual values or toward feelings of acceptance and emotional security. They felt a significant negative press away from independence.

When analyzed on the basis of school and race, pupils reflected more differences in perceptions than when compared by sex and levels of achievement. More than two-thirds of the 120 items revealed significant differences between children when classified by school membership. Press appeared to be higher in schools where pupils were taught by teachers of their own ethnic group. Girls showed a higher press toward home-school relationships than boys, although there was little general difference in the perceptions of pupils when classified by sex. Slightly more separation appeared when children were judged by levels of achievement. A pattern of strong press, although not statistically significant, was reflected by children of low achievement rather than by higher achieving pupils. Results indicate that Keys to Elementary School Environment could selectively identify environmental press in elementary schools when children were classified by school, race, sex, and level of ability. Like a kaleidoscope, the instrument presented different pictures of press when turned to different angles (Webb, 1967).

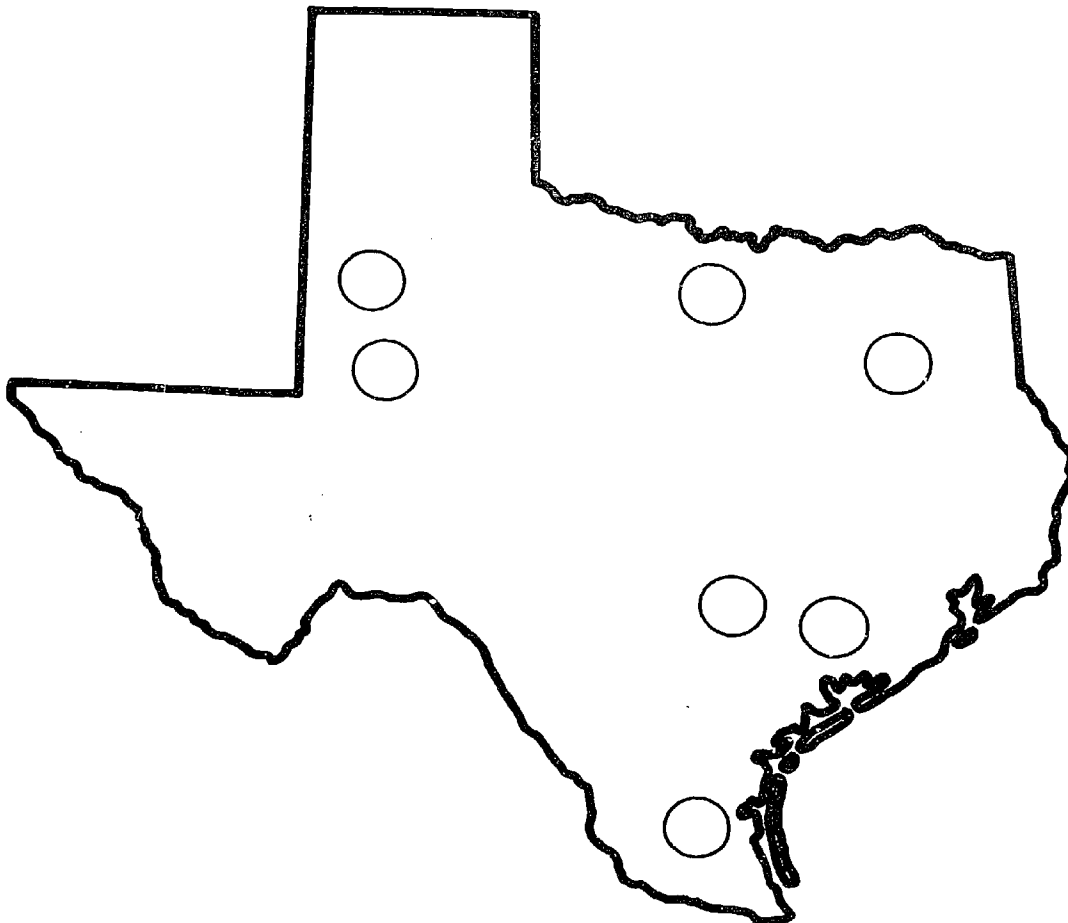
For purposes of this study, the KESE has been administered to a wide sample of pupils in grades five and six. Replies from 5,124 pupils in 43 schools are reported as part of this extensive research project. The composition of the sample for the norm group is presented in Table 1. Figure 1 shows the geographic distribution of participating schools. While there were numerous requests from schools outside Texas to contribute to the sample, it was decided to restrict the present study to schools sharing a common state philosophy and a single administrative direction.

Each school which participated in the research on environmental press received a detailed analysis of the 10 areas of its environmental press further divided by grade, sex, achievement level, and ethnic group. Schools were cautioned that while comparisons with the established norms may be made,

this is not the primary purpose of the instrument, nor is evaluation of individual pupil response. The major value lies in determining how the press is perceived by pupils in the school as a whole or by various segments of the school population. Reports and resultant conclusions are based upon the percentages of pupils reflecting press, calculated for each item and for the total of each area of press. Charts presented in the Appendix show the responses of these elementary school children by classification group

TABLE 1
 DESCRIPTIVE DIVISIONS OF THE SAMPLE
 (Based on number of completed and usable responses)

| <u>Student Classifications</u> | <u>Number</u> | <u>Percentage</u> |
|-----------------------------------|---------------|-------------------|
| GRADE LEVEL | | |
| Fifth Grade | 2,021 | 41 |
| Sixth Grade | 2,873 | 59 |
| SEX | | |
| Boys | 2,667 | 52 |
| Girls | 2,444 | 48 |
| ETHNIC GROUP | | |
| Mexican American | 1,476 | 29 |
| Negro | 359 | 7 |
| Anglo | 3,282 | 64 |
| PARTICIPATION IN TITLE I PROGRAMS | | |
| Title I | 2,622 | 51 |
| Non-Title I | 2,051 | 40 |
| Unknown | 451 | 9 |
| ABILITY GROUPINGS | | |
| Low Ability Group | 803 | 16 |
| Average Ability Group | 832 | 16 |
| High Ability Group | 611 | 12 |
| Non-Grouped | 2,878 | 56 |
| TOTAL GROUP | 5,124 | 100 |



Circles represent one or more schools located in this area participated in providing research data

GEOGRAPHIC DISTRIBUTION OF PARTICIPATING SCHOOLS

(N = 43)

Figure 1

VALUATION OF ENVIRONMENTAL PRESS

There can be no assurance that all elementary children in the fifth and sixth grades will view their school environment in precisely the same ways as have the students in the current study. It would seem, however, that the distribution and size of the responding group might be indicative of the press felt by such children in schools in the Southwest. The analysis of responses to the Keys instrument by over 5,000 children does lend itself to some broad statements as to how students feel about the ten areas of press. Their perceptions are timely and honest, reflecting their views of school, teachers, other children, and the learning setting. As such, a general review of these views will help to make comparisons between how children see the school and how teachers believe the school should be. First, an overview of the 10 areas of press should provide a general understanding of the thoughts children have about the broader purposes of their educational environments as well as some major similarities and differences between groups of students.

Intellectual Improvement. A fundamental objective of education is the imparting of intellectual skills. Elementary school students apparently felt the press in areas concerned with seeking new information, striving for good grades, interest in reading and the sciences, and enjoyment of learning activities; and they see value in completing high school. Little or no press was found toward outside educational assignments or valuing grades over sports. Significant negative press existed toward individualized instruction and the necessity to do homework in order to succeed in school.

Relatively the same pattern was found for subgroups based on grade level and sex, while in the ethnic groups the Anglo pupils exhibited significantly less press in a number of the intellectual areas. Pupils not in ESEA

Title I schools also reported less press in intellectual areas than those in Title I schools. Low ability groups, when compared with pupils in high ability classes, showed differences in concern for grades and in evidence of individual instruction.

Health and Physical Development. The press toward healthful living has been a part of educational objectives for more than a century. Elementary school pupils felt the press of this objective in activities related to group physical exercise, health care services, health education, and organized sports. Apparently no press was felt toward school nurse programs, playground supervision, or individual exercise. Negative press appeared in areas related to out-of-school sports, admiration for those who excel in sports, and ease in talking to teachers about personal problems.

Less press in health areas was observed for sixth grade pupils and for boys than for fifth grade pupils and girls. Wide differences showed up between ethnic groups, with Anglo pupils generally feeling less press. Negro pupils and low ability groups seemed to value sports and recreational activities more than either Mexican American or Anglo pupils, while Title I pupils, Negro, and Mexican American pupils utilized the services of the school nurse more.

Social Relationships. The social atmosphere in the class and school setting provide press for pupils to enjoy meeting various kinds of children, being honest and truthful with others, working cooperatively, participating in organizations and parties, and exhibiting democratic attitudes in playing with and talking to other children. No press was noted in resolving arguments, sharing work, dispelling fears, or discussing friendships.

Differences between girls and boys were not as great as might be thought for this area of press, with girls showing somewhat more press than boys in most items. Some answers reflected ethnic differences although

these disparities were perhaps not as great as might be predicted by professional educators. Press was exhibited in every item by least one of the three ethnic groups in the study, although a relatively low level of press was seen in items dealing with arguments, fears, and cooperative working activities. Generally, non-Title I pupils and high ability groups exhibited more press in social areas, but the differences were small and reflect little variation from the patterns of the total group.

Moral and Spiritual Values. Despite the obvious variations in specific interpretation of moral and value judgments, schools propose to install ethical considerations in a number of general areas. For this area of press, high value was placed on elements of trusting others, concern for basic honesty, use of polite language, and avoidance of coercion, threats, and fighting. No press was felt toward writing dirty words, theft, or being fearful of others.

The same general pattern was seen in all grade levels. Title I schools, and sex groupings, although sixth grade pupils and Non-Title I pupils exhibited less press and girls somewhat more press on individual questions. There was less difference in press for this area where ethnic groups are concerned than in other press areas. Perhaps the greatest variation was in the appearance of dirty words in school. Anglo pupils exhibited a significant negative press, and Mexican American pupils exhibited positive press; but again, not to a significant degree. Similar differences were noted for ability groups, with low ability students viewing theft and the writing of dirty words in a much less serious light than high ability students.

Home-School Relationships. Today, more than ever before, the school is making dramatic efforts to bring parents into closer contact with school programs. As elementary school pupils evaluated the result of this effort, some, but not all, viewed the effort as successful. Students felt press

primarily toward their parents being welcome at school, opportunities for parents and teachers to talk, and parents welcoming a visit from the teacher. Significant negative press was found toward teachers visiting in the homes of students. No press was seen in discussing school activities at home, talking about families in school, or teachers being receptive to calls from parents.

These patterns also held true for groups classified by grade level, sex, and Title I schools; girls, fifth graders, and Title I students felt somewhat more press regarding the topics covered by the questions. Ethnic groups and ability groups responded to the home-school questions with more variation. Anglo and high ability pupils felt considerable negative press where teachers' visits to homes and calls from parents to teachers were concerned. Low ability students, Mexican American, and Negro pupils exhibited greater press in all areas dealing with parent visits to school and a general concern for closer relationships between the home and the classroom.

Vocational Aspiration. Press toward planning for the future, especially when it involved a broad concern for the world of work, has reflected in responses regarding vocational emphases in schools. Highly significant press was felt in relating school work to future jobs, appreciation of the value of education, planning for high school and college, and consideration of the attributes of success. There was evidence that pupils thought out-of-school activities were important to one's vocational future and that parents discussed jobs and vocational planning with their children. There was less indication that field trips were used to focus on vocational possibilities or that specific mention was made of various vocational training requirements and opportunities.

Fifth grade pupils reflected more press than sixth grade pupils in vocational areas; and girls perceived more activity in this direction than

boys, although considerable press was felt by all students in these groupings. Low ability and high ability groups saw vocational emphasis more similarly than they viewed other press areas, differing only in the more practical aspects of field trips and emphasis on training topics which low ability groups found more important. Mexican American and Negro pupils felt more press than Anglo pupils in all vocational variables except the certainty of completing high school. Anglo students also reported significant negative press relating to specific vocational training.

Civic Responsibility. Emphasis on the importance of citizenship, the fundamental character of American life, and the value of democratic ideals abounds in the elementary school. There was every indication that most students responded to these characteristics of our society in positive ways. Press was demonstrated in school activities which emphasized classroom citizenship, social and political aspects of the nation, and democratic sharing of responsibilities. Less press was felt in becoming knowledgeable about elections, and no significant press existed in emphasis of out-of-school activities related to citizenship. Significant negative press was found in the teacher's behavior toward selection of those students who would be permitted to assume leadership roles in class.

Again, fifth graders more than sixth graders, Title I more than non-Title I, and girls more than boys felt press toward activities in the civic and citizenship area. Mexican American and Negro pupils showed more press than Anglo pupils, but the differences were not great. Low and high ability groups varied on individual responses, but one group was not consistent in reporting higher press. High ability groups felt greater press for patriotic values than did any other sub-group, yet minority students reflected essentially the same presses in these areas as did Anglo students.

Aesthetic Appreciation. Aesthetic press was shown by elementary school children in activities related to painting and drawing and interest in music and musicians and reading and reciting poetry, as well as concern for beauty in the school. No press was felt for teacher emphasis on art and artists or for availability of flowers and plants in the classroom. Negative press was found in listening to music in the class and in finding music at home similar to that in school.

As those familiar with upper elementary children might predict, fifth graders felt more aesthetic press than sixth graders and girls more than boys. Similar higher press was found in Title I schools and with low ability groups, which might not have been anticipated. Generally, few major differences were noted between ethnic groups, but Anglo pupils exhibited less press than Mexican American and Negro pupils in reading poetry and concern for beautiful surroundings.

Acceptance and Emotional Security. Fourteen of the 20 press scores in the acceptance and emotional security area revealed significant press for the students in this study. The children reported press toward the accepting atmosphere of the classroom created by the teacher as well as freedom to participate in the classroom activities. A general air of friendliness prevailed stemming from interest and respect for each other between students and teachers. No press was felt toward humor in school, fairness of teachers, fear of others, or punishment. There was indication that pupils did not feel comfortable talking to teachers about personal problems, and there was negative press toward the teacher's choice of those selected to help with classroom activities.

The press of acceptance was somewhat stronger for fifth grade than sixth grade pupils, but the overall pattern was similar to that for the total sample. Girls showed more press than boys in acceptance from teachers

while boys tended to report higher press in acceptance from other pupils. Ethnic group differences were greatest in the feeling of Anglo students that the school was not a happy and friendly place. Mexican American and Negro students did not seem to have this more negative view of the classroom setting. Title I students reported stronger feelings of acceptance in almost all areas than did non-Title I students, although the latter group saw the cohesiveness of groups as more important than the Title I pupils. Low ability group pupils appeared to trust teachers, both as individuals and as directors of group behavior in the class, more than did high ability students.

Independence. Elementary school children in this study felt press on most of the independence press factors. Self-direction was important, although it fell short of self-determination in class activities. Students were partners in the planning process and were expected to keep busy and follow directions, but they did feel free to seek additional assistance if there was need for clarification. No press was reported for total independence in either planning or in class activities. Negative press was found in independent use of visual aids, freedom for library visits, and existence of unnecessary school rules.

No major differences in patterns of independence were noted for grade level, Title I, or sex classifications. The differences found were small and somewhat scattered. There was some press felt for similar activities and more teacher direction with fifth graders, while sixth grade pupils felt the pressure of heavy work schedules and found regulations in the school somewhat less confining. Greater variations were found in other sub-groups. Mexican American pupils felt more confined by rules and preferred less teacher direction than Negro and Anglo pupils. Anglo students felt more freedom in academic activities, while Negro pupils felt more freedom in

planning classroom assignments. Low ability students felt press toward freedom in developing their own assignments, with high ability students reporting greater restrictions on independent planning and study activities.

PRESS DIFFERENCES BETWEEN GROUPS

Differences between groups of pupils in perceptions of the school environment give at least a general indication of how they see their schools. These differences can be summarized using the responses to individual questions. The comments which follow do not indicate how the group viewed the classroom, but only how its view differed from the comparative group. The summary view of each major grouping of pupils appears elsewhere in this report. No indication of how either grade level viewed the school environment as a whole can be gained from this description.

To say that fifth graders are more interested in reading and poetry than those in the sixth grade gives no indication of the extent either group is interested in such activities. Actually, the fifth grader does value these areas, or feels press toward these educational objectives to a considerable extent. Quite low press toward the objective could have been the case, and the statement could remain both accurate and descriptive even if major differences between the grade levels occurred. Reference to the significant differences as reported will give not only the level of significance but also the amount and direction of press for individual questions for each of the subgroups.

While the exact level of concern, or press, is ultimately important, at this point we are interested in making some general statements about the differences between the identifiable groups of pupils. These conclusions are drawn from the significant differences at the .05 and .01 level derived by statistical computation of pupil responses using the Chi Square technique, with the item analysis reported in the Appendix.

Grade Level Differences. Differences between fifth grade pupils and sixth grade pupils are few in number and scattered throughout the 10 areas

of press. No significant differences between these grade levels were noted for any items in the Moral and Spiritual area of press, and no significant differences occurred for any of the total press scores. A comparison of fifth grade responses as distinguished from sixth grade responses shows:

| FIFTH GRADE | SIXTH GRADE |
|---|---|
| More interest in reading and poetry | Less interest in remaining in school |
| More freedom and mobility in class activities | Less value placed on homework |
| Less likelihood of engaging in co-operative school projects | Less likelihood of finishing high school |
| More time spent in art and music | Less time spent by teacher in guiding social behavior |
| More field trips and discussion of vocational opportunities | More discussion of girlfriends and boyfriends |
| | Less concern over American way of life |
| | More independence in academic activities |

Boys and Girls. No major differences between responses of boys and girls appeared in any question in Vocational or Civic areas of press, and the total press scores revealed no major differences. A review of individual question responses indicated that boys and girls tended to be:

| BOYS | GIRLS |
|--|--|
| Less likely to utilize services of school nurse | More likely to perceive positive comments from teachers and other pupils |
| More likely to see the classroom as more restricting | More likely to be interested in talking about families |
| Less likely to show fear of other children | More interested in reading and poetry |
| More likely to see unnecessary rules at school | More likely to talk to teacher about personal problems |

Mexican American and Anglo. When Mexican American and Anglo children were classified as to ethnic group, there were numerous differences in each of the areas of press, with greater differences in health, home-school, vocational, and aesthetic press areas noted. The two groups saw:

MEXICAN AMERICANS

More individual attention
from teachers
More recreational and social activi-
ties available
More medical and health care
facilities available
More interest in cultural mix in
the school
More interest in academic areas
and learning
More fun in school
More fighting, writing dirty
words, and acting rough
More honesty among students

ANGLO

Less opportunity for individual
activity and freedom in the
classroom
More freedom available outside
classroom
Less friendliness and honesty
among students
Little direction from teachers in
behavioral areas
Little beauty in the class or
school
Less concern for the future
Little encouragement to share
school experiences with parents
Little desire for parents to
visit the school

Mexican American and Negro. Responses from Mexican American pupils and Negro pupils showed differences in each of the areas of press but no major differences in total press evaluations. Specific responses to questions indicated the two groups found that:

MEXICAN AMERICANS

Few students belong to clubs and
organizations
Pupils are dishonest
Teachers spend time helping stu-
dents with social relationships
and cooperative activities
Teachers spend time on the im-
portance of living in America
Teachers take time to plan home-
work

NEGRO

Too much emphasis on homework
and out of school assignments exists
Teachers don't trust students to
behave without supervision
Teachers talk to parents and
visit in students' homes
Teachers help students plan
for the future
Teachers show favoritism
Pupils have freedom outside the
classroom
The school has many rules which
are not needed

Negro and Anglo. When divided by ethnic classification, Negro and Anglo students responded differently to questions in each of the areas of press and showed major differences in health, home-school, vocational, and aesthetic press areas. For many of these individual questions and press areas, the Negro pupil's response was similar to that of the Mexican American, yet both differed significantly from that of the Anglo pupil.

Responses to individual questions which characterize these differences for the Negro and Anglo pupils included:

| NEGRO | ANGLO |
|--|---|
| Teachers encourage out of class educational activities | Pupils are not concerned over health and do not visit the school nurse |
| Teachers spend time helping individual pupils | Pupils are not comfortable discussing personal problems with the teacher |
| Academic subjects are emphasized | Teachers trust pupils but don't encourage them to help each other with work |
| Pupils are encouraged to tell parents about school and invite parents to visit | Students participate in class planning, but there is considerable structure |
| Teachers are concerned for the future | School does not emphasize art or provide beautiful surroundings |
| Students prefer for teachers to tell them what to do | Teachers are interested in pupils out-of-school activities |
| Children enjoy school and have a good time learning | Pupils don't share school experiences with their families |

Title I and Non-Title I. There were some differences in individual responses within each of the areas of press, but no major differences in total press categories between those pupils who are enrolled in Title I schools and those who are not in Title I schools. Those differences in responses which occur can be summarized as:

| TITLE I | NON-TITLE I |
|--|---|
| Pupils are interested in the academic subjects and enjoy learning | Schools are confining and there is little chance for activities |
| The school nurse helps students learn to be healthy | Pupils form cliques and don't relate easily with others |
| Pupils are comfortable talking with teachers about personal problems | There is little emphasis on learning to get along with others and be friendly |
| Pupils enjoy the cultural mix in the school | There is little music in and decoration of the classroom |
| Children are friendly and often talk about their friends | School is a structured setting with little freedom for individual activity |
| Parents are encouraged to visit school, and pupils talk about their families | |
| Parents will be glad when children are out of school | |

Low Ability and High Ability Groups. While the majority of students who responded to the Keys were in classes which did not group by ability, there were sufficient numbers assigned to low and high ability classes to make it possible to compare the two groups. There were significant differences between the two types of classes in answers to individual questions in each of the press areas. The total press area of health also showed a significant difference of response. The differences in ways in which these students viewed the classroom environment can be summarized as:

LOW ABILITY GROUPS

There is emphasis on school subjects and discussion about what is being studied
 The school nurse helps students learn to be healthy
 Children are friendly and think it wrong to fight, yet they occasionally threaten others and write dirty words in school
 Teachers emphasize the importance of learning in the future
 Teachers play favorites and send students out in the hall for punishment when they should be strict but fair
 Teachers visit in homes and talk about how families should work together
 Pupils plan many of their own activities

HIGH ABILITY GROUPS

Pupils admire those who make good grades because they know individuals must study hard to succeed
 Students do not feel comfortable discussing personal problems with teachers
 Teachers spend little time in helping students learn to get along with others
 There is little encouragement for students to talk to parents about school
 Students learn about America and its greatness
 There is little beauty in the school
 Teachers are often angry and upset
 The school tends to be structured, but pupils do not like to have teachers tell them what to do

TOTAL PRESS BY CLASSIFICATION GROUPS

It has been pointed out that earlier studies using the Keys revealed that pupils felt positive press toward the alpha or implicit educational objectives in seven areas: intellectual, health, home-school, vocational, social, civic, and aesthetic areas of press. No significant press was revealed toward moral and spiritual values or toward feelings of acceptance

and emotional security. They reported a significant negative press away from independence. Some patterns of press had been noted between boys and girls, low achievement and high achievement groups, and types of schools attended. Analyzing the evaluation of the elementary school by children who were classified by these and other types of groupings has been pointed out as one of the major purposes of the current research project. Some general statements with reference to how children in these groups or classifications viewed the school environment and whether the environment presented a significant press toward or away from one of the areas can be drawn from the results.

Grade Level Classification. No significant press was noted for either fifth or sixth grade pupils in areas of health, moral, acceptance, or independence. As had been noticed in earlier studies, there was negative press in the independence area, although it was not at a significant level. Significant positive press was exhibited by both fifth and sixth graders in intellectual, social, home-school, vocational, civic, and aesthetic areas. The latter three elicited far the most significant beta press scores for the grade level groups.

Boys and Girls. When classified by sex, boys and girls responded somewhat differently to areas of press; but no significant press was noted for either group in health, moral, acceptance, or independence press areas. Significant positive press was found in the intellectual area as well as in social and home-school; however, in all three areas, girls showed much higher press scores than did boys. Quite significant press was found in vocational, civic, and aesthetic areas, with girls showing a higher level of press than boys.

Ethnic Groups. While there were differences among Mexican American, Negro, and Anglo students within each of the press areas, no significant

press was shown by any of the ethnic groups for moral, acceptance, or independence areas. Mexican American and Negro students showed significant press in health and home-school areas while the Anglo students failed to show such press. All three ethnic groups showed significant press in intellectual, social, vocational, civic, and aesthetic areas, with the latter three showing extremely high press scores.

Title I and Non-Title I Schools. No significant press was shown by either Title I or non-Title I students in health, moral, acceptance, or independence areas of press. Significant press was shown in intellectual, social, and home-school press with Title I students demonstrating more press than non-Title I students. Highly significant press was noted in vocational, civic, and aesthetic areas, with Title I students demonstrating more press than Non-Title I students in the last two areas.

Low Ability and High Ability Groups. No significant press was noted in moral, acceptance, or independence areas in either of the ability groupings of students. Significant press was not shown in health or moral areas by the high ability group, but press was significant for the low ability group in these two areas. Significant demonstration of press was found for both groups in intellectual, home-school, vocational, civic, and aesthetic areas of press, with the low ability group demonstrating higher press in each of these areas.

Total Group. When taken as a total group of over 5,000 elementary school children, the students showed no significant press for areas of health, moral, acceptance, or independence. Significant press was noted for intellectual, social, and home-school areas, while very significant press was found in vocational, civic, and aesthetic areas of press.

CORRELATION AND FACTOR ANALYSES STUDIES

The most valuable information to be gained from the use of the Keys in any school situation is the analysis of the individual press items in the ten categories and the comparison of differences between groups and sub-groups. It is felt, however, that there is much more information in the detailed analysis of results if ways are found to unlock it. Part of this approach is the standard review of such typical statistical information as range, mean, standard deviation, skewness and kurtosis, significant difference, and the correlation matrix.

Correlations for these data must be attempted entirely on an exploratory basis since the data, as such, do not lend themselves to such statistical analysis. To determine the relationship between areas of press through calculation of a Pearson Product Moment is a sound procedure, since one is dealing with continuous data, whereas a correlation between specific questions on the evaluative instrument could not be interpreted in the same way. The environmental press correlations for such areas will be found in Appendix C.

The raw data from students on the instrument result in a dichotomization of answers for individual questions; and the use of the Product Moment Coefficient of Correlation to express a ratio indicating the extent to which questions are dependent upon each other is likely to be spurious, if not misleading. In the process of experimental research, however, the questions used in the press analysis were subjected to a computer correlation program which produced the lower half of a correlation matrix showing almost 8,500 correlations between the items used in the survey. This matrix is not reproduced due to its complexity and also its questionable statistical validity. The point of mentioning it at all, beyond the experimental attempt, is to

report the extremely small number of correlations between items which could be interpreted as high relationships. For the 8,500 correlations, less than 25 are significant at the .01 level in the uni-ethnic groups and less than 90 in the total sample, with none being more than .60 in magnitude. Despite the somewhat unsound statistical basis for such correlations, it was surprising that such a small number of significant relationships between items was found.

The majority of the high relationships between items were rather obvious ones between questions which had logical commonality. Such is the case, for example, with the .56 correlation between the item "Pupils have responsibilities for helping in the classroom" and the item "Pupils often get a chance to stretch their legs and get a breath of fresh air." It is presumed that if one has an opportunity to help in the classroom, one also has considerable opportunity to move around. The same might be said for the relationship between the items "Pupils like for their teacher to read stories to them" and "Pupils often talk about the subjects and ideas they are studying in school." With a .50 correlation these items would seem to point to the fact that those who enjoy having the teacher read to them also like to discuss what has been read, something which may have been observed to be true of most intermediate grade children.

Other high level correlations are not quite so easily explained, and perhaps it would be best to discount such correlations as not really indicative of relationships between items. It is interesting, however, to contemplate the .56 correlation for the Anglo group between the item "Pupils often work together on projects," and the item "Most teachers like the pupils they teach." A person with a positive outlook might well draw a conclusion that when pupils are given freedom to work together on projects, there is implied a feeling that the teacher likes the pupils as

individuals. For the total group, a correlation of .55 between the item "Children and teachers often listen to music while they study or work" and the item "Most children are friendly with everyone" might prompt a conclusion that when teachers take the time to have children interact with music in the classroom and to develop an informal atmosphere, a resulting air of friendliness is fostered. While neither of these is too difficult to conclude, such observations may be as erroneous as the statistical correlations. At best, it is known only that there were some items with a high degree of relationship but no certain answer as to why the relationship existed within a given group of students. This might be illustrated by the negative correlation of $-.42$ between the item "Some pupils misbehave a lot without being punished, but others are punished for every little thing they do" and the item "Pupils like for teachers to visit in their homes." One might be tempted to conclude that students are afraid parents will find out either that they are being punished a lot or that they are doing things for which they should be punished but aren't. Of course, the most logical conclusion is that there is a high tendency to answer these questions in the opposite direction from each other.

The use of factor analysis on the data derived from the responses of students to the Keys can also be supported on the basis of the exploratory nature of the study. Responses from a sample of approximately 400 students representing the three ethnic groups included in the study have been selected for an exploratory factor analysis of the data. The necessary ratio between the number of variables and the number of subjects which yield meaningful factors is usually stated as either 1:3 or 1:4, which would make a sample of this size within the limits of the recommended ratio. Factor analysis with dichotomous rather than continuous data has also been used and defended for studies involving personality variables and similar types of test data.

Since recommendations for the involvement of similar types of data in factor analysis are not uniform and at times not clear, the tentative nature of the present study is emphasized.

Perhaps a major defense of factor analysis as used here lies with the accepted use of such procedures on experimental test data and as a technique for the explanation of relationships between variables. The factor analysis routines are presented as ways to understand the variables for purposes of clarification in an area which has little, if any, available explanation or conclusion. The results are to be treated as tentative and as directional rather than absolute.

The primary purpose of using the computer factor analysis program in this study was to determine the underlying structure and inter-relationships of patterns of students' responses to the Keys' questions. Scores of the subjects on the 120 questions were subjected to the factor analysis program routine using correlation matrix, which is factor analyzed by the components method. The resultant centroid matrix was then machine rotated by the normal varimax rotational procedure and refined by the promax rotation. This analysis yielded 10 rotated factors, each having a number of significant promax loadings. Approximately one-half of the variance was extracted by the 10 factors. The program was directed toward extraction of 10 variables or 90 percent of the variance and obtained the 10 factors before the 90 percent maximum level was reached. It should be noted that the first factor extracted the major portion of the variance with the remaining factors, accounting for relatively small amounts of variance. Table 2 reports the factors accounting for variance while Table 3 shows the intercorrelations of the 10 factors which were rotated out of the matrix with correlations below plus or minus .500 eliminated.

Table 4 shows the 10 factors resulting from the factor analysis routine with the questions in each factor found to have a promax loading above the .40 level. Since no significance or confidence levels for such loadings have been statistically established, the .40 level was selected as relatively conservative. Loadings of this magnitude are generally agreed to indicate close relationships within the clusters of factors, while those below this level do not. The press area for each question is indicated, and a name has been assigned to each factor to convey something of the context of the group of questions which received high factor loading.

Factor One: Teacher Direction. The questions in this factor indicated that a group of students generally viewed the class as behaving through directions from the classroom teacher. Apparently, teachers controlled much of the response through their inquiries and directions, both as a part of the instructional program and in the general discussion which took place in the classroom.

Factor Two: Pupil Behavior. This factor showed that many students see pupil behavior in a relatively negative light. This group of students apparently saw their classmates as prone to verbal and overt misbehavior as well as expressing general feelings of superiority. The heavy loading on question 92 for this group might be interpreted to mean that these students would have liked teachers to be more actively involved with their parents, or they may have been reporting the concern parents expressed for their behavior in school.

Factor Three: Pupil Activities. The third factor tended to deal with the non-academic areas of school and out-of-school activities. There was some concern for the future as well as enjoyment of the present reflected in this group.

TABLE 2
FACTORS ACCOUNTING FOR VARIANCE

| Factor | Factor Name | Variance | Cumulative Variance |
|--------|------------------------|----------|---------------------|
| 1 | Teacher Direction | 43.91 | 43.91 |
| 2 | Pupil Behavior | 6.24 | 50.15 |
| 3 | Pupil Activities | 3.87 | 54.03 |
| 4 | Classroom Order | 3.04 | 57.06 |
| 5 | Who Cares About School | 3.05 | 60.11 |
| 6 | Who Cares About Us | 2.47 | 62.58 |
| 7 | After School | 2.08 | 64.67 |
| 8 | Outside School | 2.15 | 66.82 |
| 9 | Parental Involvement | 2.23 | 69.05 |
| 10 | Outside the Curriculum | 2.00 | 71.05 |

TABLE 4
FACTOR TABLE

| Question | Press Area | Promax Loading |
|---------------------------------------|----------------------|----------------|
| <u>Factor One: Teacher Direction</u> | | |
| 58 | Civic | .644 |
| 36 | Home-School | .621 |
| 51 | Moral | .497 |
| 46 | Social Relationships | .495 |
| 91 | Aesthetic | .490 |
| <u>Factor Two: Pupil Behavior</u> | | |
| 114 | Moral and Spiritual | .636 |
| 90 | Vocational | .506 |
| 70 | Moral and Spiritual | .427 |
| 51 | Moral | .427 |
| 92 | Home-School | .420 |
| 34 | Vocational | .416 |
| <u>Factor Three: Pupil Activities</u> | | |
| 120 | Intellectual | .697 |
| 28 | Social Relationships | .517 |
| 27 | Home-School | .460 |
| 98 | Aesthetic | .415 |

Factor Four: Classroom Order

| | | | |
|-----|--|--------------|------|
| 96 | Teachers wish pupils would follow directions without asking why. | Independence | .607 |
| 86 | Pupils learn how to preside and manage discussions in an orderly way. | Civic | .501 |
| 94 | Most children feel relaxed and happy at school. | Acceptance | .476 |
| 9 | Teachers encourage children to talk with their parents about what happens at school. | Home-School | .402 |
| 117 | This school has many rules which are not needed. | Independence | .401 |

Factor Five: Who Cares About School

| | | | |
|-----|--|----------------------|------|
| 84 | Pupils often talk about parties and social affairs. | Social Relationships | .589 |
| 4 | Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other. | Independence | .564 |
| 96 | Teachers wish pupils would follow directions without asking why. | Independence | .477 |
| 455 | Parents feel free to talk with teachers about school. | Home-School | .413 |
| 20 | Most pupils try hard to get good grades and do better than other pupils. | Intellectual | .411 |

Factor Six: Who Cares About Us

| | | | |
|----|--|--------------------|------|
| 33 | Pupils admire the ones who are honest and fair. | Moral and Spritual | .657 |
| 2 | Pupils enjoy looking for information and finding out new ideas. | Intellectual | .558 |
| 43 | The principal, nurse, or teachers help to get glasses and medical care for children who need them. | Health-Fitness | .504 |
| 53 | The school nurse helps pupils learn how to be healthy. | Health-Fitness | .502 |

Factor Seven: After School

| | | | |
|-----|---|----------------------|------|
| 80 | Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school. | Vocational | .545 |
| 109 | Pupils in this school are proud to be Americans. | Civic | .534 |
| 56 | The school often has parties for pupils. | Social Relationships | .492 |
| 104 | Everyone in this school knows what he is supposed to be doing every minute of the day. | Independence | .492 |

| | | Press Area | Promax Loading |
|-----|--|----------------------|----------------|
| | Factor Seven (Continued) | | |
| 24 | The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate. | Vocational | .436 |
| 100 | The main reason pupils stay in school is that they enjoy learning. | Intellectual | .419 |
| | <u>Factor Eight: Outside School</u> | | |
| 39 | Teachers like for pupils to look at special TV programs on public affairs and foreign relations. | Intellectual | .609 |
| 50 | Teachers usually plan assignments without discussing them with pupils. | Independence | .452 |
| 6 | Teachers talk with pupils about ways school subjects may help them in future jobs. | Vocational | .439 |
| 119 | Pupils like to listen to the same kind of music at home that they learn at school. | Aesthetic | .41 |
| 1 | Pupils have responsibilities for helping in the classroom. | Civic | .400 |
| | <u>Factor Nine: Parental Involvement</u> | | |
| 55 | Parents feel free to talk with teachers about school. | Home-School | .643 |
| 64 | Children like for their parents to visit school. | Home-School | .494 |
| 31 | Some children think they are better than others. | Acceptance | .432 |
| 95 | Most pupils think it is wrong to fight. | Moral and Spiritual | .424 |
| 13 | Pupils like for teachers to tell them what to do and how to do it. | Independence | .400 |
| | <u>Factor Ten: Outside the Curriculum</u> | | |
| 28 | Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups. | Social Relationships | .630 |
| 27 | Most children like to talk about their families at school. | Home-School | .597 |
| 72 | Pupils enjoy going on trips to art exhibits and museums. | Aesthetic | .509 |
| 17 | Children and teachers often listen to music while they study or work on projects. | Aesthetic | .459 |
| 44 | Pupils like for their teachers to read stories to them. | Aesthetic | .426 |

Factor Four: Classroom Order. The fourth factor seemed to indicate concern for the orderly direction of classroom activities. There was indication that this group of pupils viewed classroom management as a necessary, but not unhappy, consequence of school attendance.

Factor Five: Who Cares About School. This factor seemed to show that pupils placed importance on the positive aspects of school, specifically those which have to do with self-determination. There was an implied freedom and also competitiveness, but with overtones of a relaxed atmosphere still possible within the classroom structure.

Factor Six: Who Cares About Us. The loadings on factors within this group would indicate that pupils were positively motivated, but there were those within the school to whom one could turn for help and assistance when the need arose.

Factor Seven: After School. Factor seven groups those pupils who saw school, not so much for what it is at the moment, as for that to which it leads. The civic and vocational responsibilities of individuals are not only for the present but are important for the future.

Factor Eight: Outside School. The pupils grouped on the basis of this factor were looking beyond the school day in much the same way as the group included in factor three. There was indication, however, that pupils within this group related the activities outside the classroom to the curricular content of the school more than viewing them simply as enjoyable activities.

Factor Nine: Parental Involvement. This factor groups pupils who were concerned in one way or another about the parent-school relationship. The implied disciplinary edicts and the desire for authoritative direction within the classroom were coupled with the need to connect the life within the family with the life within the classroom.

Factor III: Outside the Curriculum. The last factor had loadings on variables which indicate activities related to the school but not necessarily a part of the curriculum. Involvement in clubs and organizations, family activities, and the aesthetic rather than strictly academic aspects of the classroom were emphasized as being important.

A more limited experiment in the use of factor analysis with small uni-ethnic groups did not prove helpful at this point. In two randomly drawn groups of Mexican American and Negro pupils subjected to factor analysis routines, the commonalities, or common variances, which appeared in more than one item were so low (below .10 for all variables) that not more than one factor was extracted for either ethnic group. For the Mexican American group, this one factor clustered around aesthetic and civic areas including only seven variables or relatively low factor loading. There was indication that these children did not see the classroom as a place where beautiful things are found, where one talks about pictures or artists, where one hears or recites poetry, or where one learns about music or composers. Pupils were not active in discussing how to succeed out of school. There was little evidence that pupils were proud to be Americans.

The single factor rotated from the Negro group also had few variables and low factor loadings. The obtained variables centered primarily around parent-relationships with the school and student behavior. The group tended to see little encouragement for pupils to talk with parents about what happened at school or to discuss how family members could work together; in fact, they preferred teachers not to visit the home. Children in school were not seen as competitive or interested in getting better grades than others. They were uninterested in the personal areas of health, music, art, and politics. They did not see it as particularly bad to fight. Few would bother with being a class officer or helping out with classroom activities.

It is quite likely that other groups of students, even of the same ethnic classification, might see school and the classroom differently. Further, there may well be more appropriate ways to review and pull together the typical characteristics of clusters of students within groups and sub-groups. At this point, there was an interest in at least searching for clusters of answers within groups of students, which might be informative or helpful in the search for student views of the classroom environment. Again, caution must be maintained in drawing conclusions from the use of factor analysis with the available raw data, even though personal experience may indicate that there are clusters of students whose views coincide with those identified through the factor analysis approach. At best, factor analysis may be a step toward unlocking the information which is felt to be incorporated within the students' answers. As of now, however, more dependence must be placed not only upon the general consensus of group attitudes about the classroom environment but also upon major differences between and within the identifiable groups, as covered in other parts of the research project.

The use of factor analysis with the teacher and administrator responses to the Keys items is even more tentative than the application of this procedure to student responses. This situation results from the smaller number of individuals in the sample as well as the nature of the responses. Such routines were applied, however; and two factors were rotated out of the matrix for both teacher and administrator responses. For the teacher group, the first of these factors reflected an ideal of the classroom situation. Teachers felt that pupils preferred an atmosphere where the teacher was strict but fair, where considerable discussion was carried on with reference to good and bad behavior, and where pupils had responsibility for activities within the class. Through this atmosphere the teacher demonstrated that

she liked students and enjoyed working with them. A second factor reflected a constellation of responses which are more negative in nature. Apparently not all teachers saw the classroom as a delightful atmosphere, one in which the students were positively motivated and on their good behavior. The variables reflected in this factor indicated that some teachers saw students as complaining, as not always telling the truth, as frequently misbehaving and fighting. These qualities result in a need for considerable discussion with the parents about the students' lack of interest and generally poor behavior.

The factor analysis of the responses of administrators reflected two major groups with high factor loadings on selected variables. The first factor, as might be expected, was a general administrative one where administrators tended to view pupils as primarily interested in attending school and in learning for its own sake, admiring honesty and fairness in others, and seeing principals and teachers as fulfilling a helpful role in the school setting. The second factor, in much the same way as the teacher group, indicated that some administrators had less positive views about the school and students. This factor tended to include administrators who did not feel the school was a healthy and attractive setting. They felt there was little interest on the part of parents in working with the school, and little interest on the part of students in having them involved in such interaction. Teachers tended to like pupils and would welcome parents' becoming active in school situations if they could but find a way to do so. The primary interest in school attendance seems to be in terms of the accepted nature of the educational system in our society and the hope that it will help prepare the individual for gainful employment at some later date.

Large groups of teachers and administrators have not been readily available during the process of the current research project to respond to the Keys instrument. Additional numbers of teachers and administrators representing a wider geographic area and differing types of schools might well change both the percentages of responses to individual questions and the clusters which are reflected in the factor analysis. This limited investigation, however, seems to point to two major facts: (1) teachers and administrators do not respond to the Keys in the same ways that students do, and (2) there are major differences within these groups in regard to the nature of their responses.

While the groups of teachers and administrators used in the comparative project were small, the percentage of each group answering individual questions in the direction of the implied press may be compared to the percentage of students who answered each question in the same direction. Appendix C reports the percentages of teachers, administrators, and pupils who reflected press in each one of the items reported by press area. Although the sample of teachers and administrators was small, there were still significant differences between the two groups, and these differences are indicated on the table. Significant differences between responses of teacher or administrative groups and the total responses of pupils in the study, however, are not reported. Such differences might be somewhat meaningless at this point in that larger groups of teachers and administrators would be required for a more valid comparison. For many of the questions, there is little difference among the percentages of pupils, teachers, and administrators responding in the direction of press, while in others large differences will be noted. A review of the tables will show that approximately one-half of the individual items were responded to in the direction of press by approximately the same percentage of teachers and administrators as pupils,

if one uses a 10 percent bracket for purpose of comparison. In the other half of the items a higher percentage of professional educators reflected press. Occasional items will reveal wide discrepancies among the percentages of press reported by all three groups. Such differences are easily understood in items which must be based on individual attitude or opinion, such as item 29, "Pupils generally admire those who are good in sports more than those who make good grades," which reflected "no" answers for a press of 32 percent, 7 percent, and 58 percent for the teachers, administrators, and pupil groups respectively. Discrepancies are not so easy to understand, however, in items which elicit more nearly factual reporting of school activities, such as item 7, "Coaches help pupils on school teams after school." The latter item utilizing "yes" in the direction of press showed teachers', administrators', and pupils' responses at 29 percent, 60 percent, and 46 percent.

The significant differences between teacher and administrator responses to the KESE questions are also shown in Appendix C. The area of press, direction of press, group showing press to the greatest degree, and the level of significance are summarized on this same table. Teachers revealed significantly higher press in 10 areas while administrators reported higher press scores in 14 responses, although no great differences in large numbers of questions were found in any of the press areas.

HOW THE CHILDREN SEE THE SCHOOL SETTING

It is apparent that some general statements or descriptive elements emerged from this study showing how elementary school children view the school environment. The study data may be converted easily into central tendencies from which such statements may be drawn. However, this obvious culmination of the research project must avoid oversimplification and generalization. Neither can one afford to define averages if those averages represent the end of his concern for the pupils grouped into a given category. The philosophical justification for this research report rests on the theses that (1) understanding the child's concept of this environmental press is basic to understanding his behavior or modifying it, and (2) significant contributions to understanding an elementary child's perception of this school environment may be made by sampling his reactions to the specific aspects of that environment. This philosophy must not, however, be utilized as a continuation of educational convenience which is concerned mainly with "typical" or "average" responses of groups of children. The concern must remain focused on the life, attitudes, and behavior of the individual child.

While the present study does seem to produce results which allow identification of varying school climates and differences between groups of children in the elementary school, the collective perceptions may not be true for any given child or classroom, even in the schools which were used as part of the study. If one major objective of education can be defined as closing the gap between what students see the school as being and what teachers and administrators intend it to be, the results of this study should be helpful.

The alpha press, that which is specified by teachers, administration, and the school philosophy, was congruent with the perception of elementary

pupils in six of the 10 areas of press. Highly significant press was seen in efforts of the school to discover vocational interests of students in a general way and to emphasize the importance of vocational planning and concern for the future. The highest level of press was found in the school's reflection of concern for civic responsibility, the democratic way of life, and fundamental American society. Very significant press was also found in aesthetic areas in communicating to students the importance of the creative arts, the joy of beauty, and the appreciation of the artistic efforts of others. Significant press toward intellectual activities as they are related to the learning purposes of the school, the discovery of the importance of social relationships and their value to the individual in the group, and the expressed concern for home-school interaction was revealed quite clearly by the elementary school students in this study. Positive, but not significant, press was found in concern for the health and physical fitness of school children, the development of attitudes toward healthful living, and efforts to distinguish important moral and spiritual values which might be translated into a high standard of ethical behavior both in and out of school. Students in this study reported negative, but not significant, press toward acceptance in the school environment which builds feelings of security and emphasis on independence and self-direction.

CONCLUSION

Analysis of data in this research project involving responses from thousands of children in a variety of public elementary school settings indicates that students in the upper elementary grades have perceptions of the elementary school environment and can respond to questions which elicit evidence of the important elements of their perceptions. The Keys to Elementary School Environment, as the tool used to determine these perceptions, has been helpful in providing knowledge and insight through an analysis of pupil perceptions of environmental press in educational settings. Beyond the conclusions which may be drawn from the data, further analysis and application of the results may be used in the following ways:

1. Assessing the effectiveness of school curriculum, policies, and practices in the light of perceptions held by pupils as to what the school wants from them.
2. Improving school morale by discovering sources of pupil misconceptions and frustrations.
3. Counseling with individual pupils concerning perceptions of the school environment which might lead to conflict or unhappiness.
4. Checking patterns of perception of environmental press which might be characteristic of pupils with attendance or behavior problems.
5. Evaluating sources of stress or differences in perceptions of press for schools with multi-ethnic populations to improve relationships as well as to provide more relevant education for each ethnic group.
6. Identifying groups and subgroups whose perceptions may be atypical in such a way as to cause difficulty or to interfere with learning.

7. Studying effects of consolidation of school districts upon pupil perception of environmental press or the effects of any major changes in enrollment, programs, or projects.
8. Evaluating effects of particular patterns of press which may be predictive of success or adjustment in later grades, particularly those which may relate to retention, as well as those which may affect vocational planning.
9. Drawing conclusions from the impact of specific programs implemented in schools, which have changes in student understanding, attitudes or learning behavior as major anticipated outcomes.

There is evidence that we are moving toward more concern for the perceptions which children have, as well as what they may imply for our own behavior in reference to continuation or change of the elementary school structure. Perhaps we can at least accept their perceptions as representative. The need at the moment is to translate them into better understanding of individual children and groups of students, into programs which are relevant to their needs and abilities, and into objectives which have more congruence with the perceptions of those for whom elementary education is intended. The answer, the hope, and the press must be positive if we are truly to serve the children in our schools. Education of children has through the centuries been a prime concern of man. Philosophers, theologians, psychologists, teachers, and parents have examined it from their various points of view. Perhaps this study may be of some help in unlocking a door to another vista -- the view of the child himself toward his educational adventure.

BIBLIOGRAPHY

- Borow, Henry. "Modern Perspectives in Personnel Research," Personnel Services in Education, pp. 210-230. Fifty-eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1960.
- Danskin, David G. and Carrol E. Kennedy, Jr., and Walter S. Friessen. "Guidance: The Ecology of Students," The Personnel and Guidance Journal, 44:130-135, October, 1965.
- Getzels, Jacob W. and Herbert A. Thelen. "The Classroom Group as a Unique Social System," The Dynamics of Instructional Groups, pp. 53-82. Fifty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1960.
- Hansen, James C. and Edwin L. Herr. "School Truancy and Environmental Press," The School Counselor, 14:101-105, November, 1966.
- Henry, Jules. "Attitude Organization in Elementary School Classrooms," Readings in the Social Psychology of Education. W. W. Charters, Jr. and N. L. Gage, Editors. Boston: Allyn and Bacon, Inc., 1963, pp. 254-263.
- Herr, Edwin L. "Differential Perceptions of 'Environmental Press' by High School Students," The Personnel and Guidance Journal, 43:678-686, March, 1965.
- Kasper, Eugene C., Paul F. Munger, and Robert A. Myers. "Student Perceptions of the Environment in Guidance and Non-Guidance Schools," The Personnel and Guidance Journal, 43:674-677, March, 1965.
- Katz, Fred E. "The School as A Complex Social Organization," Harvard Educational Review, 34:428-454, Summer, 1964.
- McQueen, Mildred (Research Ed.). "Climate of School and Academic Achievement, Part I," Research Report. Chicago: Science Research Associates, 1965.
- _____. "Climate of School and Academic Achievement, Part II," Research Report. Chicago: Science Research Associates, 1965.
- Pace, C. Robert. "Differences in Campus Atmosphere," Readings in the Social Psychology of Education. W. W. Charters, Jr., and N. L. Gage, Editors. Boston: Allyn and Bacon, Inc., 1963, pp. 73-79.
- _____. College & University Environment Scales. Princeton, New Jersey: Educational Testing Service, 1962.
- Pepinsky, Harold B. "Research on the Student in His Educational Setting," Personnel Services in Education, pp. 231-246. The Fifty-eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1960.

Stern, G. G., M. I. Stein, and B. S. Bloom. Methods in Personality Assessment. Glencoe, Illinois: The Free Press, 1956.

Stern, George G. "Characteristics of the Intellectual Climate in College Environments," Harvard Educational Review, 33:5-41, Winter, 1963.

_____. High School Characteristics Index. Minneapolis, Minnesota: National Computer Systems, 1960.

Webb, Doris Johnson. An Analysis of Environmental Fress as Perceived by Sixth-Grade Pupils. Dissertation Ed. D., Texas Tech University. 1967.

APPENDIX A

Keys To Elementary School Environment

Form E

THINKING ABOUT MY SCHOOL

Do people sometimes come to your school to find out what it is like? They sit in classes, tour the building, walk around the schoolground. They talk with your principal and teachers, and sometimes even your parents. But does anyone ever ask you what school is like?

That is what we are going to do today, because we think you know more about what going to school is like than anyone else. Of course, you don't always think the same thing about school. Some days you feel wonderful, the teachers are friendly, the other kids are fun to play with and fair on the playgrounds, you understand your schoolwork and finish your assignments without much trouble. School is an all-around fine place to be. But other days . . . well, it shouldn't happen to a dog. The teachers are cross, the kids unfair, and you don't understand a thing. You wish you were anywhere else -- anywhere away from school. But school isn't really like either of those times. It is somewhere in between, most of the time.

And that is what we want to find out. What is school like -- most of the time -- not on the very best days or the worst days, but most of the time?

On the answer sheet which you have, there is a place to mark Yes or No. We are going to say some things which are true about some schools but are not true about other schools. Will you think carefully, and mark Yes if what we say is true about your school -- most of the time, or mark No if it is not true of your school most of the time. For instance if we should say, "The rooms in our school are clean and attractive," you would mark Yes if that is usually true, even though you might remember some particular time when it was not true. If we make some statement about teachers, such as, "Teachers are so mean they should be witches!", you would mark No if most of the teachers are not like that -- even though you might have known some particular teacher who was like that, at least part of the time.

Do you understand now what we want you to do? By answering Yes or No to the statements we will make, you will tell us what your school is like. Remember, you will mark Yes if what we say is usually true about your school, or No if it is not true most of the time. You will be told how to fill out your answer sheet. Answer your questions on the answer sheet. Do not write or mark in this booklet.

THINKING ABOUT MY SCHOOL

1. Pupils have responsibilities for helping in the classroom.
2. Pupils enjoy looking for information and finding out new ideas.
3. Teachers often make children apologize when they have done something wrong.
4. Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other.
5. Pupils are nearly always able to settle arguments without fighting, so there are few fights in this school.
6. Teachers talk with pupils about ways school subjects may help them in future jobs.
7. Coaches help pupils on school teams after school.
8. Pupils enjoy painting and drawing.
9. Teachers encourage children to talk with their parents about what happens at school.
10. Pupils enjoy a school which has many different kinds of children.
11. Pupils often talk about subjects and ideas they are studying in school.
12. Teachers like to hear about things pupils do away from school.
13. Pupils like for teachers to tell them what to do and how to do it.
14. A lot of pupils cheat in this school.
15. Pupils and teachers talk about ways pupils may get training and education for different occupations.
16. Coaches or teachers help boys and girls who are not on school teams if they wish to play on the schoolground after school.
17. Children and teachers often listen to music while they study or work on projects.
18. Most children like to talk about school with their families.
19. Teachers encourage children to help each other with their work.
20. Most pupils try hard to get good grades and do better than other pupils.

21. Most teachers like the pupils they teach.
22. A lot of children tell on each other in this school.
23. Pupils and teachers often talk about what is right or wrong.
24. The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate.
25. Pupils want to develop themselves physically with exercises and calisthenics.
26. Many pupils would like to play a musical instrument.
27. Most children like to talk about their families at school.
28. Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.
29. Pupils generally admire those who are good in sports more than those who make good grades.
30. Pupils enjoy talking about elections, politics, and public affairs.
31. Some children think they are better than others.
32. Pupils enjoy learning about famous musicians and composers.
33. Pupils admire the ones who are honest and fair.
34. Pupils often talk about the college they will attend.
35. A teacher often talks with just one pupil to suggest a book he might enjoy or talks with him about one he has read.
36. Teachers talk with pupils about the ways members of a family may help each other.
37. Pupils often work together on projects.
38. Most girls would rather be popular than make good grades.
39. Teachers like for pupils to look at special TV programs on public affairs and foreign relations.
40. Teachers do not like for pupils to ask for extra help or further explanation.
41. Pupils may look at filmstrips by themselves or in small groups.
42. Teachers take pupils to visit industries in order to learn about community resources and ways different people earn a living.

43. The principal, nurse, or teachers help to get glasses and medical care for children who need them.
44. Pupils like for their teachers to read stories to them.
45. Teachers welcome parents who wish to talk about their children's school work or problems at school.
46. Teachers talk with pupils about the way they should dress and behave at parties.
47. Pupils consider learning arithmetic important.
48. Pupils elect officers in their rooms to help in planning activities.
49. Pupils often laugh and have a good time learning.
50. Teachers usually plan assignments without discussing them with pupils.
51. A lot of pupils write "dirty words" on the walls or desks at school.
52. Visitors are invited to school to discuss different ways people make a living.
53. The school nurse helps pupils learn how to be healthy.
54. Pupils like to hear poetry read out loud and often read poetry aloud or recite it.
55. Parents feel free to talk with teachers about school.
56. The school often has parties for pupils.
57. Most pupils like to read.
58. Most classes have pupils appointed or elected to welcome guests and help visitors or new pupils.
59. Most pupils would feel comfortable to talk with teachers about personal problems of health or physical development.
60. Sometimes pupils plan their own assignments.
61. Children seldom have anything stolen at school.
62. Pupils often talk with each other about what they will do when they are grown.
63. Teachers decorate their rooms to make them pretty and attractive.
64. Children like for their parents to visit school.
65. Most children are friendly with everyone.

66. Many pupils are interested in science.
67. Just the pupils the teacher likes best get to help in class affairs.
68. Most of the pupils in this school would rather go here than to any other school in town.
69. Pupils may usually move about the room without asking permission.
70. Children often talk in an ugly way when the teacher is out of the room.
71. Most parents will be glad when their children get out of school and start earning a living.
72. Pupils enjoy going on trips to art exhibits and museums.
73. Teachers visit in homes of their pupils.
74. Certain pupils stick together and will not play with other people.
75. Teachers and pupils say good things about pupils who make good grades.
76. Pupils take turns helping, and nearly everyone gets to be a helper or class officer some time during the year.
77. Some children are afraid of other children.
78. Most of the time all of the pupils in a class are working on the same assignment.
79. Some pupils threaten others to get their own way.
80. Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school.
81. Pupils learn about problems of health and development important to most people their age.
82. Pupils enjoy going to musical programs and plays.
83. Most teachers are glad to talk with parents by telephone after school hours.
84. Pupils often talk about parties and social affairs.
85. Pupils often do work they already understand while others catch up.
86. Pupils learn how to preside and manage discussions in an orderly way.
87. Some pupils misbehave a lot without being punished, but others are punished for every little thing they do.

88. Most pupils think they should tell the truth even if it gets them in trouble.
89. A pupil may go to the library by himself almost any period of the day.
90. Many pupils think they may be famous, wealthy, or important when they are grown.
91. Teachers talk with pupils about pictures and artists.
92. Most parents would welcome a visit from their child's teacher.
93. Pupils can pass in this school without studying very much.
94. Most children feel relaxed and happy at school.
95. Most pupils think it is wrong to fight.
96. Teachers wish pupils would follow directions without asking why.
97. Teachers and coaches are interested in sports for girls as well as boys.
98. Nearly every room in our school has something beautiful in it.
99. Teachers spend a lot of time helping pupils learn ways of getting along with others.
100. The main reason pupils stay in school is that they enjoy learning.
101. Children have to line up to go from place to place instead of going by themselves.
102. Most pupils will speak up if they feel the teacher has treated them unfairly.
103. Some pupils dislike going to the restrooms because other pupils act rough and bother them.
104. Everyone in this school knows what he is supposed to be doing every minute of the day.
105. Pupils often get a chance to stretch their legs and get a breath of fresh air.
106. Pupils often bring something artistic or beautiful to share with others.
107. Pupils often talk about their boyfriends or girlfriends.
108. Pupils have too many homework assignments in this school.
109. Pupils in this school are proud to be Americans.

110. Teachers often become angry or upset.
111. Pupils like for teachers to be strict but fair.
112. Pupils learn about America and what makes it great.
113. Pupils are frequently sent out into the hall for punishment.
114. Some pupils talk ugly to others on the schoolground and on the way to and from school.
115. Our school often has flowers and growing plants in the building and classrooms for pupils and teachers to enjoy.
116. Many children complain and criticize a lot.
117. This school has many rules which are not needed.
118. Nearly every day there is some time for a pupil to do something which he chooses whether others are doing it or not.
119. Pupils like to listen to the same kind of music at home that they learn at school.
120. Nearly all pupils in this school will probably finish high school.

KEYS TO ELEMENTARY SCHOOL ENVIRONMENT
(Thinking About My School)

MATERIALS

You have been supplied with a tape recording which includes the introduction, directions to students, and the survey items. It plays on any standard tape recorder at 7 1/2 inches per second speed. If you are administering "Keys" to a group, sufficient answer sheets, either hand scored or machine scored type, are provided. A question booklet including the material that is on the tape is supplied for your use in following the tape recording. Have students use a soft lead pencil, preferably a #2, in marking the answer sheets.

TEACHERS'S INSTRUCTIONS TO PUPILS

In introducing the "Keys" have the tape recorder set up and ready, the answer sheets at hand, and pencils, if they are to be supplied, available. While no special introduction is required, you might like to say something like the following:

"Today we are going to answer some questions - but we are not going to have a test, and we will not keep a record of how you answer the questions. You are going to get your instructions from the tape recorder and mark your answers on an answer sheet. First, I will give you the answer sheet and tell you what to put on it."

Distribute Answer Sheets to Class. If using hand scored sheets, have them fill in all the blanks. The use of names on answer sheets is at the option of the school. Name are not used in the scoring or the report if they appear on the answer sheet. If using machine scored answer sheets, give the following directions: "Fill in the name of your school; your grade; whether you are a boy or girl; and put today's date, which is _____, on the answer sheet." Again, the use of names is at the discretion of the school. Conclude by saying:

"I hope you will feel free to answer each question exactly as you wish, because your answers will be confidential. They will be counted by an electronic computer and we will know how the group answers but not how any one pupil answers. That's all I will tell you now. Listen carefully to the tape recorder and you will know exactly what to do."

Start Recorder. It is usually best to stand at the back of the room and be available to help students who need help. Do not answer any questions about the content of the items or discuss them with the students.

RETURNING MATERIALS

Return the tape recording and all answer sheets. Separate those which have not been used, and sort those which have been completed by class and school to facilitate IBM scoring. Make sure that school, grade, sex, date, and the pupil's ethnic group (Anglo, Negro, Mexican-American) is indicated on each answer sheet. If names appear on the answer sheets, the teacher can code each sheet in the upper right hand corner with a single letter, i.e. A, N, M, for the ethnic group. If the class is uni-ethnic, sheets can,

of course, be marked without names. When names are not used in a multi-ethnic group, some method must be devised to record this information. A straight-forward way is to ask students to indicate this information on the sheet using the code letters, but many schools may not wish to use this approach. Other methods include: numbering the answer sheets consecutively and match answer sheets with students after they are collected; collect sheets in an exact order such as by rows or, mark minority group students' sheets as they are collected if only a few are in a particular class. In the multi-ethnic school, the differences in responses by ethnic group is most helpful in evaluating the school environment, thus the need to have some way to analyze the responses by groups.

TABLE 5
PRESS KEY*

| <u>Acceptance</u> | | <u>Social Relationships</u> | | <u>Home-School</u> | | <u>Civic</u> | | <u>Independence</u> | |
|-------------------|-----|-----------------------------|-----|--------------------|-----|--------------|-----|---------------------|-----|
| 3 | No | 5 | Yes | 9 | Yes | 1 | Yes | 4 | Yes |
| 12 | Yes | 10 | Yes | 18 | Yes | 10 | Yes | 13 | No |
| 21 | Yes | 19 | Yes | 27 | Yes | 39 | Yes | 40 | Yes |
| 22 | No | 22 | No | 36 | Yes | 48 | Yes | 41 | Yes |
| 31 | No | 28 | Yes | 45 | Yes | 58 | Yes | 50 | No |
| 40 | No | 37 | Yes | 55 | Yes | 67 | No | 60 | Yes |
| 49 | Yes | 38 | Yes | 64 | Yes | 76 | Yes | 69 | Yes |
| 59 | Yes | 46 | Yes | 73 | Yes | 86 | Yes | 78 | No |
| 65 | Yes | 56 | Yes | 83 | Yes | 109 | Yes | 85 | No |
| 67 | No | 65 | Yes | 92 | Yes | 112 | Yes | 89 | Yes |
| 68 | Yes | 74 | No | | | | | 96 | No |
| 74 | No | 77 | No | | | | | 101 | No |
| 77 | No | 84 | Yes | | | | | 102 | Yes |
| 87 | No | 99 | Yes | | | | | 104 | No |
| 94 | Yes | 107 | Yes | | | | | 111 | No |
| 102 | Yes | | | | | | | 117 | No |
| 110 | No | | | | | | | 118 | Yes |
| 113 | No | | | | | | | | |
| 116 | No | | | | | | | | |

*Areas of press reported with question number and the answer which indicates the direction of alpha press scoring.

PRESS KEY (Continued)

| <u>Intellectual</u> | | <u>Health and Physical</u> | | <u>Moral</u> | | <u>Vocational</u> | | <u>Aesthetic</u> | |
|---------------------|-----|--------------------------------|-----|--------------|-----|-------------------|-----|------------------|-----|
| 2 | Yes | 7 | Yes | 4 | Yes | 6 | Yes | 8 | Yes |
| 11 | Yes | 16 | Yes | 14 | No | 15 | Yes | 17 | Yes |
| 20 | Yes | 25 | Yes | 33 | Yes | 24 | Yes | 26 | Yes |
| 29 | No | 29 | Yes | 51 | No | 34 | Yes | 32 | Yes |
| 35 | Yes | 43 | Yes | 61 | Yes | 42 | Yes | 44 | Yes |
| 38 | No | 53 | Yes | 70 | No | 52 | Yes | 54 | Yes |
| 39 | Yes | 59 | Yes | 77 | No | 62 | Yes | 63 | Yes |
| 47 | Yes | 81 | Yes | 79 | No | 71 | Yes | 72 | Yes |
| 57 | Yes | 97 | Yes | 88 | Yes | 80 | Yes | 82 | Yes |
| 66 | Yes | 105 | Yes | 95 | Yes | 90 | Yes | 91 | Yes |
| 75 | Yes | | | 103 | No | 120 | Yes | 98 | Yes |
| 85 | No | | | 114 | No | | | 106 | Yes |
| 93 | No | | | | | | | 115 | Yes |
| 100 | Yes | | | | | | | 119 | Yes |
| 108 | Yes | | | | | | | | |
| 120 | Yes | | | | | | | | |

APPENDIX B

PUPIL RESPONSES

Total Group Norms

Total Sample Press

Press Correlation Matrix

Subgroup Responses

TABLE 6
Keys to Elementary School Environment
(Norms for Total Group)

Group Data:

N = 5124

Grade Level:

5th = 2021
6th = 2873
7th = 102
8th = 81

Sex:

Boys = 2667
Girls = 2444

Ethnicity:

Mexican American = 1476
Negro = 359
Anglo = 3282

Title I:

Yes = 2622
No = 2058
Unknown = 443

Achievement Levels:

Low = 803
Average = 832
High = 611
Non-Grouped = 2626

Test Data

| Variable | Yes | % | No | % |
|----------|------|------|------|------|
| 1 | 4673 | 91.2 | 427 | 8.3 |
| 2 | 4910 | 95.8 | 173 | 3.4 |
| 3 | 4046 | 79.0 | 1025 | 20.0 |
| 4 | 4741 | 92.5 | 326 | 6.4 |
| 5 | 2568 | 50.1 | 2507 | 48.9 |
| 6 | 4590 | 89.6 | 471 | 9.2 |
| 7 | 2329 | 45.5 | 2743 | 53.5 |
| 8 | 4807 | 93.8 | 274 | 5.3 |
| 9 | 2756 | 53.8 | 2325 | 45.4 |
| 10 | 4282 | 83.6 | 789 | 15.4 |
| 11 | 3900 | 76.1 | 1181 | 23.0 |
| 12 | 4613 | 90.0 | 468 | 9.1 |
| 13 | 3238 | 63.2 | 1827 | 35.7 |
| 14 | 3928 | 76.7 | 1122 | 21.9 |
| 15 | 2280 | 44.5 | 2756 | 53.8 |
| 16 | 2579 | 50.3 | 2463 | 48.1 |

| Variable | Yes | % | No | % |
|----------|------|------|------|------|
| 17 | 1070 | 20.9 | 4021 | 78.5 |
| 18 | 3245 | 63.3 | 1842 | 35.9 |
| 19 | 2522 | 49.2 | 2567 | 50.1 |
| 20 | 4748 | 92.7 | 342 | 6.7 |
| 21 | 3945 | 77.0 | 1090 | 21.3 |
| 22 | 4510 | 88.0 | 530 | 10.3 |
| 23 | 4312 | 84.2 | 784 | 15.3 |
| 24 | 4842 | 94.5 | 255 | 5.0 |
| 25 | 3467 | 67.7 | 1613 | 31.5 |
| 26 | 4413 | 86.1 | 669 | 13.1 |
| 27 | 2716 | 53.0 | 2364 | 46.1 |
| 28 | 4555 | 88.9 | 533 | 10.4 |
| 29 | 2140 | 41.8 | 2944 | 57.5 |
| 30 | 3461 | 67.5 | 1619 | 31.6 |
| 31 | 3649 | 71.2 | 1433 | 28.0 |
| 32 | 4377 | 85.4 | 708 | 13.8 |
| 33 | 3944 | 77.0 | 1095 | 21.4 |
| 34 | 4369 | 85.3 | 683 | 13.3 |
| 35 | 1754 | 34.2 | 3326 | 64.9 |
| 36 | 3220 | 62.8 | 1859 | 36.3 |
| 37 | 3888 | 75.9 | 1188 | 23.2 |
| 38 | 4443 | 86.7 | 622 | 12.1 |
| 39 | 3037 | 59.3 | 1972 | 38.5 |
| 40 | 3565 | 69.6 | 1435 | 28.0 |
| 41 | 1439 | 28.1 | 3650 | 70.2 |
| 42 | 2856 | 55.7 | 2238 | 43.7 |
| 43 | 3995 | 78.0 | 1095 | 21.4 |
| 44 | 4662 | 91.0 | 433 | 8.5 |
| 45 | 4244 | 82.8 | 780 | 15.2 |
| 46 | 4330 | 43.5 | 694 | 13.5 |
| 47 | 3266 | 63.7 | 1792 | 35.0 |
| 48 | 4048 | 79.0 | 1006 | 19.6 |
| 49 | 2472 | 48.2 | 2591 | 50.6 |
| 50 | 3387 | 66.1 | 1694 | 33.1 |
| 51 | 2046 | 40.0 | 2993 | 58.4 |
| 52 | 3257 | 63.6 | 1759 | 34.3 |
| 53 | 2967 | 57.9 | 2114 | 41.3 |
| 54 | 3710 | 72.4 | 1374 | 26.8 |
| 55 | 4013 | 78.3 | 1046 | 20.4 |
| 56 | 4359 | 85.1 | 700 | 13.7 |
| 57 | 3274 | 63.9 | 1803 | 35.2 |
| 58 | 3990 | 77.9 | 1088 | 21.2 |
| 59 | 2086 | 40.7 | 2978 | 58.1 |
| 60 | 2822 | 55.1 | 2239 | 43.7 |
| 61 | 2472 | 48.2 | 2600 | 50.7 |
| 62 | 4424 | 86.3 | 647 | 12.6 |
| 63 | 3575 | 69.8 | 1511 | 29.5 |
| 64 | 4083 | 79.7 | 1003 | 19.6 |
| 65 | 3098 | 60.5 | 1970 | 38.4 |
| 66 | 4050 | 79.0 | 1025 | 20.0 |
| 67 | 1289 | 25.2 | 3788 | 73.3 |
| 68 | 3668 | 71.6 | 1411 | 27.5 |
| 69 | 2392 | 46.7 | 2676 | 52.2 |
| 70 | 3678 | 71.8 | 1399 | 27.2 |

| Variable | Yes | % | No | % |
|----------|------|------|------|------|
| 71 | 3364 | 65.7 | 1718 | 33.5 |
| 72 | 4893 | 95.2 | 200 | 3.9 |
| 73 | 1174 | 22.9 | 3903 | 76.2 |
| 74 | 2865 | 75.4 | 1214 | 23.7 |
| 75 | 4146 | 80.9 | 940 | 18.3 |
| 76 | 4533 | 88.5 | 548 | 10.7 |
| 77 | 3017 | 58.9 | 2060 | 40.2 |
| 78 | 4578 | 89.3 | 501 | 9.8 |
| 79 | 3205 | 62.5 | 1877 | 36.6 |
| 80 | 4451 | 86.9 | 634 | 12.4 |
| 81 | 3869 | 75.5 | 1215 | 23.7 |
| 82 | 4767 | 93.0 | 329 | 6.4 |
| 83 | 2134 | 41.6 | 2944 | 57.5 |
| 84 | 4107 | 80.2 | 977 | 19.1 |
| 85 | 3585 | 70.0 | 1493 | 29.1 |
| 86 | 4501 | 87.8 | 581 | 11.3 |
| 87 | 2752 | 53.7 | 2314 | 45.2 |
| 88 | 4410 | 86.1 | 650 | 12.7 |
| 89 | 851 | 16.6 | 4240 | 82.7 |
| 90 | 3631 | 70.9 | 1459 | 28.5 |
| 91 | 2953 | 57.6 | 2135 | 41.7 |
| 92 | 4514 | 88.1 | 573 | 11.2 |
| 93 | 616 | 12.0 | 4472 | 87.3 |
| 94 | 3215 | 62.7 | 1871 | 36.5 |
| 95 | 3131 | 61.1 | 1937 | 37.8 |
| 96 | 4618 | 90.1 | 445 | 8.7 |
| 97 | 3410 | 66.5 | 1661 | 32.4 |
| 98 | 4203 | 82.0 | 873 | 17.0 |
| 99 | 2531 | 49.4 | 2541 | 49.6 |
| 100 | 3428 | 66.9 | 1656 | 32.3 |
| 101 | 3139 | 61.3 | 1880 | 36.7 |
| 102 | 3961 | 77.2 | 1073 | 20.9 |
| 103 | 1741 | 34.0 | 3343 | 65.2 |
| 104 | 3699 | 72.2 | 1378 | 26.9 |
| 105 | 3093 | 60.4 | 1978 | 38.6 |
| 106 | 3813 | 74.4 | 1266 | 24.7 |
| 107 | 2957 | 57.7 | 2118 | 41.3 |
| 108 | 3715 | 72.5 | 1355 | 26.4 |
| 109 | 4453 | 86.9 | 606 | 11.8 |
| 110 | 4786 | 93.4 | 280 | 5.5 |
| 111 | 3094 | 60.4 | 1989 | 38.8 |
| 112 | 4583 | 89.4 | 496 | 9.7 |
| 113 | 3097 | 60.4 | 1989 | 38.8 |
| 114 | 4372 | 85.3 | 712 | 13.9 |
| 115 | 2788 | 65.4 | 2294 | 44.8 |
| 116 | 4453 | 86.9 | 631 | 12.3 |
| 117 | 1559 | 30.4 | 3513 | 68.6 |
| 118 | 3795 | 74.1 | 1273 | 24.8 |
| 119 | 1605 | 31.3 | 3481 | 67.9 |
| 120 | 3887 | 75.9 | 1203 | 23.5 |

TABLE 7
 PERCENTAGES OF PUPILS REFLECTING PRESS

TOTAL SAMPLE

(N = 5124)

Intellectual

| | | | | | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|
| Question | 2 | 11 | 20 | 29 | 35 | 38 | 39 | 47 | 57 | 66 | 75 | 85 | 93 | 100 | 108 | 120 | T |
| Percentage | 96 | 76 | 93 | 58 | 34 | 13 | 59 | 64 | 64 | 79 | 81 | 30 | 88 | 67 | 73 | 76 | 65 |

Health--Fitness

| | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|-----|----|
| Question | 7 | 16 | 25 | 29 | 43 | 53 | 59 | 81 | 97 | 105 | T |
| Percentage | 46 | 50 | 68 | 42 | 78 | 58 | 41 | 76 | 67 | 60 | 59 |

Social Relationships

| | | | | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|
| Question | 5 | 10 | 19 | 22 | 28 | 37 | 38 | 46 | 56 | 65 | 74 | 77 | 84 | 99 | 107 | T |
| Percentage | 50 | 84 | 49 | 12 | 89 | 76 | 87 | 85 | 85 | 61 | 25 | 41 | 80 | 49 | 58 | 62 |

Moral and Spiritual

| | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|
| Question | 4 | 14 | 33 | 51 | 61 | 70 | 77 | 79 | 88 | 95 | 103 | 114 | T |
| Percentage | 93 | 23 | 77 | 60 | 48 | 28 | 41 | 37 | 86 | 61 | 66 | 15 | 52 |

Total Sample (Continued)

Home--School

| | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|----|
| Question | 9 | 18 | 27 | 36 | 45 | 55 | 64 | 73 | 83 | 92 | T |
| Percentage | 54 | 63 | 53 | 63 | 83 | 78 | 80 | 23 | 42 | 88 | 63 |

Vocational

| | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|-----|----|
| Question | 6 | 15 | 24 | 34 | 42 | 52 | 62 | 71 | 80 | 90 | 120 | T |
| Percentage | 90 | 45 | 95 | 85 | 56 | 64 | 86 | 66 | 87 | 71 | 76 | 74 |

Civic

| | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|-----|-----|----|
| Question | 1 | 30 | 39 | 48 | 58 | 67 | 76 | 86 | 109 | 112 | T |
| Percentage | 91 | 68 | 59 | 79 | 78 | 75 | 89 | 88 | 87 | 89 | 80 |

Aesthetic

| | | | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|
| Question | 8 | 17 | 26 | 32 | 44 | 54 | 63 | 72 | 82 | 91 | 98 | 106 | 115 | 119 | T |
| Percentage | 94 | 21 | 86 | 5 | 91 | 72 | 70 | 96 | 93 | 58 | 82 | 74 | 54 | 31 | 72 |

Acceptance

| | | | | | | | | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|----|
| Question | 3 | 12 | 21 | 22 | 31 | 40 | 49 | 59 | 65 | 67 | 68 | 74 | 77 | 87 | 94 | 102 | 110 | 113 | 116 | T |
| Percentage | 21 | 90 | 77 | 12 | 29 | 30 | 48 | 41 | 61 | 75 | 72 | 24 | 41 | 46 | 63 | 77 | 7 | 40 | 13 | 45 |

Total Sample (Continued)

| | <u>Independence</u> | | | | | | | | | | | T | | | | | | | |
|------------|---------------------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|----|
| Question | 4 | 13 | 40 | 41 | 50 | 60 | 69 | 78 | 85 | 89 | 96 | 101 | 102 | 104 | 111 | 117 | 118 | 118 | |
| Percentage | 93 | 37 | 70 | 28 | 34 | 55 | 47 | 11 | 30 | 17 | 10 | 39 | 77 | 28 | 40 | 70 | 74 | 74 | 44 |

| <u>Total Press</u> | |
|--------------------|------------|
| Area of Press | Percentage |
| Independence | 44 |
| Acceptance | 45 |
| Aesthetic | 72 |
| Civic | 80 |
| Vocational | 74 |
| Home--School | 63 |
| Moral | 52 |
| Social | 64 |
| Health | 59 |
| Intellectual | 65 |

TABLE 8
KEYS TO ELEMENTARY SCHOOL ENVIRONMENT

Percentages Answering "Yes" by Various Subgroups

| KESE Number | Grade | | Sex | | Ethnic Group | | | Title I | | Achievement Level | | | Total Group n |
|-------------|-------|-------|--------|---------|--------------|-----------|------|---------|-------|-------------------|--------|------|---------------|
| | 5th n | 6th n | Boys n | Girls n | M.A. n | N Anglo n | No n | Yes n | Low n | Ave. n | High n | | |
| | 2021 | 2873 | 2667 | 2444 | 1476 | 359 | 3282 | 2058 | 2622 | 803 | 832 | 611 | 5124 |
| 1 | 92.4 | 90.6 | 90.6 | 92.0 | 89.3 | 92.5 | 92.0 | 92.1 | 91.0 | 87.3 | 91.2 | 90.8 | 91.2 |
| 2 | 97.8 | 94.4 | 96.0 | 95.7 | 96.6 | 93.3 | 95.8 | 96.3 | 97.7 | 91.7 | 97.6 | 94.6 | 95.8 |
| 3 | 82.1 | 78.5 | 76.9 | 81.3 | 86.7 | 88.9 | 74.4 | 74.1 | 83.1 | 81.6 | 82.8 | 80.7 | 79.0 |
| 4 | 94.8 | 91.0 | 92.2 | 93.0 | 93.0 | 85.5 | 93.1 | 94.1 | 94.6 | 90.2 | 89.5 | 90.7 | 92.5 |
| 5 | 52.0 | 46.7 | 47.2 | 53.4 | 62.7 | 52.9 | 44.2 | 49.6 | 50.0 | 62.1 | 53.2 | 41.4 | 50.1 |
| 6 | 89.2 | 98.3 | 88.3 | 91.0 | 94.9 | 95.5 | 86.6 | 88.5 | 90.2 | 95.2 | 92.7 | 89.4 | 89.6 |
| 7 | 39.8 | 47.0 | 45.3 | 45.6 | 42.8 | 57.4 | 45.4 | 48.5 | 57.1 | 55.3 | 42.8 | 41.2 | 45.5 |
| 8 | 95.0 | 93.1 | 92.6 | 95.2 | 93.6 | 93.9 | 94.0 | 95.1 | 94.1 | 90.6 | 94.5 | 93.3 | 93.8 |
| 9 | 58.1 | 50.9 | 51.0 | 56.8 | 62.5 | 58.8 | 49.5 | 47.9 | 56.1 | 67.0 | 54.7 | 55.6 | 53.8 |
| 10 | 85.5 | 82.2 | 81.1 | 86.2 | 89.8 | 83.0 | 81.0 | 79.6 | 87.9 | 85.1 | 85.9 | 81.8 | 83.6 |
| 11 | 78.1 | 74.9 | 73.7 | 78.8 | 80.6 | 75.2 | 74.3 | 73.1 | 77.6 | 84.5 | 77.3 | 73.2 | 76.1 |
| 12 | 91.8 | 88.5 | 88.4 | 91.9 | 92.9 | 83.3 | 89.5 | 91.0 | 91.2 | 89.9 | 90.3 | 90.2 | 90.0 |
| 13 | 66.7 | 61.4 | 62.9 | 63.6 | 81.9 | 78.0 | 53.2 | 58.2 | 65.8 | 77.2 | 70.2 | 65.0 | 63.2 |
| 14 | 81.7 | 74.0 | 77.0 | 76.4 | 87.9 | 78.8 | 71.4 | 75.4 | 81.8 | 81.5 | 79.0 | 73.5 | 76.7 |
| 15 | 42.4 | 45.5 | 43.4 | 45.7 | 59.6 | 74.4 | 34.6 | 40.5 | 42.0 | 65.9 | 52.5 | 43.9 | 44.5 |
| 16 | 54.4 | 46.5 | 50.4 | 50.3 | 65.0 | 69.1 | 41.8 | 52.9 | 51.8 | 59.7 | 54.6 | 43.4 | 50.3 |
| 17 | 23.0 | 20.4 | 19.8 | 22.1 | 28.9 | 24.2 | 16.9 | 11.6 | 25.1 | 34.4 | 25.8 | 17.3 | 20.9 |
| 18 | 70.5 | 59.7 | 59.1 | 68.0 | 75.3 | 76.0 | 56.6 | 56.0 | 69.4 | 73.0 | 70.8 | 58.6 | 63.3 |
| 19 | 52.2 | 47.8 | 48.4 | 50.2 | 54.5 | 63.2 | 45.3 | 42.5 | 52.6 | 57.0 | 50.2 | 43.4 | 49.2 |
| 20 | 94.0 | 91.6 | 92.6 | 92.8 | 95.7 | 93.3 | 91.3 | 91.6 | 94.6 | 93.4 | 93.3 | 91.8 | 92.7 |
| 21 | 81.8 | 73.5 | 75.4 | 78.9 | 82.3 | 81.3 | 74.2 | 73.5 | 78.1 | 83.0 | 80.3 | 80.2 | 77.0 |
| 22 | 92.2 | 85.5 | 87.7 | 88.5 | 92.6 | 84.7 | 86.3 | 87.4 | 92.3 | 87.0 | 88.1 | 88.2 | 88.0 |
| 23 | 84.2 | 84.8 | 82.4 | 86.3 | 89.8 | 90.8 | 80.9 | 80.9 | 85.3 | 89.6 | 87.9 | 88.9 | 84.1 |
| 24 | 95.7 | 93.5 | 94.1 | 95.0 | 97.7 | 95.5 | 93.0 | 93.9 | 96.4 | 94.3 | 95.9 | 94.1 | 94.5 |
| 25 | 69.3 | 65.5 | 66.9 | 68.4 | 77.3 | 72.1 | 62.9 | 65.3 | 68.4 | 73.6 | 73.0 | 70.2 | 67.7 |
| 26 | 89.5 | 83.3 | 85.2 | 87.2 | 89.7 | 83.8 | 84.8 | 84.8 | 89.6 | 87.1 | 85.1 | 83.0 | 86.1 |
| 27 | 58.4 | 49.7 | 46.7 | 59.9 | 53.0 | 57.1 | 52.7 | 54.3 | 50.4 | 55.9 | 52.3 | 48.9 | 53.0 |
| 28 | 91.8 | 87.6 | 87.6 | 90.4 | 86.2 | 92.2 | 89.8 | 89.7 | 89.3 | 84.4 | 89.9 | 87.1 | 88.9 |

| KESE Number | Grade | | Sex | | Ethnic Group | | | Title I | | Achievement Level | | Total Group | |
|-------------|-------|------|------|-------|--------------|------|-------|---------|------|-------------------|------|-------------|------|
| | 5th | 6th | Boys | Girls | M.A. | N | Anglo | No | Yes | Low | Ave. | | High |
| 29 | 40.6 | 41.1 | 44.0 | 39.4 | 42.1 | 44.0 | 41.4 | 41.7 | 38.1 | 52.0 | 42.3 | 37.5 | 41.8 |
| 30 | 70.6 | 64.4 | 68.7 | 66.3 | 73.4 | 69.6 | 64.7 | 68.2 | 89.0 | 75.8 | 66.6 | 61.4 | 67.5 |
| 31 | 71.7 | 71.2 | 72.3 | 70.1 | 72.2 | 80.8 | 69.8 | 72.0 | 70.1 | 73.8 | 75.8 | 76.4 | 71.2 |
| 32 | 92.5 | 81.1 | 84.5 | 86.5 | 91.2 | 91.4 | 82.2 | 84.9 | 90.6 | 83.8 | 86.8 | 85.3 | 85.4 |
| 33 | 76.6 | 76.4 | 75.0 | 79.2 | 78.9 | 84.1 | 75.3 | 76.6 | 76.5 | 78.8 | 80.0 | 79.1 | 77.0 |
| 34 | 87.7 | 82.9 | 84.6 | 86.0 | 89.5 | 89.7 | 82.9 | 87.5 | 86.2 | 86.8 | 86.3 | 82.6 | 85.3 |
| 35 | 39.2 | 31.2 | 34.9 | 33.6 | 44.2 | 44.0 | 28.7 | 32.7 | 34.1 | 43.8 | 37.5 | 20.0 | 34.2 |
| 36 | 67.9 | 60.6 | 61.9 | 63.8 | 78.7 | 70.2 | 54.9 | 61.8 | 64.6 | 76.5 | 70.7 | 59.1 | 62.8 |
| 37 | 71.0 | 78.6 | 75.3 | 76.6 | 77.3 | 74.1 | 75.6 | 75.1 | 74.7 | 75.8 | 78.2 | 81.8 | 75.9 |
| 38 | 84.6 | 87.6 | 89.5 | 83.8 | 85.8 | 77.4 | 88.1 | 90.4 | 87.7 | 82.4 | 85.6 | 87.2 | 86.7 |
| 39 | 56.4 | 62.0 | 58.4 | 60.3 | 59.3 | 72.7 | 57.9 | 57.8 | 58.1 | 64.9 | 58.5 | 63.3 | 59.3 |
| 40 | 72.8 | 67.8 | 71.1 | 68.0 | 72.4 | 62.7 | 69.1 | 72.4 | 73.0 | 69.4 | 65.6 | 65.0 | 69.6 |
| 41 | 30.7 | 23.1 | 27.5 | 28.7 | 38.1 | 37.9 | 22.6 | 24.9 | 30.1 | 38.9 | 28.0 | 16.4 | 28.1 |
| 42 | 61.0 | 49.6 | 55.5 | 56.1 | 67.0 | 66.6 | 49.6 | 50.3 | 58.3 | 65.9 | 56.5 | 42.2 | 55.7 |
| 43 | 79.9 | 77.0 | 75.2 | 81.0 | 83.7 | 87.2 | 74.5 | 77.1 | 78.4 | 80.1 | 76.1 | 74.3 | 78.0 |
| 44 | 94.7 | 88.2 | 90.3 | 91.9 | 92.5 | 92.8 | 90.2 | 93.8 | 91.9 | 86.8 | 89.2 | 85.8 | 91.0 |
| 45 | 85.1 | 81.0 | 81.2 | 84.7 | 85.8 | 89.4 | 80.8 | 83.3 | 82.0 | 85.2 | 82.1 | 84.0 | 82.8 |
| 46 | 89.2 | 80.8 | 83.3 | 85.8 | 88.6 | 87.2 | 82.4 | 87.5 | 86.2 | 81.7 | 82.0 | 81.7 | 84.5 |
| 47 | 64.2 | 62.8 | 63.0 | 64.7 | 74.8 | 82.5 | 56.8 | 58.5 | 64.9 | 79.7 | 68.1 | 58.1 | 63.7 |
| 48 | 76.9 | 79.5 | 77.8 | 80.4 | 83.4 | 85.5 | 76.4 | 77.7 | 79.9 | 85.2 | 80.0 | 75.8 | 79.0 |
| 49 | 47.4 | 47.7 | 45.5 | 51.3 | 56.6 | 59.1 | 43.4 | 45.2 | 45.9 | 59.9 | 51.1 | 53.5 | 48.2 |
| 50 | 67.8 | 63.6 | 65.1 | 67.1 | 69.6 | 54.9 | 65.8 | 67.3 | 67.7 | 67.0 | 64.7 | 68.1 | 66.1 |
| 51 | 39.1 | 42.2 | 39.7 | 40.4 | 47.4 | 58.8 | 34.6 | 38.1 | 39.7 | 56.2 | 38.3 | 35.8 | 40.0 |
| 52 | 65.3 | 62.2 | 64.0 | 63.1 | 69.4 | 72.1 | 60.1 | 65.1 | 64.3 | 71.0 | 56.0 | 56.1 | 63.6 |
| 53 | 62.4 | 56.2 | 52.8 | 63.4 | 74.4 | 76.0 | 48.6 | 46.6 | 63.8 | 77.5 | 62.6 | 55.5 | 57.9 |
| 54 | 79.5 | 69.1 | 68.5 | 76.6 | 87.3 | 84.7 | 64.5 | 63.7 | 81.6 | 81.8 | 75.8 | 72.3 | 72.4 |
| 55 | 81.4 | 76.7 | 75.8 | 81.2 | 81.5 | 81.9 | 76.6 | 77.3 | 77.9 | 78.7 | 78.4 | 74.3 | 78.3 |
| 56 | 90.1 | 82.4 | 83.2 | 87.1 | 91.1 | 83.8 | 82.6 | 82.8 | 88.4 | 85.5 | 85.1 | 81.8 | 85.1 |
| 57 | 70.4 | 60.1 | 61.3 | 66.8 | 78.4 | 79.1 | 55.8 | 57.1 | 67.0 | 76.2 | 73.2 | 66.4 | 63.9 |
| 58 | 81.3 | 76.3 | 76.2 | 79.8 | 91.1 | 92.8 | 70.4 | 69.8 | 80.8 | 92.5 | 86.4 | 80.9 | 77.9 |
| 59 | 44.8 | 38.9 | 40.7 | 40.8 | 54.9 | 70.8 | 31.1 | 28.7 | 40.8 | 65.5 | 50.4 | 35.4 | 40.7 |
| 60 | 58.2 | 53.3 | 56.1 | 54.0 | 65.9 | 77.4 | 47.7 | 48.4 | 53.1 | 72.0 | 62.6 | 47.1 | 55.1 |

| KESE Number | Grade | | Sex | | Ethnic Group | | | Title I | | Achievement Level | | | Total Group |
|-------------|-------|------|------|-------|--------------|------|-------|---------|------|-------------------|------|------|-------------|
| | 5th | 6th | Boys | Girls | M.A. | N | Anglo | No | Yes | Low | Ave. | High | |
| 61 | 44.8 | 50.5 | 47.5 | 49.2 | 54.5 | 70.2 | 43.1 | 42.3 | 44.8 | 65.6 | 54.1 | 51.2 | 48.2 |
| 62 | 86.6 | 86.1 | 85.5 | 87.3 | 92.5 | 96.7 | 82.5 | 83.7 | 86.7 | 94.1 | 91.5 | 84.6 | 86.3 |
| 63 | 73.8 | 68.6 | 66.0 | 74.0 | 82.9 | 85.2 | 62.2 | 58.3 | 74.0 | 81.2 | 80.9 | 71.7 | 69.8 |
| 64 | 80.1 | 76.6 | 77.7 | 81.9 | 91.3 | 91.9 | 73.2 | 70.1 | 85.5 | 85.3 | 88.2 | 81.5 | 79.7 |
| 65 | 61.3 | 59.5 | 57.7 | 63.6 | 72.9 | 69.1 | 54.0 | 50.9 | 62.2 | 72.2 | 70.3 | 60.2 | 60.5 |
| 66 | 82.4 | 76.3 | 80.5 | 77.7 | 87.3 | 86.6 | 74.6 | 73.0 | 82.8 | 82.5 | 90.1 | 80.0 | 79.0 |
| 67 | 19.9 | 28.6 | 24.2 | 26.3 | 22.6 | 36.5 | 25.1 | 22.6 | 19.6 | 34.9 | 28.4 | 23.2 | 25.2 |
| 68 | 74.5 | 68.4 | 68.9 | 74.5 | 74.7 | 64.1 | 71.0 | 75.9 | 70.3 | 68.0 | 69.6 | 73.5 | 71.6 |
| 69 | 46.7 | 47.1 | 46.8 | 46.6 | 44.2 | 49.6 | 47.5 | 49.7 | 44.9 | 49.6 | 46.5 | 40.6 | 46.7 |
| 70 | 71.0 | 73.1 | 71.4 | 72.1 | 73.4 | 66.9 | 71.6 | 72.5 | 74.1 | 76.4 | 71.8 | 69.1 | 71.8 |
| 71 | 65.7 | 66.0 | 68.9 | 62.2 | 73.9 | 74.9 | 60.9 | 59.4 | 69.4 | 71.4 | 68.6 | 68.6 | 65.7 |
| 72 | 95.9 | 95.0 | 94.8 | 96.3 | 96.3 | 96.7 | 95.1 | 95.1 | 96.1 | 94.8 | 95.2 | 95.6 | 95.2 |
| 73 | 19.3 | 26.5 | 21.5 | 24.5 | 33.5 | 56.8 | 14.7 | 16.6 | 17.0 | 46.6 | 26.7 | 25.9 | 22.9 |
| 74 | 74.9 | 75.6 | 74.1 | 76.9 | 73.0 | 76.6 | 76.0 | 81.2 | 72.8 | 72.3 | 71.2 | 72.8 | 75.4 |
| 75 | 84.4 | 78.5 | 77.1 | 85.2 | 84.4 | 83.0 | 79.2 | 80.5 | 82.5 | 81.5 | 84.7 | 79.1 | 80.9 |
| 76 | 94.9 | 84.0 | 88.0 | 89.1 | 92.7 | 85.2 | 87.0 | 89.5 | 92.0 | 85.1 | 90.1 | 82.3 | 88.5 |
| 77 | 60.1 | 57.8 | 63.5 | 53.9 | 61.4 | 60.7 | 57.6 | 58.9 | 61.6 | 58.2 | 56.0 | 59.2 | 58.9 |
| 78 | 92.3 | 86.7 | 89.1 | 89.7 | 90.7 | 81.1 | 89.7 | 91.3 | 93.0 | 84.7 | 87.1 | 87.9 | 89.3 |
| 79 | 61.6 | 64.6 | 65.4 | 59.5 | 64.5 | 74.9 | 60.4 | 61.5 | 62.7 | 69.2 | 65.6 | 59.1 | 62.5 |
| 80 | 90.0 | 84.8 | 87.2 | 86.6 | 91.1 | 88.6 | 84.5 | 89.5 | 89.4 | 83.1 | 87.6 | 86.3 | 86.9 |
| 81 | 77.9 | 74.2 | 72.8 | 78.6 | 81.2 | 76.9 | 72.9 | 75.1 | 78.0 | 75.0 | 78.4 | 75.3 | 75.5 |
| 82 | 95.3 | 91.3 | 91.5 | 94.9 | 95.1 | 94.2 | 92.1 | 92.9 | 94.6 | 91.7 | 93.8 | 90.3 | 93.0 |
| 83 | 45.4 | 38.6 | 38.7 | 45.0 | 40.0 | 58.2 | 40.4 | 43.4 | 41.4 | 45.9 | 37.9 | 36.3 | 41.6 |
| 84 | 81.4 | 78.7 | 76.9 | 83.8 | 82.7 | 80.2 | 79.1 | 83.2 | 80.9 | 79.4 | 78.2 | 78.2 | 80.2 |
| 85 | 71.8 | 68.6 | 69.8 | 70.3 | 75.0 | 74.4 | 67.1 | 70.6 | 70.4 | 73.9 | 74.0 | 67.3 | 70.0 |
| 86 | 90.9 | 85.5 | 86.9 | 88.9 | 92.1 | 86.9 | 85.8 | 88.1 | 90.1 | 87.1 | 90.9 | 85.8 | 87.8 |
| 87 | 49.1 | 57.0 | 55.9 | 51.4 | 58.3 | 61.3 | 50.9 | 49.9 | 54.0 | 65.0 | 56.1 | 55.5 | 53.7 |
| 88 | 86.7 | 85.3 | 85.8 | 86.4 | 92.1 | 88.9 | 83.1 | 83.7 | 89.4 | 85.7 | 89.4 | 89.0 | 86.1 |
| 89 | 11.1 | 20.7 | 16.5 | 16.9 | 18.0 | 28.7 | 14.7 | 12.3 | 10.0 | 34.5 | 23.1 | 16.0 | 16.6 |
| 90 | 77.1 | 70.5 | 71.5 | 70.7 | 74.5 | 78.0 | 68.5 | 70.5 | 71.0 | 73.9 | 74.3 | 69.7 | 70.9 |
| 91 | 57.3 | 59.6 | 55.2 | 60.5 | 75.3 | 76.9 | 47.7 | 45.0 | 62.5 | 76.1 | 71.4 | 59.7 | 57.6 |
| 92 | 90.1 | 86.4 | 85.8 | 90.6 | 91.5 | 91.1 | 86.4 | 87.4 | 89.9 | 88.2 | 88.8 | 87.4 | 88.1 |

| KESE Number | Grade | | Sex | | Ethnic Group | | Title I | | Achievement Level | | Total Group | | |
|-------------|-------|------|------|-------|--------------|---------|---------|------|-------------------|-----------|-------------|------|------|
| | 5th | 6th | Boys | Girls | M.A. | N Anglo | No | Yes | Low | Ave. High | | | |
| 93 | 8.2 | 14.9 | 12.3 | 11.8 | 12.3 | 25.3 | 10.4 | 7.3 | 8.0 | 24.3 | 16.1 | 13.1 | 12.0 |
| 94 | 64.8 | 60.7 | 59.7 | 66.2 | 76.2 | 72.1 | 55.7 | 58.0 | 63.9 | 75.1 | 66.6 | 66.3 | 62.7 |
| 95 | 63.6 | 58.9 | 54.3 | 68.7 | 71.3 | 68.0 | 55.9 | 53.9 | 63.4 | 72.4 | 65.6 | 61.7 | 61.1 |
| 96 | 92.5 | 88.4 | 88.1 | 92.6 | 89.6 | 87.5 | 90.7 | 91.2 | 91.0 | 89.5 | 87.3 | 90.2 | 90.1 |
| 97 | 68.5 | 63.8 | 64.6 | 68.8 | 66.7 | 60.4 | 67.2 | 68.9 | 65.3 | 62.9 | 65.7 | 59.9 | 66.5 |
| 98 | 86.1 | 78.5 | 79.8 | 84.5 | 87.5 | 85.0 | 79.3 | 81.0 | 85.2 | 81.3 | 83.2 | 76.6 | 82.0 |
| 99 | 57.9 | 44.0 | 48.5 | 50.5 | 70.5 | 56.8 | 39.2 | 45.6 | 56.6 | 63.4 | 55.8 | 44.4 | 49.4 |
| 100 | 74.1 | 62.2 | 66.3 | 67.7 | 87.2 | 86.6 | 55.7 | 60.5 | 71.6 | 79.5 | 78.5 | 63.0 | 66.9 |
| 101 | 66.5 | 60.6 | 60.7 | 61.8 | 68.2 | 68.2 | 57.4 | 46.9 | 71.2 | 67.0 | 63.2 | 57.0 | 61.3 |
| 102 | 79.3 | 77.8 | 78.3 | 76.2 | 82.5 | 81.6 | 74.5 | 68.0 | 84.1 | 80.6 | 80.0 | 76.3 | 77.3 |
| 103 | 39.2 | 31.4 | 37.3 | 30.3 | 42.1 | 42.9 | 29.3 | 29.6 | 39.1 | 41.4 | 34.3 | 32.7 | 34.0 |
| 104 | 75.4 | 70.4 | 72.1 | 72.3 | 81.5 | 81.6 | 67.0 | 68.2 | 76.5 | 79.5 | 73.8 | 75.0 | 72.2 |
| 105 | 67.4 | 57.4 | 55.6 | 65.7 | 76.5 | 70.2 | 52.2 | 50.7 | 66.3 | 72.8 | 62.7 | 61.9 | 60.4 |
| 106 | 82.3 | 70.6 | 72.1 | 77.2 | 85.7 | 80.2 | 68.8 | 67.7 | 79.0 | 83.0 | 76.8 | 70.0 | 74.4 |
| 107 | 48.9 | 62.4 | 55.5 | 60.1 | 55.5 | 65.5 | 57.8 | 62.7 | 51.7 | 62.9 | 56.4 | 60.1 | 57.7 |
| 108 | 66.6 | 75.6 | 71.7 | 73.4 | 69.2 | 78.3 | 73.3 | 75.7 | 70.3 | 70.3 | 72.0 | 72.5 | 72.5 |
| 109 | 88.2 | 85.3 | 86.3 | 87.7 | 88.3 | 87.7 | 86.2 | 89.3 | 88.4 | 79.8 | 86.4 | 87.4 | 86.9 |
| 110 | 96.4 | 91.0 | 93.0 | 93.9 | 94.7 | 91.6 | 93.0 | 95.9 | 97.1 | 85.4 | 93.1 | 91.7 | 93.4 |
| 111 | 64.4 | 57.4 | 60.0 | 60.9 | 77.2 | 78.8 | 50.8 | 53.3 | 64.2 | 76.2 | 67.5 | 65.6 | 60.4 |
| 112 | 95.2 | 84.9 | 89.2 | 89.8 | 94.4 | 84.7 | 87.8 | 91.1 | 93.2 | 87.9 | 87.4 | 98.9 | 98.4 |
| 113 | 62.3 | 59.9 | 61.5 | 59.3 | 62.4 | 52.9 | 60.4 | 59.3 | 62.7 | 64.4 | 57.6 | 51.4 | 60.4 |
| 114 | 86.3 | 85.7 | 85.3 | 85.4 | 88.2 | 85.2 | 84.1 | 85.2 | 88.8 | 87.1 | 84.4 | 81.0 | 85.3 |
| 115 | 59.2 | 53.3 | 52.9 | 56.1 | 61.3 | 73.5 | 49.3 | 54.0 | 52.7 | 65.2 | 60.5 | 52.2 | 54.4 |
| 116 | 87.9 | 86.8 | 86.3 | 87.6 | 88.0 | 91.1 | 86.0 | 87.8 | 87.8 | 88.1 | 88.0 | 84.5 | 86.9 |
| 117 | 25.6 | 34.6 | 34.7 | 25.7 | 25.1 | 38.2 | 32.0 | 30.3 | 26.0 | 35.5 | 30.8 | 29.8 | 30.4 |
| 118 | 71.5 | 76.0 | 76.3 | 71.7 | 68.8 | 77.7 | 76.1 | 75.7 | 70.7 | 72.5 | 72.2 | 71.2 | 74.1 |
| 119 | 37.0 | 28.1 | 30.0 | 32.9 | 37.9 | 46.5 | 26.8 | 23.8 | 29.5 | 42.6 | 36.5 | 27.5 | 31.3 |
| 120 | 80.9 | 71.1 | 73.3 | 78.8 | 75.1 | 70.2 | 76.9 | 78.1 | 76.5 | 67.4 | 75.5 | 72.0 | 75.9 |

TABLE 9
 ENVIRONMENTAL PRE-TEST CORRELATION MATRIX
 TOTAL GROUP (N=5124)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------------|------|------|------|------|------|------|------|------|------|------|
| Press | | | | | | | | | | |
| 1. Intellectual Improvement | .149 | .149 | .057 | .222 | .146 | .023 | .043 | .204 | .129 | .199 |
| 2. Health and Physical Fitness | .149 | .216 | .216 | .313 | .171 | .230 | .236 | .223 | .373 | .038 |
| 3. Social Relationships | .057 | .216 | .197 | .197 | .062 | .053 | .289 | .062 | .038 | .215 |
| 4. Moral and Spiritual Values | .222 | .313 | .197 | .306 | .306 | .001 | .305 | .172 | .247 | .141 |
| 5. Home-School Relationships | .146 | .171 | .062 | .306 | .082 | .082 | .141 | .341 | .128 | .022 |
| 6. Vocational Aspiration | .023 | .230 | .053 | .001 | .082 | .088 | .088 | .182 | .224 | .226 |
| 7. Civic Responsibility | .043 | .236 | .289 | .305 | .141 | .088 | .104 | .104 | .249 | .109 |
| 8. Aesthetic Appreciation | .204 | .223 | .062 | .172 | .341 | .182 | .104 | .195 | .195 | .242 |
| 9. Acceptance | .129 | .373 | .038 | .247 | .128 | .224 | .249 | .195 | .037 | |
| 10. Independence | .199 | .038 | .215 | .141 | .022 | .226 | .109 | .242 | .037 | |

APPENDIX C

PRESS DIFFERENCES BETWEEN GROUPS

Percentages and Significant Differences by:

Grade Level

Sex

Ethnic Group

Title I ESEA

Ability Group

Teacher-Administrator-Pupil

TABLE 10
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY GRADE LEVEL

Fifth Grade: N = 2021
 Sixth Grade: N = 2873

| <u>Intellectual</u> | | | | | | | | | | | | | | | | | |
|---------------------|----|----|----|----|----|----|----|----|-----|----|----|----|----|------|------|------|----|
| Question | 2 | 11 | 20 | 29 | 35 | 38 | 39 | 47 | 57* | 66 | 75 | 85 | 93 | 100* | 108* | 120* | T |
| 5th Grade | 98 | 78 | 94 | 59 | 39 | 15 | 56 | 64 | 70 | 82 | 84 | 28 | 92 | 74 | 67 | 81 | 65 |
| 6th Grade | 94 | 75 | 92 | 59 | 31 | 12 | 62 | 63 | 60 | 76 | 78 | 31 | 85 | 62 | 76 | 71 | 64 |

| <u>Health-Fitness</u> | | | | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|-------|----|--|--|
| Question | 7 | 16 | 25 | 29 | 43 | 53 | 59 | 81 | 97 | 105** | T | | |
| 5th Grade | 40 | 54 | 70 | 41 | 80 | 62 | 45 | 78 | 69 | 67 | 57 | | |
| 6th Grade | 47 | 46 | 66 | 41 | 77 | 56 | 39 | 74 | 64 | 52 | 57 | | |

| <u>Social Relationships</u> | | | | | | | | | | | | | | | | |
|-----------------------------|----|----|----|----|----|-----|----|-----|-----|----|----|----|----|------|-------|----|
| Question | 5 | 10 | 19 | 22 | 28 | 37* | 38 | 46* | 56* | 65 | 74 | 77 | 84 | 99** | 107** | T |
| 5th Grade | 52 | 86 | 52 | 8 | 92 | 71 | 85 | 89 | 90 | 61 | 25 | 40 | 81 | 58 | 49 | 63 |
| 6th Grade | 47 | 82 | 48 | 14 | 88 | 79 | 88 | 81 | 83 | 60 | 24 | 42 | 79 | 44 | 62 | 61 |

| <u>Moral and Spiritual</u> | | | | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|
| Question | 4 | 14 | 33 | 51 | 61 | 70 | 77 | 79 | 88 | 95 | 103 | 114 | T |
| 5th Grade | 95 | 18 | 77 | 61 | 45 | 29 | 40 | 38 | 87 | 64 | 61 | 14 | 52 |
| 6th Grade | 91 | 26 | 76 | 58 | 51 | 27 | 42 | 35 | 85 | 59 | 69 | 14 | 53 |



Classified by Grade Level. (Continued)

Home---School

| | | | | | | | | | | | |
|-----------|----|-----|----|----|----|----|-----|----|----|----|----|
| Question | 9 | 18* | 27 | 36 | 45 | 55 | 64* | 73 | 83 | 92 | T |
| 5th Grade | 58 | 71 | 58 | 68 | 85 | 81 | 86 | 19 | 45 | 90 | 66 |
| 6th Grade | 51 | 60 | 50 | 61 | 81 | 77 | 77 | 26 | 39 | 86 | 61 |

Vocational

| | | | | | | | | | | | | |
|-----------|----|----|----|----|-----|----|----|----|----|----|------|----|
| Question | 6 | 15 | 24 | 34 | 42* | 52 | 62 | 71 | 80 | 90 | 120* | T |
| 5th Grade | 89 | 42 | 96 | 88 | 61 | 65 | 87 | 66 | 90 | 72 | 81 | 76 |
| 6th Grade | 89 | 45 | 94 | 83 | 50 | 62 | 86 | 66 | 85 | 71 | 71 | 73 |

Civic

| | | | | | | | | | | | |
|-----------|----|----|----|----|----|-----|------|----|-----|-------|----|
| Question | 1 | 30 | 39 | 48 | 58 | 67* | 76** | 86 | 109 | 112** | T |
| 5th Grade | 92 | 71 | 56 | 77 | 81 | 80 | 95 | 91 | 88 | 95 | 83 |
| 6th Grade | 91 | 64 | 62 | 80 | 76 | 71 | 84 | 86 | 85 | 85 | 78 |

Aesthetic

| | | | | | | | | | | | | | | | |
|-----------|----|----|----|------|-----|-----|----|----|----|----|----|------|-----|------|----|
| Question | 8 | 17 | 26 | 32** | 44* | 54* | 63 | 72 | 82 | 91 | 98 | 106* | 115 | 119* | T |
| 5th Grade | 95 | 23 | 90 | 92 | 95 | 80 | 74 | 96 | 95 | 57 | 86 | 82 | 59 | 37 | 76 |
| 6th Grade | 93 | 20 | 83 | 81 | 88 | 69 | 67 | 95 | 91 | 60 | 78 | 71 | 53 | 28 | 70 |

Classified by Grade Level (Continued)

| Question | <u>Acceptance</u> | | | | | | | | | | | | | | | | T | | | |
|-----------|-------------------|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|-----|---|-----|-----|-----|
| | 3 | 12 | 21 | 22 | 31 | 40 | 49 | 59 | 65 | 67* | 68 | 74 | 77 | 87 | 94 | 102 | | 110 | 113 | 116 |
| 5th Grade | 18 | 92 | 82 | 8 | 28 | 27 | 47 | 45 | 61 | 80 | 75 | 25 | 40 | 51 | 65 | 79 | 4 | 38 | 12 | 51 |
| 6th Grade | 22 | 89 | 74 | 14 | 29 | 32 | 48 | 39 | 60 | 71 | 68 | 24 | 42 | 43 | 61 | 78 | 9 | 40 | 13 | 45 |

| Question | <u>Independence</u> | | | | | | | | | | | | | | | | T | |
|-----------|---------------------|----|----|----|----|----|----|----|----|-----|----|-----|-----|-----|-----|-----|----|-----|
| | 4 | 13 | 40 | 41 | 50 | 60 | 69 | 78 | 85 | 89* | 96 | 101 | 102 | 104 | 111 | 117 | | 118 |
| 5th Grade | 95 | 33 | 73 | 31 | 32 | 58 | 47 | 8 | 28 | 11 | 7 | 34 | 79 | 25 | 36 | 74 | 72 | 44 |
| 6th Grade | 91 | 39 | 68 | 23 | 36 | 53 | 47 | 13 | 31 | 21 | 12 | 39 | 78 | 30 | 43 | 65 | 76 | 45 |

Total Press

| Area of Press | 5th Grade | 6th Grade |
|---------------|-----------|-----------|
| Intellectual | 65 | 64 |
| Health | 57 | 57 |
| Social | 63 | 61 |
| Moral | 52 | 53 |
| Home--School | 66 | 61 |
| Vocational | 76 | 73 |
| Civic | 83 | 78 |
| Aesthetic | 76 | 70 |
| Acceptance | 51 | 45 |
| Independence | 44 | 45 |

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.

TABLE 11
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY GRADE LEVEL

Fifth Grade: N = 2021

Sixth Grade: N = 2873

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|-----------|----------------------|------------|-----------------------|
| | 5th Grade | 6th Grade | | | |
| 47 | 70 | 60 | Intellectual | 4.17 | .05 |
| 100 | 74 | 62 | Intellectual | 6.10 | .05 |
| 108 | 67 | 76 | Intellectual | 4.44 | .05 |
| 120 | 81 | 71 | Intellectual | 4.86 | .05 |
| 105 | 67 | 52 | Health-Fitness | 9.02 | .01 |
| 37 | 71 | 79 | Social Relationships | 3.86 | .05 |
| 46 | 89 | 81 | Social Relationships | 4.16 | .05 |
| 56 | 90 | 82 | Social Relationships | 4.34 | .05 |
| 99 | 58 | 44 | Social Relationships | 7.95 | .01 |
| 107 | 49 | 62 | Social Relationships | 7.18 | .01 |
| 18 | 71 | 60 | Home-School | 5.03 | .05 |
| 64 | 86 | 77 | Home-School | 4.57 | .05 |
| 42 | 61 | 81 | Vocational | 4.84 | .05 |
| 120 | 50 | 70 | Vocational | 4.84 | .05 |
| 67 | 80 | 71 | Civic | 7.93 | .05 |
| 76 | 95 | 84 | Civic | 9.00 | .01 |
| 112 | 95 | 85 | Civic | 7.83 | .01 |
| 32 | 92 | 81 | Aesthetic | 7.85 | .01 |
| 44 | 95 | 88 | Aesthetic | 4.64 | .05 |
| 54 | 80 | 69 | Aesthetic | 5.65 | .05 |
| 106 | 82 | 71 | Aesthetic | 5.87 | .05 |
| 119 | 37 | 28 | Aesthetic | 4.01 | .05 |
| 67 | 80 | 71 | Acceptance | 3.93 | .05 |
| 89 | 11 | 21 | Independence | 6.02 | .05 |

TABLE 12
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY SEX

Boys: N = 2667
 Girls: N = 2444

| <u>Intellectual</u> | | | | | | | | | | | | | | | | | |
|---------------------|----|----|----|----|----|----|----|----|----|----|-----|----|----|-----|-----|-----|----|
| Question | 2 | 11 | 20 | 29 | 35 | 38 | 39 | 47 | 57 | 66 | 75* | 85 | 93 | 100 | 108 | 120 | T |
| Boys | 96 | 74 | 93 | 56 | 35 | 10 | 58 | 63 | 61 | 81 | 77 | 30 | 88 | 66 | 72 | 73 | 64 |
| Girls | 96 | 79 | 93 | 61 | 34 | 16 | 60 | 65 | 67 | 78 | 85 | 30 | 88 | 68 | 73 | 79 | 67 |

| <u>Health--Fitness</u> | | | | | | | | | | |
|------------------------|----|----|----|----|----|-----|----|----|------|----|
| Question | 7 | 16 | 25 | 29 | 43 | 53* | 59 | 91 | 105* | T |
| Boys | 45 | 50 | 67 | 44 | 75 | 53 | 41 | 73 | 65 | 57 |
| Girls | 46 | 50 | 68 | 39 | 81 | 63 | 41 | 77 | 69 | 60 |

| <u>Social Relationships</u> | | | | | | | | | | | | | | | | |
|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|-----|----|
| Question | 5 | 10 | 19 | 22 | 28 | 37 | 38 | 46 | 56 | 65 | 74 | 77* | 84 | 99 | 107 | T |
| Boys | 47 | 81 | 48 | 12 | 88 | 75 | 90 | 83 | 83 | 58 | 26 | 36 | 77 | 50 | 56 | 60 |
| Girls | 54 | 86 | 50 | 12 | 90 | 77 | 84 | 86 | 87 | 64 | 23 | 10 | 84 | 51 | 60 | 63 |

| <u>Moral and Spiritual</u> | | | | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|-----|----|----|----|-----|-----|----|
| Question | 4 | 14 | 33 | 51 | 61 | 70 | 77* | 79 | 88 | 95 | 103 | 114 | T |
| Boys | 92 | 23 | 75 | 60 | 48 | 29 | 36 | 35 | 86 | 54 | 63 | 15 | 51 |
| Girls | 93 | 24 | 79 | 60 | 49 | 28 | 46 | 40 | 86 | 47 | 70 | 15 | 54 |



Classified by Sex (Continued)

Home--School

| Question | 9 | 18 | 27** | 36 | 45 | 55 | 64 | 73 | 83 | 92 | T |
|----------|----|----|------|----|----|----|----|----|----|----|----|
| Boys | 51 | 59 | 47 | 62 | 81 | 76 | 78 | 22 | 39 | 86 | 60 |
| Girls | 57 | 68 | 60 | 64 | 85 | 81 | 82 | 24 | 45 | 91 | 66 |

Vocational

| Question | 6 | 15 | 24 | 34 | 42 | 52 | 62 | 71 | 80 | 90 | 120 | T |
|----------|----|----|----|----|----|----|----|----|----|----|-----|----|
| Boys | 88 | 43 | 94 | 85 | 56 | 62 | 86 | 69 | 87 | 72 | 73 | 74 |
| Girls | 91 | 46 | 95 | 86 | 56 | 63 | 87 | 62 | 87 | 70 | 79 | 75 |

Civic

| Question | 1 | 30 | 39 | 48 | 58 | 67 | 76 | 86 | 109 | 112 | T |
|----------|----|----|----|----|----|----|----|----|-----|-----|----|
| Boys | 91 | 69 | 58 | 78 | 76 | 76 | 88 | 87 | 86 | 89 | 80 |
| Girls | 92 | 66 | 60 | 80 | 80 | 74 | 89 | 89 | 88 | 90 | 81 |

Aesthetic

| Question | 8 | 17 | 26 | 32 | 44 | 54* | 63 | 72 | 82 | 91 | 98 | 106 | 115 | 119 | T |
|----------|----|----|----|----|----|-----|----|----|----|----|----|-----|-----|-----|----|
| Boys | 93 | 20 | 85 | 84 | 90 | 68 | 66 | 95 | 75 | 95 | 77 | 77 | 56 | 30 | 70 |
| Girls | 95 | 22 | 87 | 86 | 92 | 77 | 74 | 96 | 95 | 60 | 84 | 77 | 56 | 33 | 74 |

Classified by Sex (Continued)

| Question | <u>Acceptance</u> | | | | | | | | | | | | | | T | | | | | |
|----------|-------------------|----|----|----|----|----|----|------|----|----|----|----|-----|----|----|----|-----|-----|-----|-----|
| | 3 | 12 | 21 | 22 | 31 | 40 | 49 | 59** | 65 | 67 | 68 | 74 | 77* | 87 | | 94 | 102 | 110 | 113 | 116 |
| Boys | 23 | 88 | 75 | 12 | 28 | 29 | 46 | 58 | 58 | 76 | 69 | 26 | 36 | 44 | 60 | 78 | 7 | 38 | 14 | 44 |
| Girls | 19 | 92 | 79 | 12 | 30 | 32 | 51 | 41 | 64 | 74 | 74 | 23 | 46 | 49 | 66 | 76 | 6 | 41 | 12 | 46 |

| Question | <u>Independence</u> | | | | | | | | | | | | | | T | | | | |
|----------|---------------------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|-----|------|-----|----|
| | 4 | 13 | 40 | 41 | 50 | 60 | 69 | 78 | 85 | 89 | 96 | 101 | 102 | 104 | | 111 | 117* | 118 | |
| Boys | 92 | 37 | 71 | 28 | 35 | 56 | 47 | 11 | 30 | 16 | 12 | 39 | 78 | 28 | 40 | 65 | 76 | 76 | 44 |
| Girls | 93 | 36 | 68 | 29 | 33 | 54 | 47 | 10 | 30 | 17 | 7 | 38 | 76 | 28 | 39 | 74 | 72 | 72 | 44 |

| Area of Press | <u>Total Press</u> | |
|---------------|--------------------|-------|
| | Boys | Girls |
| Intellectual | 64 | 67 |
| Health | 57 | 60 |
| Social | 60 | 63 |
| Moral | 51 | 54 |
| Home--School | 60 | 66 |
| Vocational | 74 | 75 |
| Civic | 80 | 81 |
| Aesthetic | 70 | 74 |
| Acceptance | 44 | 46 |
| Independence | 44 | 44 |

*Difference in percentage of pupils reflecting press (χ^2) significant at the .05 level.
 **Difference in percentage of pupils reflecting press (χ^2) significant at the .01 level.

TABLE 13
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY SEX

Boys: N = 2667

Girls: N = 2444

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|-------|----------------------|------------|-----------------------|
| | Boys | Girls | | | |
| 75 | 77 | 85 | Intellectual | 5.01 | .05 |
| 53 | 53 | 63 | Health-Fitness | 4.28 | .05 |
| 105 | 56 | 66 | Health-Fitness | 4.45 | .05 |
| 77 | 36 | 46 | Social Relationships | 4.02 | .05 |
| 77 | 36 | 46 | Moral and Spiritual | 4.02 | .05 |
| 27 | 47 | 60 | Home-School | 7.03 | .01 |
| 54 | 68 | 77 | Aesthetic | 4.57 | .05 |
| 59 | 58 | 41 | Acceptance | 11.93 | .01 |
| 77 | 36 | 46 | Acceptance | 4.02 | .05 |
| 117 | 65 | 74 | Independence | 4.20 | .05 |

TABLE 14
 PRECENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - ANGLO)

Mexican American: N = 1476
 Anglo: N = 3282

| | | <u>Intellectual</u> | | | | | | | | | | | | | | | |
|----------|----|---------------------|----|----|------|----|----|------|------|------|----|----|----|-------|-----|-----|----|
| Question | 2 | 11 | 20 | 29 | 35** | 38 | 39 | 47** | 57** | 66** | 75 | 85 | 93 | 100** | 108 | 120 | T |
| Mex. Am. | 97 | 81 | 96 | 58 | 44 | 14 | 59 | 75 | 78 | 87 | 84 | 25 | 88 | 87 | 69 | 75 | 70 |
| Anglo | 96 | 74 | 91 | 59 | 29 | 12 | 58 | 57 | 56 | 75 | 79 | 33 | 90 | 56 | 73 | 77 | 63 |

| | | <u>Health-Fitness</u> | | | | | | | | | | | |
|----------|----|-----------------------|------|----|-----|------|------|----|----|-------|----|--|--|
| Question | 7 | 16** | 25** | 29 | 43* | 53** | 59** | 81 | 97 | 105** | T* | | |
| Mex. Am. | 43 | 65 | 77 | 42 | 84 | 74 | 55 | 81 | 67 | 76 | 64 | | |
| Anglo | 45 | 42 | 63 | 41 | 74 | 49 | 31 | 73 | 67 | 52 | 54 | | |

| | | <u>Social Relationships</u> | | | | | | | | | | | | | | |
|----------|-----|-----------------------------|----|-----|----|----|----|----|-----|------|----|----|----|------|-----|----|
| Question | 5** | 10* | 19 | 22* | 28 | 37 | 38 | 46 | 56* | 65** | 74 | 77 | 84 | 99** | 107 | T |
| Mex. Am. | 63 | 90 | 54 | 7 | 86 | 77 | 86 | 89 | 91 | 73 | 26 | 39 | 83 | 70 | 56 | 66 |
| Anglo | 44 | 81 | 45 | 14 | 90 | 76 | 88 | 82 | 83 | 54 | 24 | 42 | 79 | 39 | 50 | 50 |

| | | <u>Moral and Spiritual</u> | | | | | | | | | | | |
|----------|----|----------------------------|----|-----|-----|----|----|----|-----|-----|-------|-----|----|
| Question | 4 | 14** | 33 | 51* | 61* | 70 | 77 | 79 | 88* | 95* | 103** | 114 | T |
| Mex. Am. | 93 | 12 | 79 | 53 | 54 | 27 | 39 | 36 | 92 | 71 | 58 | 12 | 51 |
| Anglo | 93 | 29 | 75 | 65 | 43 | 28 | 42 | 66 | 61 | 56 | 71 | | |



Classified by Ethnic Group: Mexican American - Anglo (Continued)

Home--School

| Question | 9* | 18** | 27 | 36** | 45 | 55 | 64** | 73** | 83 | 92 | T* |
|----------|----|------|----|------|----|----|------|------|----|----|----|
| Mex. Am. | 62 | 75 | 53 | 79 | 86 | 82 | 91 | 33 | 41 | 92 | 69 |
| Anglo | 50 | 57 | 53 | 55 | 81 | 77 | 73 | 15 | 40 | 86 | 59 |

Vocational

| Question | 6* | 15** | 24 | 34 | 42** | 52 | 62** | 71** | 80* | 90 | 120 | T* |
|----------|----|------|----|----|------|----|------|------|-----|----|-----|----|
| Mex. Am. | 95 | 60 | 98 | 90 | 67 | 69 | 92 | 74 | 92 | 74 | 75 | 81 |
| Anglo | 87 | 35 | 93 | 83 | 50 | 60 | 82 | 61 | 84 | 68 | 77 | 71 |

Civic

| Question | 1 | 30 | 39 | 48 | 58** | 67 | 76 | 86* | 109 | 112 | T |
|----------|----|----|----|----|------|----|----|-----|-----|-----|----|
| Mex. Am. | 89 | 73 | 59 | 83 | 91 | 77 | 93 | 93 | 88 | 94 | 84 |
| Anglo | 92 | 65 | 58 | 76 | 70 | 75 | 87 | 86 | 86 | 88 | 78 |

Aesthetic

| Question | 8 | 17** | 26 | 32* | 44 | 54** | 63** | 72 | 82 | 91** | 98* | 106** | 115* | 119* | T* |
|----------|----|------|----|-----|----|------|------|----|----|------|-----|-------|------|------|----|
| Mex. Am. | 94 | 29 | 90 | 91 | 92 | 87 | 83 | 96 | 95 | 75 | 88 | 86 | 61 | 38 | 79 |
| Anglo | 94 | 17 | 85 | 82 | 90 | 64 | 62 | 95 | 92 | 48 | 79 | 69 | 49 | 27 | 68 |

Classified by Ethnic Group: Mexican American - Anglo (Continued)

| Question | Acceptance | | | | | | | | | | | T | | | | | | | | |
|----------|------------|----|----|-----|----|----|------|------|------|----|----|----|----|----|----|------|------|-----|-----|-----|
| | 3** | 12 | 21 | 22* | 31 | 40 | 49** | 59** | 65** | 67 | 68 | | 74 | 77 | 87 | 94** | 102* | 110 | 113 | 116 |
| Mex. Am. | 13 | 93 | 82 | 7 | 28 | 28 | 57 | 55 | 73 | 77 | 75 | 26 | 39 | 42 | 76 | 82 | 5 | 38 | 12 | 47 |
| Anglo | 26 | 90 | 74 | 14 | 30 | 31 | 43 | 31 | 54 | 75 | 71 | 24 | 42 | 49 | 56 | 74 | 7 | 40 | 14 | 44 |

| Question | Independence | | | | | | | | | | | T | | | | | | |
|----------|--------------|------|----|------|----|------|----|----|----|----|----|----|------|------|-------|-------|-----|-----|
| | 4 | 13** | 40 | 41** | 50 | 60** | 69 | 78 | 85 | 89 | 96 | | 101* | 102* | 104** | 111** | 117 | 118 |
| Mex. Am. | 93 | 18 | 72 | 38 | 30 | 66 | 44 | 9 | 25 | 18 | 10 | 32 | 82 | 18 | 23 | 75 | 69 | 42 |
| Anglo | 93 | 47 | 69 | 23 | 34 | 48 | 48 | 10 | 33 | 15 | 9 | 43 | 74 | 33 | 49 | 68 | 76 | 44 |

| Area of Press | Total Press | |
|---------------|-------------|-------|
| | Mex. Am. | Anglo |
| Intellectual | 70 | 63 |
| Health* | 64 | 54 |
| Social | 66 | 60 |
| Moral | 51 | 53 |
| Home--School* | 69 | 59 |
| Vocational* | 81 | 71 |
| Civic | 84 | 78 |
| Aesthetic* | 79 | 68 |
| Acceptance | 47 | 44 |
| Independence | 42 | 44 |

*Difference in percentage of pupils reflecting press (X²) significant at the .05 level.

**Difference in percentage of pupils reflecting press (X²) significant at the .01 level.

TABLE 15
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - ANGLO)

Mexican American: N = 1476
Anglo: N = 3282

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|----|----------------------|------------|-----------------------|
| | M.A. | A. | | | |
| 35 | 44 | 29 | Intellectual | 10.93 | .01 |
| 47 | 75 | 57 | Intellectual | 13.21 | .01 |
| 57 | 78 | 56 | Intellectual | 19.64 | .01 |
| 66 | 87 | 75 | Intellectual | 7.68 | .01 |
| 100 | 87 | 56 | Intellectual | 39.00 | .01 |
| 16 | 65 | 42 | Health-Fitness | 21.72 | .01 |
| 25 | 77 | 63 | Health-Fitness | 8.14 | .01 |
| 43 | 84 | 74 | Health-Fitness | 5.20 | .01 |
| 53 | 74 | 49 | Health-Fitness | 25.01 | .01 |
| 59 | 55 | 31 | Health-Fitness | 29.62 | .01 |
| 105 | 76 | 52 | Health-Fitness | 23.01 | .01 |
| 5 | 63 | 44 | Social Relationships | 14.65 | .01 |
| 10 | 90 | 81 | Social Relationships | 5.26 | .05 |
| 22 | 7 | 14 | Social Relationships | 4.07 | .05 |
| 56 | 91 | 83 | Social Relationships | 4.53 | .05 |
| 65 | 73 | 54 | Social Relationships | 14.53 | .01 |
| 99 | 70 | 39 | Social Relationships | 40.39 | .01 |
| 14 | 12 | 29 | Moral And Spiritual | 14.03 | .01 |
| 51 | 53 | 65 | Moral and Spiritual | 6.33 | .05 |
| 61 | 54 | 43 | Moral and Spiritual | 4.93 | .05 |
| 88 | 92 | 83 | Moral and Spiritual | 5.74 | .05 |
| 95 | 71 | 56 | Moral and Spiritual | 9.13 | .01 |
| 103 | 58 | 71 | Moral and Spiritual | 8.21 | .01 |
| 9 | 62 | 50 | Home-School | 5.76 | .05 |
| 18 | 75 | 57 | Home-School | 13.21 | .01 |
| 36 | 79 | 55 | Home-School | 23.27 | .01 |
| 64 | 91 | 73 | Home-School | 16.44 | .01 |
| 73 | 33 | 15 | Home-School | 25.41 | .01 |
| 6 | 95 | 87 | Vocational | 5.66 | .05 |
| 15 | 60 | 35 | Vocational | 27.48 | .01 |
| 42 | 67 | 50 | Vocational | 11.56 | .01 |
| 62 | 92 | 82 | Vocational | 6.77 | .01 |
| 71 | 74 | 61 | Vocational | 7.10 | .01 |
| 80 | 92 | 84 | Vocational | 4.76 | .05 |
| 58 | 91 | 70 | Civic | 21.00 | .01 |
| 86 | 93 | 86 | Civic | 4.07 | .05 |

Classified by Ethnic Group: Mexican American - Anglo (Continued)

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|----|----------------|------------|-----------------------|
| | M.A. | A. | | | |
| 17 | 29 | 17 | Aesthetic | 10.20 | .01 |
| 32 | 91 | 82 | Aesthetic | 5.49 | .05 |
| 54 | 87 | 64 | Aesthetic | 22.95 | .01 |
| 63 | 83 | 62 | Aesthetic | 18.71 | .01 |
| 91 | 75 | 48 | Aesthetic | 29.21 | .01 |
| 98 | 88 | 79 | Aesthetic | 4.89 | .05 |
| 106 | 86 | 69 | Aesthetic | 13.51 | .01 |
| 115 | 61 | 49 | Aesthetic | 5.76 | .05 |
| 119 | 38 | 27 | Aesthetic | 4.11 | .05 |
| 3 | 13 | 26 | Acceptance | 8.78 | .01 |
| 22 | 7 | 14 | Acceptance | 4.06 | .05 |
| 49 | 57 | 43 | Acceptance | 8.00 | .01 |
| 59 | 55 | 31 | Acceptance | 26.93 | .01 |
| 65 | 73 | 54 | Acceptance | 14.53 | .01 |
| 94 | 76 | 56 | Acceptance | 16.23 | .01 |
| 102 | 82 | 74 | Acceptance | 4.20 | .05 |
| 13 | 18 | 47 | Independence | 33.75 | .01 |
| 41 | 38 | 23 | Independence | 12.70 | .01 |
| 60 | 66 | 48 | Independence | 12.98 | .01 |
| 101 | 32 | 43 | Independence | 4.93 | .05 |
| 102 | 82 | 74 | Independence | 4.20 | .05 |
| 104 | 18 | 33 | Independence | 10.16 | .01 |
| 111 | 23 | 49 | Independence | 27.05 | .01 |
| Total | 64 | 54 | Health-Fitness | 4.02 | .05 |
| Total | 69 | 59 | Home-School | 4.12 | .05 |
| Total | 81 | 71 | Vocational | 4.86 | .05 |
| Total | 79 | 68 | Aesthetic | 5.56 | .05 |

TABLE 16
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - NEGRO)

Mexican American: N = 1476
 Negro: N = 359

| | | <u>Intellectual</u> | | | | | | | | | | | | | | | |
|----------|----|---------------------|----|----|----|------|------|----|----|----|----|----|------|-----|------|-----|----|
| Question | 2 | 11 | 20 | 29 | 35 | 38** | 39** | 47 | 57 | 66 | 75 | 85 | 93** | 100 | 108* | 120 | T |
| Mex. Am. | 97 | 81 | 96 | 58 | 44 | 14 | 59 | 75 | 78 | 87 | 84 | 25 | 88 | 87 | 69 | 75 | 70 |
| Negro | 93 | 75 | 93 | 56 | 44 | 23 | 73 | 82 | 79 | 87 | 83 | 26 | 75 | 87 | 78 | 70 | 70 |

| | | <u>Health-Fitness</u> | | | | | | | | | | | |
|----------|-----|-----------------------|----|----|----|----|------|----|----|-----|----|--|--|
| Question | 7** | 16 | 25 | 29 | 43 | 53 | 59** | 81 | 97 | 105 | T | | |
| Mex. Am. | 43 | 65 | 77 | 42 | 84 | 74 | 55 | 81 | 67 | 76 | 64 | | |
| Negro | 57 | 69 | 72 | 44 | 87 | 76 | 71 | 77 | 60 | 70 | 68 | | |

| | | <u>Social Relationships</u> | | | | | | | | | | | | | | |
|----------|----|-----------------------------|----|-----|-----|----|-----|----|----|----|----|----|----|------|------|----|
| Question | 5* | 10 | 19 | 22* | 28* | 37 | 38* | 46 | 56 | 65 | 74 | 77 | 84 | 99** | 107* | T |
| Mex. Am. | 63 | 90 | 54 | 7 | 86 | 77 | 86 | 89 | 91 | 73 | 26 | 39 | 83 | 70 | 56 | 66 |
| Negro | 53 | 83 | 63 | 15 | 92 | 74 | 77 | 87 | 84 | 69 | 23 | 39 | 80 | 57 | 66 | 64 |

| | | <u>Moral and Spiritual</u> | | | | | | | | | | | |
|----------|----|----------------------------|----|-----|------|----|----|-----|----|----|-----|-----|----|
| Question | 4* | 14* | 33 | 51* | 61** | 70 | 77 | 79* | 88 | 95 | 103 | 114 | T |
| Mex. Am. | 93 | 12 | 79 | 53 | 54 | 27 | 39 | 36 | 92 | 71 | 58 | 12 | 51 |
| Negro | 86 | 21 | 84 | 41 | 70 | 33 | 39 | 25 | 89 | 68 | 57 | 15 | 52 |

Classified by Ethnic Group: Mexican American - Negro (Continued)

Home--School

| Question | 9 | 18 | 27 | 36* | 45 | 55 | 64 | 73** | 83** | 92 | T |
|----------|----|----|----|-----|----|----|----|------|------|----|----|
| Mex. Am. | 62 | 75 | 53 | 79 | 86 | 82 | 91 | 33 | 41 | 92 | 69 |
| Negro | 59 | 76 | 57 | 70 | 89 | 82 | 92 | 57 | 58 | 91 | 73 |

Vocational

| Question | 6 | 15** | 24 | 34 | 42 | 52 | 62 | 71 | 80 | 90 | 120 | T |
|----------|----|------|----|----|----|----|----|----|----|----|-----|----|
| Mex. Am. | 95 | 60 | 98 | 90 | 67 | 69 | 92 | 74 | 92 | 74 | 75 | 81 |
| Negro | 96 | 74 | 96 | 90 | 67 | 72 | 97 | 75 | 89 | 78 | 70 | 82 |

Civic

| Question | 1 | 30 | 39** | 48 | 58 | 67** | 76* | 86 | 109 | 112* | T |
|----------|----|----|------|----|----|------|-----|----|-----|------|----|
| Mex. Am. | 89 | 73 | 59 | 83 | 91 | 77 | 93 | 93 | 88 | 94 | 84 |
| Negro | 92 | 67 | 73 | 86 | 93 | 64 | 85 | 87 | 88 | 85 | 82 |

Aesthetic

| Question | 8 | 17 | 26 | 32 | 44 | 54 | 63 | 72 | 82 | 91 | 98 | 106 | 115** | 119 | T |
|----------|----|----|----|----|----|----|----|----|----|----|----|-----|-------|-----|----|
| Mex. Am. | 94 | 29 | 90 | 91 | 92 | 87 | 83 | 96 | 95 | 75 | 88 | 86 | 61 | 38 | 79 |
| Negro | 94 | 24 | 84 | 91 | 93 | 85 | 85 | 97 | 94 | 77 | 85 | 80 | 74 | 46 | 79 |



Classified by Ethnic Group: Mexican American - Negro (Continued)

| Question | <u>Acceptance</u> | | | | | | | | | | | T | | | | | | | | |
|----------|-------------------|------|----|-----|-----|----|----|------|----|------|-----|----|----|----|----|----|-----|-----|-----|-----|
| | 3 | 12** | 21 | 22* | 31* | 40 | 49 | 59** | 65 | 67** | 68* | | 74 | 77 | 87 | 94 | 102 | 110 | 113 | 116 |
| Mex. Am. | 13 | 93 | 82 | 7 | 28 | 28 | 57 | 55 | 73 | 77 | 75 | 26 | 39 | 42 | 76 | 82 | 5 | 38 | 12 | 47 |
| Negro | 11 | 83 | 81 | 15 | 19 | 37 | 59 | 71 | 69 | 64 | 64 | 23 | 39 | 39 | 72 | 82 | 8 | 47 | 9 | 46 |

| Question | <u>Independence</u> | | | | | | | | | | | T | | | | | | |
|----------|---------------------|----|----|----|------|------|----|-----|----|-----|----|----|-----|-----|-----|-----|-------|-------|
| | 4* | 13 | 40 | 41 | 50** | 60** | 69 | 78* | 85 | 89* | 96 | | 101 | 102 | 104 | 111 | 117** | 118** |
| Mex. Am. | 93 | 18 | 72 | 38 | 30 | 66 | 44 | 9 | 25 | 18 | 10 | 32 | 82 | 18 | 23 | 75 | 69 | 42 |
| Negro | 86 | 22 | 63 | 38 | 45 | 77 | 50 | 19 | 26 | 29 | 12 | 32 | 82 | 18 | 21 | 62 | 46 | 44 |

| Area of Press | <u>Total Press</u> | |
|---------------|--------------------|-------|
| | Mex. Am. | Negro |
| Intellectual | 70 | 70 |
| Health | 64 | 68 |
| Social | 66 | 64 |
| Moral | 51 | 52 |
| Home--School | 69 | 73 |
| Vocational | 81 | 82 |
| Civic | 84 | 82 |
| Aesthetic | 79 | 79 |
| Acceptance | 47 | 46 |
| Independence | 42 | 44 |

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.

**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 17
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - NEGRO)

Mexican American: N = 1476

Negro: N = 359

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|----|----------------------|------------|-----------------------|
| | M.A. | N. | | | |
| 38 | 14 | 23 | Intellectual | 6.72 | .01 |
| 39 | 59 | 73 | Intellectual | 9.94 | .01 |
| 93 | 88 | 75 | Intellectual | 9.01 | .01 |
| 108 | 69 | 78 | Intellectual | 4.72 | .05 |
| 7 | 43 | 57 | Health-Fitness | 8.00 | .01 |
| 59 | 55 | 71 | Health-Fitness | 12.44 | .01 |
| 5 | 63 | 53 | Social Relationships | 4.02 | .05 |
| 22 | 7 | 15 | Social Relationships | 5.01 | .05 |
| 28 | 86 | 92 | Social Relationships | 4.89 | .05 |
| 38 | 86 | 77 | Social Relationships | 4.57 | .05 |
| 99 | 70 | 57 | Social Relationships | 6.89 | .01 |
| 107 | 56 | 66 | Social Relationships | 4.46 | .05 |
| 4 | 93 | 86 | Moral and Spiritual | 4.07 | .05 |
| 14 | 12 | 21 | Moral and Spiritual | 4.89 | .05 |
| 51 | 53 | 41 | Moral and Spiritual | 5.95 | .05 |
| 61 | 54 | 70 | Moral and Spiritual | 12.19 | .01 |
| 79 | 36 | 25 | Moral and Spiritual | 6.45 | .05 |
| 36 | 79 | 70 | Home-School | 3.86 | .05 |
| 73 | 33 | 57 | Home-School | 23.51 | .01 |
| 83 | 41 | 58 | Home-School | 11.86 | .01 |
| 15 | 60 | 74 | Vocational | 10.19 | .01 |
| 39 | 59 | 73 | Civic | 9.94 | .01 |
| 67 | 77 | 64 | Civic | 7.33 | .01 |
| 76 | 93 | 85 | Civic | 5.02 | .05 |
| 112 | 94 | 85 | Civic | 6.35 | .05 |
| 115 | 61 | 74 | Aesthetic | 8.78 | .01 |
| 12 | 93 | 83 | Acceptance | 7.08 | .01 |
| 22 | 7 | 15 | Acceptance | 5.01 | .05 |
| 31 | 28 | 19 | Acceptance | 5.26 | .05 |
| 59 | 55 | 71 | Acceptance | 12.44 | .01 |
| 67 | 77 | 64 | Acceptance | 7.33 | .01 |
| 68 | 75 | 74 | Acceptance | 5.25 | .05 |

Table 17 Continued

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|----|--------------|------------|-----------------------|
| | M.A. | N. | | | |
| 4 | 93 | 36 | Independence | 4.06 | .05 |
| 50 | 30 | 45 | Independence | 9.09 | .01 |
| 60 | 66 | 77 | Independence | 6.83 | .01 |
| 78 | 9 | 19 | Independence | 6.49 | .01 |
| 89 | 18 | 29 | Independence | 5.87 | .05 |
| 117 | 75 | 62 | Independence | 7.18 | .01 |
| 118 | 69 | 46 | Independence | 21.29 | .01 |

TABLE 18
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (NEGRO - ANGLO)

Negro: N = 359
 Anglo: N = 3282

| <u>Intellectual</u> | | | | | | | | | | | | | | | | | |
|---------------------|----|----|----|----|------|------|------|------|------|------|----|----|------|-------|-----|-----|----|
| Question | 2 | 11 | 20 | 29 | 35** | 38** | 39** | 47** | 57** | 66** | 75 | 85 | 93** | 100** | 108 | 120 | T |
| Negro | 93 | 75 | 93 | 56 | 44 | 23 | 73 | 82 | 79 | 87 | 83 | 26 | 75 | 87 | 78 | 70 | 70 |
| Anglo | 96 | 74 | 91 | 59 | 29 | 12 | 58 | 57 | 56 | 75 | 79 | 33 | 90 | 56 | 73 | 77 | 63 |

| <u>Health--Fitness</u> | | | | | | | | | | | |
|------------------------|----|------|----|----|------|------|------|----|----|-------|-----|
| Question | 7* | 16** | 25 | 29 | 43** | 53** | 59** | 81 | 97 | 105** | T** |
| Negro | 57 | 69 | 72 | 44 | 87 | 76 | 71 | 77 | 60 | 70 | 68 |
| Anglo | 45 | 42 | 63 | 41 | 74 | 49 | 31 | 73 | 67 | 52 | 54 |

| <u>Social Relationships</u> | | | | | | | | | | | | | | | | |
|-----------------------------|----|----|------|----|----|----|------|----|----|------|----|----|----|------|-----|----|
| Question | 5 | 10 | 19** | 22 | 28 | 37 | 38** | 46 | 56 | 65** | 74 | 77 | 84 | 99** | 107 | T |
| Negro | 53 | 83 | 63 | 15 | 92 | 74 | 77 | 87 | 84 | 69 | 23 | 39 | 80 | 57 | 66 | 64 |
| Anglo | 44 | 81 | 45 | 14 | 90 | 76 | 88 | 82 | 83 | 54 | 24 | 42 | 79 | 39 | 58 | 60 |

| <u>Moral and Spiritual</u> | | | | | | | | | | | | | |
|----------------------------|----|------|-----|------|------|----|----|------|----|-----|-------|-----|----|
| Question | 4* | 14** | 33* | 51** | 61** | 70 | 77 | 79** | 88 | 95* | 103** | 114 | T |
| Negro | 86 | 21 | 84 | 41 | 70 | 33 | 39 | 25 | 89 | 68 | 57 | 15 | 52 |
| Anglo | 93 | 29 | 75 | 65 | 43 | 28 | 42 | 40 | 83 | 56 | 71 | 16 | 53 |



Classified by Ethnic Group: Negro - Anglo (Continued)

Home--School

| Question | 9 | 18** | 27 | 36** | 45* | 55 | 64** | 73** | 83** | 92 | T** |
|----------|----|------|----|------|-----|----|------|------|------|----|-----|
| Negro | 59 | 76 | 57 | 70 | 89 | 82 | 92 | 57 | 58 | 91 | 73 |
| Anglo | 50 | 57 | 53 | 55 | 81 | 77 | 73 | 15 | 40 | 86 | 59 |

Vocational

| Question | 6** | 15** | 24 | 34 | 42** | 52** | 62** | 71** | 80 | 90* | T* |
|----------|-----|------|----|----|------|------|------|------|----|-----|----|
| Negro | 96 | 74 | 96 | 90 | 67 | 72 | 97 | 75 | 89 | 78 | 82 |
| Anglo | 87 | 35 | 93 | 83 | 50 | 60 | 82 | 61 | 84 | 68 | 71 |

Civic

| Question | 1 | 30 | 39** | 48* | 58** | 67* | 76 | 86 | 109 | 112 | T |
|----------|----|----|------|-----|------|-----|----|----|-----|-----|----|
| Negro | 92 | 67 | 73 | 86 | 93 | 64 | 85 | 87 | 88 | 85 | 82 |
| Anglo | 92 | 65 | 58 | 76 | 70 | 75 | 87 | 86 | 86 | 85 | 78 |

Aesthetic

| Question | 8 | 17 | 26 | 32* | 44 | 54** | 63** | 72 | 82 | 91** | 98 | 106* | 115** | 119** | T* |
|----------|----|----|----|-----|----|------|------|----|----|------|----|------|-------|-------|----|
| Negro | 94 | 24 | 84 | 91 | 93 | 85 | 85 | 97 | 94 | 77 | 85 | 80 | 74 | 46 | 79 |
| Anglo | 94 | 17 | 85 | 82 | 90 | 64 | 62 | 95 | 92 | 48 | 79 | 69 | 49 | 27 | 68 |

Classified by Ethnic Group: Negro - Anglo (Continued)

| Question | Acceptance | | | | | | | | | | | T | | | | | | | | |
|----------|------------|-----|----|----|-----|----|------|------|------|-----|----|----|----|----|-----|------|------|-----|-----|-----|
| | 3** | 12* | 21 | 22 | 31* | 40 | 49** | 59** | 65** | 67* | 68 | | 74 | 77 | 87* | 94** | 102* | 110 | 113 | 116 |
| Negro | 11 | 83 | 81 | 15 | 19 | 37 | 59 | 71 | 69 | 64 | 64 | 23 | 39 | 39 | 72 | 82 | 8 | 47 | 9 | 46 |
| Anglo | 26 | 90 | 74 | 14 | 30 | 31 | 43 | 31 | 54 | 75 | 71 | 24 | 42 | 49 | 56 | 74 | 7 | 40 | 14 | 44 |

| Question | Independence | | | | | | | | | | | T | | | | | | |
|----------|--------------|------|----|------|-----|------|----|------|----|------|----|----|------|------|-------|-------|-----|-------|
| | 4* | 13** | 40 | 41** | 50* | 60** | 69 | 78** | 85 | 89** | 96 | | 101* | 102* | 104** | 111** | 117 | 118** |
| Negro | 86 | 22 | 63 | 38 | 45 | 77 | 50 | 19 | 26 | 29 | 12 | 32 | 82 | 18 | 21 | 62 | 46 | 44 |
| Anglo | 93 | 47 | 69 | 23 | 34 | 48 | 48 | 10 | 33 | 15 | 9 | 43 | 74 | 33 | 49 | 68 | 76 | 44 |

| Area of Press | Total Press | |
|----------------|-------------|-------|
| | Negro | Anglo |
| Intellectual | 70 | 63 |
| Health** | 68 | 54 |
| Social | 64 | 60 |
| Moral | 52 | 53 |
| Home--School** | 73 | 59 |
| Vocational* | 82 | 71 |
| Civic | 82 | 78 |
| Aesthetic | 79 | 68 |
| Acceptance | 46 | 44 |
| Independence | 44 | 44 |

*Difference in percentage of pupils reflecting press (χ^2) significant at the .05 level.
 **Difference in percentage of pupils reflecting press (χ^2) significant at the .01 level.

TABLE 19
SIGNIFICANT DIFFERENCES IN PRESS AREAS
CLASSIFIED BY ETHNIC GROUP (NEGRO - ANGLO)

Anglo: N = 3282
Negro: N = 359

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|-------|----------------------|------------|-----------------------|
| | Negro | Anglo | | | |
| 35 | 44 | 29 | Intellectual | 10.93 | .01 |
| 38 | 23 | 12 | Intellectual | 11.45 | .01 |
| 39 | 73 | 58 | Intellectual | 9.22 | .01 |
| 47 | 81 | 57 | Intellectual | 25.49 | .01 |
| 57 | 79 | 56 | Intellectual | 21.47 | .01 |
| 66 | 87 | 75 | Intellectual | 7.68 | .01 |
| 93 | 75 | 90 | Intellectual | 25.00 | .01 |
| 100 | 87 | 56 | Intellectual | 39.00 | .01 |
| 7 | 57 | 45 | Health-Fitness | 5.82 | .05 |
| 16 | 69 | 42 | Health-Fitness | 29.93 | .01 |
| 43 | 87 | 74 | Health-Fitness | 8.78 | .01 |
| 53 | 76 | 49 | Health-Fitness | 29.17 | .01 |
| 59 | 71 | 31 | Health-Fitness | 74.80 | .01 |
| 105 | 70 | 52 | Health-Fitness | 12.98 | .01 |
| 19 | 63 | 45 | Social Relationships | 13.09 | .01 |
| 38 | 77 | 88 | Social Relationships | 11.45 | .01 |
| 65 | 69 | 54 | Social Relationships | 9.06 | .01 |
| 99 | 57 | 39 | Social Relationships | 13.62 | .01 |
| 4 | 86 | 93 | Moral and Spiritual | 4.07 | .05 |
| 14 | 21 | 29 | Moral and Spiritual | 14.04 | .01 |
| 33 | 84 | 75 | Moral and Spiritual | 4.32 | .05 |
| 51 | 41 | 65 | Moral and Spiritual | 25.32 | .01 |
| 61 | 70 | 43 | Moral and Spiritual | 29.74 | .01 |
| 79 | 25 | 40 | Moral and Spiritual | 9.37 | .01 |
| 95 | 68 | 56 | Moral and Spiritual | 5.84 | .05 |
| 103 | 57 | 71 | Moral and Spiritual | 9.52 | .01 |
| 18 | 76 | 57 | Home-School | 14.73 | .01 |
| 36 | 70 | 55 | Home-School | 9.09 | .01 |
| 45 | 89 | 81 | Home-School | 4.16 | .01 |
| 64 | 92 | 73 | Home-School | 18.32 | .01 |
| 73 | 57 | 15 | Home-School | 138.35 | .01 |
| 83 | 58 | 40 | Home-School | 13.50 | .01 |
| 6 | 96 | 87 | Vocational | 7.16 | .01 |
| 15 | 74 | 35 | Vocational | 66.84 | .01 |
| 42 | 67 | 50 | Vocational | 11.56 | .01 |
| 52 | 72 | 60 | Vocational | 6.00 | .05 |
| 62 | 97 | 87 | Vocational | 15.24 | .01 |
| 71 | 75 | 61 | Vocational | 8.24 | .01 |
| 90 | 78 | 68 | Vocational | 4.59 | .05 |

Classified by Ethnic Group: Negro - Anglo (Continued)

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|-------|----------------|------------|-----------------------|
| | Negro | Anglo | | | |
| 39 | 73 | 58 | Civic | 9.24 | .01 |
| 48 | 66 | 76 | Civic | 5.49 | .05 |
| 58 | 63 | 70 | Civic | 25.19 | .01 |
| 67 | 64 | 75 | Civic | 6.45 | .05 |
| 32 | 61 | 82 | Aesthetic | 5.49 | .05 |
| 54 | 65 | 64 | Aesthetic | 19.14 | .01 |
| 63 | 65 | 62 | Aesthetic | 22.45 | .01 |
| 91 | 67 | 48 | Aesthetic | 33.69 | .01 |
| 106 | 60 | 69 | Aesthetic | 5.65 | .05 |
| 115 | 64 | 49 | Aesthetic | 25.00 | .01 |
| 119 | 66 | 27 | Aesthetic | 18.31 | .01 |
| 3 | 61 | 26 | Acceptance | 11.69 | .01 |
| 12 | 83 | 90 | Acceptance | 5.44 | .05 |
| 31 | 19 | 30 | Acceptance | 5.76 | .05 |
| 49 | 59 | 43 | Acceptance | 10.44 | .01 |
| 59 | 71 | 31 | Acceptance | 74.80 | .01 |
| 65 | 69 | 54 | Acceptance | 9.06 | .01 |
| 67 | 64 | 75 | Acceptance | 6.45 | .05 |
| 87 | 69 | 49 | Acceptance | 4.00 | .05 |
| 94 | 72 | 56 | Acceptance | 10.39 | .01 |
| 102 | 82 | 74 | Acceptance | 4.20 | .05 |
| 4 | 86 | 93 | Independence | 4.06 | .05 |
| 13 | 22 | 47 | Independence | 25.09 | .01 |
| 41 | 28 | 23 | Independence | 12.70 | .01 |
| 50 | 45 | 34 | Independence | 5.39 | .05 |
| 60 | 77 | 48 | Independence | 33.75 | .01 |
| 78 | 19 | 10 | Independence | 9.00 | .01 |
| 89 | 29 | 15 | Independence | 15.36 | .01 |
| 101 | 32 | 43 | Independence | 4.93 | .05 |
| 102 | 82 | 74 | Independence | 4.20 | .05 |
| 104 | 18 | 33 | Independence | 10.16 | .01 |
| 111 | 21 | 49 | Independence | 31.37 | .01 |
| 118 | 46 | 76 | Independence | 50.97 | .01 |
| Total | 68 | 54 | Health-Fitness | 7.89 | .01 |
| Total | 73 | 59 | Home-School | 8.10 | .01 |
| Total | 82 | 71 | Vocational | 5.87 | .05 |
| Total | 79 | 68 | Aesthetic | 5.56 | .05 |

TABLE 20
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFICATION BY PARTICIPATION IN TITLE I PROGRAMS

Title I: N = 2622
 Non-Title I: N = 2051

| <u>Intellectual</u> | | | | | | | | | | | | | | | | | |
|---------------------|----|----|----|----|----|----|----|----|-----|-----|----|----|----|------|-----|-----|----|
| Question | 2 | 11 | 20 | 29 | 35 | 38 | 39 | 47 | 57* | 66* | 75 | 85 | 93 | 100* | 108 | 120 | T |
| Title I | 98 | 78 | 95 | 62 | 34 | 12 | 58 | 65 | 67 | 83 | 82 | 30 | 92 | 72 | 70 | 76 | 67 |
| Non-Title I | 96 | 73 | 92 | 58 | 33 | 10 | 58 | 58 | 57 | 73 | 80 | 29 | 93 | 60 | 76 | 78 | 64 |

| <u>Health--Fitness</u> | | | | | | | | | | | | |
|------------------------|----|----|----|----|----|------|------|----|----|-------|----|--|
| Question | 7* | 16 | 25 | 29 | 43 | 53** | 59** | 81 | 97 | 105** | T | |
| Title I | 37 | 52 | 68 | 38 | 78 | 64 | 41 | 78 | 65 | 66 | 59 | |
| Non-Title I | 48 | 53 | 65 | 42 | 77 | 47 | 29 | 75 | 69 | 51 | 56 | |

| <u>Social Relationships</u> | | | | | | | | | | | | | | | | |
|-----------------------------|----|-----|-----|----|----|----|----|----|----|-----|-----|----|----|-----|------|----|
| Question | 5 | 10* | 19* | 22 | 28 | 37 | 38 | 46 | 56 | 65* | 74* | 77 | 84 | 99* | 107* | T |
| Title I | 50 | 88 | 53 | 8 | 89 | 75 | 88 | 86 | 88 | 62 | 27 | 38 | 81 | 57 | 52 | 63 |
| Non-Title I | 50 | 80 | 42 | 13 | 90 | 75 | 90 | 88 | 83 | 51 | 19 | 41 | 83 | 46 | 63 | 65 |

| <u>Moral and Spiritual</u> | | | | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|----|----|------|-----|----|
| Question | 4 | 14 | 33 | 51 | 61 | 70 | 77 | 79 | 88 | 95 | 103* | 114 | T |
| Title I | 95 | 18 | 76 | 60 | 45 | 26 | 38 | 37 | 89 | 63 | 61 | 11 | 52 |
| Non-Title I | 94 | 25 | 77 | 62 | 42 | 28 | 41 | 38 | 84 | 54 | 70 | 15 | 52 |

Classified by Participation in Title I Programs (Continued)

Home--School

| | | | | | | | | | | | |
|-------------|----|------|----|----|----|----|------|----|----|----|----|
| Question | 9 | 18** | 27 | 36 | 45 | 55 | 64** | 73 | 83 | 42 | T |
| Title I | 56 | 69 | 50 | 65 | 82 | 78 | 86 | 17 | 41 | 90 | 63 |
| Non-Title I | 48 | 56 | 54 | 62 | 83 | 77 | 70 | 17 | 43 | 87 | 60 |

Vocational

| | | | | | | | | | | | | |
|-------------|----|----|----|----|----|------|----|-----|----|----|-----|----|
| Question | 6 | 15 | 24 | 34 | 42 | 52** | 62 | 71* | 80 | 90 | 120 | T |
| Title I | 90 | 42 | 96 | 86 | 58 | 64 | 87 | 69 | 89 | 71 | 76 | 75 |
| Non-Title I | 88 | 40 | 94 | 88 | 50 | 94 | 84 | 59 | 90 | 70 | 78 | 76 |

Civic

| | | | | | | | | | | | |
|-------------|----|----|----|----|-----|----|----|----|-----|-----|----|
| Question | 1 | 30 | 39 | 48 | 58* | 67 | 76 | 86 | 109 | 112 | T |
| Title I | 91 | 69 | 58 | 80 | 81 | 80 | 92 | 90 | 88 | 93 | 82 |
| Non-Title I | 92 | 68 | 58 | 78 | 70 | 77 | 90 | 88 | 91 | 80 | |

Aesthetic

| | | | | | | | | | | | | | | | |
|-------------|----|------|----|----|----|------|------|----|----|------|----|------|-----|-----|----|
| Question | 8 | 17** | 26 | 32 | 44 | 54** | 63** | 72 | 82 | 91** | 98 | 106* | 115 | 119 | T |
| Title I | 94 | 25 | 90 | 91 | 92 | 82 | 74 | 96 | 95 | 62 | 85 | 79 | 53 | 30 | 75 |
| Non-Title I | 95 | 12 | 85 | 85 | 94 | 64 | 58 | 95 | 93 | 45 | 81 | 68 | 54 | 24 | 68 |

Classified by Participation in Title I Programs (Continued)

| Question | <u>Acceptance</u> | | | | | | | | | | | T | | | | | | | | |
|-------------|-------------------|----|----|----|----|----|----|------|-----|----|----|----|-----|----|----|----|-------|-----|-----|-----|
| | 3* | 12 | 21 | 22 | 31 | 40 | 49 | 59** | 65* | 67 | 68 | | 74* | 77 | 87 | 94 | 102** | 110 | 113 | 116 |
| Title I | 17 | 91 | 78 | 8 | 30 | 27 | 46 | 41 | 62 | 80 | 70 | 27 | 38 | 46 | 64 | 84 | 3 | 37 | 12 | 45 |
| Non-Title I | 26 | 91 | 74 | 13 | 28 | 28 | 45 | 29 | 51 | 77 | 76 | 19 | 41 | 50 | 58 | 68 | 4 | 41 | 12 | 44 |

| Question | <u>Independence</u> | | | | | | | | | | | T | | | | | | |
|-------------|---------------------|----|----|----|----|----|----|----|----|----|----|----|-------|-------|-----|------|-----|-----|
| | 4 | 13 | 40 | 41 | 50 | 60 | 69 | 78 | 85 | 89 | 96 | | 101** | 102** | 104 | 111* | 117 | 118 |
| Title I | 95 | 34 | 73 | 30 | 33 | 53 | 45 | 7 | 30 | 10 | 9 | 29 | 84 | 24 | 36 | 74 | 71 | 43 |
| Non-Title I | 94 | 42 | 72 | 25 | 33 | 48 | 50 | 9 | 29 | 12 | 9 | 53 | 68 | 32 | 47 | 70 | 76 | 45 |

| Area of Press | <u>Total Press</u> | |
|---------------|--------------------|-------------|
| | Title I | Non-Title I |
| Intellectual | 67 | 64 |
| Health | 59 | 56 |
| Social | 63 | 65 |
| Moral | 52 | 52 |
| Home--School | 63 | 60 |
| Vocational | 75 | 76 |
| Civic | 82 | 80 |
| Aesthetic | 75 | 68 |
| Acceptance | 45 | 44 |
| Independence | 43 | 45 |

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.

**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 21
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY PARTICIPATION IN TITLE I PROGRAMS

Title I: N = 2622
Non-Title I: N = 2051

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|-------------|----------------------|------------|-----------------------|
| | Title I | Non-Title I | | | |
| 57 | 67 | 57 | Intellectual | 4.07 | .05 |
| 66 | 83 | 73 | Intellectual | 5.07 | .05 |
| 100 | 72 | 60 | Intellectual | 6.00 | .05 |
| 7 | 37 | 48 | Health-Fitness | 4.85 | .05 |
| 53 | 64 | 47 | Health-Fitness | 11.60 | .01 |
| 59 | 41 | 29 | Health-Fitness | 7.00 | .01 |
| 105 | 66 | 51 | Health-Fitness | 9.00 | .01 |
| 10 | 88 | 80 | Social Relationships | 4.00 | .05 |
| 19 | 53 | 42 | Social Relationships | 4.97 | .05 |
| 65 | 62 | 51 | Social Relationships | 4.84 | .05 |
| 74 | 27 | 19 | Social Relationships | 4.16 | .05 |
| 99 | 57 | 46 | Social Relationships | 4.87 | .05 |
| 107 | 52 | 63 | Social Relationships | 5.19 | .05 |
| 103 | 61 | 70 | Moral and Spiritual | 3.86 | .05 |
| 18 | 69 | 56 | Home-School | 6.86 | .01 |
| 64 | 86 | 70 | Home-School | 12.19 | .01 |
| 52 | 64 | 94 | Vocational | 159.57 | .01 |
| 71 | 69 | 59 | Vocational | 4.13 | .05 |
| 58 | 81 | 70 | Civic | 5.76 | .05 |
| 17 | 25 | 12 | Aesthetic | 16.00 | .01 |
| 54 | 82 | 64 | Aesthetic | 14.06 | .01 |
| 63 | 74 | 58 | Aesthetic | 10.51 | .01 |
| 91 | 62 | 45 | Aesthetic | 11.67 | .01 |
| 106 | 79 | 68 | Aesthetic | 5.56 | .05 |
| 3 | 17 | 26 | Acceptance | 4.02 | .05 |
| 59 | 41 | 29 | Acceptance | 7.00 | .01 |
| 65 | 62 | 51 | Acceptance | 4.84 | .05 |
| 74 | 27 | 19 | Acceptance | 4.16 | .05 |
| 102 | 84 | 68 | Acceptance | 11.76 | .01 |
| 101 | 29 | 53 | Independence | 23.13 | .01 |
| 102 | 84 | 68 | Independence | 11.76 | .01 |
| 111 | 36 | 47 | Independence | 4.85 | .05 |

TABLE 22
 PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ABILITY GROUPING

Low Group: N = 803
 High Group: N = 611

| | | <u>Intellectual</u> | | | | | | | | | | | | | | | |
|----------|----|---------------------|----|------|------|----|----|------|-----|----|----|----|------|-------|-----|-----|----|
| Question | 2 | 11* | 20 | 29** | 35** | 38 | 39 | 47** | 57* | 66 | 75 | 85 | 93** | 100** | 108 | 120 | T |
| Low | 92 | 84 | 93 | 48 | 44 | 18 | 65 | 80 | 76 | 82 | 82 | 26 | 76 | 80 | 70 | 67 | 68 |
| High | 95 | 73 | 92 | 63 | 20 | 13 | 63 | 58 | 66 | 80 | 79 | 33 | 87 | 63 | 72 | 72 | 64 |

| | | <u>Health--Fitness</u> | | | | | | | | | |
|----------|-----|------------------------|----|------|----|------|------|----|----|------|-----|
| Question | 7** | 16** | 25 | 29** | 43 | 53** | 59** | 81 | 97 | 105* | T** |
| Low | 55 | 60 | 74 | 52 | 80 | 78 | 66 | 75 | 63 | 73 | 68 |
| High | 41 | 43 | 70 | 37 | 74 | 56 | 35 | 75 | 60 | 62 | 55 |

| | | <u>Social Relationships</u> | | | | | | | | | | | | | | |
|----------|-----|-----------------------------|------|----|----|----|----|----|----|-----|----|----|----|------|-----|----|
| Question | 5** | 10 | 19** | 22 | 28 | 37 | 38 | 46 | 56 | 65* | 74 | 77 | 84 | 99** | 107 | T |
| Low | 62 | 85 | 57 | 13 | 84 | 76 | 82 | 82 | 86 | 72 | 28 | 42 | 79 | 63 | 63 | 65 |
| High | 41 | 82 | 43 | 12 | 87 | 82 | 87 | 82 | 82 | 60 | 27 | 41 | 78 | 44 | 60 | 60 |

| | | <u>Moral and Spiritual</u> | | | | | | | | | | | |
|----------|----|----------------------------|----|------|------|----|----|-----|----|-----|-----|-----|----|
| Question | 4 | 14 | 33 | 51** | 61** | 70 | 77 | 79* | 88 | 95* | 103 | 114 | T |
| Low | 90 | 19 | 79 | 44 | 66 | 24 | 42 | 31 | 86 | 72 | 59 | 13 | 52 |
| High | 91 | 27 | 79 | 65 | 51 | 31 | 41 | 41 | 89 | 62 | 67 | 19 | 55 |



Classified by Ability Grouping (Continued)

Home-School

| Question | 9* | 18** | 27 | 36** | 45 | 55 | 64 | 73** | 83* | 92 | T |
|----------|----|------|----|------|----|----|----|------|-----|----|----|
| Low | 67 | 73 | 56 | 76 | 85 | 79 | 85 | 47 | 46 | 88 | 70 |
| High | 56 | 59 | 49 | 59 | 84 | 74 | 82 | 26 | 36 | 87 | 61 |

Vocational

| Question | 6 | 15** | 24 | 34 | 44** | 52** | 62* | 71 | 80 | 90 | 120 | T |
|----------|----|------|----|----|------|------|-----|----|----|----|-----|----|
| Low | 95 | 66 | 94 | 87 | 66 | 71 | 94 | 71 | 83 | 74 | 67 | 79 |
| High | 89 | 44 | 94 | 83 | 42 | 56 | 85 | 69 | 86 | 70 | 72 | 72 |

Civic

| Question | 1 | 30** | 39 | 48* | 58** | 67** | 76 | 86 | 109* | 112** | T |
|----------|----|------|----|-----|------|------|----|----|------|-------|----|
| Low | 87 | 76 | 65 | 85 | 92 | 65 | 85 | 87 | 80 | 88 | 81 |
| High | 91 | 61 | 63 | 76 | 81 | 77 | 82 | 86 | 87 | 99 | 80 |

Aesthetic

| Question | 8 | 17** | 26 | 32 | 44 | 54* | 63* | 72 | 82 | 91** | 98 | 106** | 115** | 119** | T |
|----------|----|------|----|----|----|-----|-----|----|----|------|----|-------|-------|-------|----|
| Low | 91 | 34 | 87 | 84 | 87 | 82 | 81 | 95 | 92 | 76 | 81 | 83 | 65 | 43 | 77 |
| High | 93 | 17 | 83 | 85 | 86 | 72 | 72 | 96 | 90 | 60 | 77 | 70 | 52 | 28 | 70 |

Classified by Ability Grouping (Continued)

Acceptance

| Question | 3 | 12 | 21 | 22 | 31 | 40 | 49 | 59** | 65* | 67** | 68 | 74 | 77 | 87* | 94 | 102 | 110** | 113** | 116 | T |
|----------|----|----|----|----|----|----|----|------|-----|------|----|----|----|-----|----|-----|-------|-------|-----|----|
| Low | 18 | 90 | 83 | 13 | 26 | 31 | 60 | 66 | 72 | 65 | 68 | 28 | 42 | 35 | 75 | 81 | 15 | 36 | 12 | 48 |
| High | 19 | 90 | 80 | 12 | 24 | 35 | 54 | 35 | 60 | 87 | 73 | 27 | 41 | 45 | 66 | 76 | 8 | 49 | 16 | 47 |

Independence

| Question | 4 | 13* | 40 | 41** | 50 | 59** | 69 | 78 | 85 | 89** | 96 | 101* | 102 | 104 | 111* | 117 | 118 | T |
|----------|----|-----|----|------|----|------|----|----|----|------|----|------|-----|-----|------|-----|-----|----|
| Low | 90 | 23 | 69 | 39 | 33 | 50 | 72 | 15 | 24 | 34 | 10 | 33 | 81 | 20 | 24 | 64 | 72 | 44 |
| High | 91 | 35 | 65 | 16 | 32 | 47 | 41 | 12 | 33 | 16 | 10 | 43 | 76 | 25 | 34 | 70 | 71 | 42 |

Total Press

| Area of Press | Low | High |
|---------------|-----|------|
| Intellectual | 68 | 64 |
| Health** | 68 | 55 |
| Social | 65 | 60 |
| Moral | 52 | 55 |
| Home-School | 70 | 61 |
| Vocational | 79 | 72 |
| Civic | 81 | 80 |
| Aesthetic | 77 | 70 |
| Acceptance | 48 | 47 |
| Independence | 44 | 42 |

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.

**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 23
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ABILITY GROUPS

Low Group: N = 803
High Group: N = 611

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|------|----------------------|------------|-----------------------|
| | Low | High | | | |
| 11 | 84 | 73 | Intellectual | 6.14 | .05 |
| 29 | 48 | 63 | Intellectual | 9.65 | .01 |
| 35 | 44 | 20 | Intellectual | 36.00 | .01 |
| 47 | 80 | 58 | Intellectual | 19.86 | .01 |
| 57 | 76 | 66 | Intellectual | 4.45 | .05 |
| 93 | 76 | 87 | Intellectual | 10.70 | .01 |
| 100 | 80 | 63 | Intellectual | 12.40 | .01 |
| 7 | 55 | 41 | Health-Fitness | 8.08 | .01 |
| 16 | 60 | 43 | Health-Fitness | 11.79 | .01 |
| 29 | 52 | 37 | Health-Fitness | 9.65 | .01 |
| 53 | 89 | 56 | Health-Fitness | 19.64 | .01 |
| 59 | 66 | 35 | Health-Fitness | 42.24 | .01 |
| 105 | 73 | 62 | Health-Fitness | 5.13 | .05 |
| 5 | 62 | 41 | Social Relationships | 18.23 | .01 |
| 19 | 57 | 43 | Social Relationships | 8.04 | .01 |
| 65 | 72 | 60 | Social Relationships | 6.00 | .05 |
| 99 | 63 | 44 | Social Relationships | 14.65 | .01 |
| 51 | 44 | 65 | Moral and Spiritual | 19.38 | .01 |
| 61 | 66 | 51 | Moral and Spiritual | 9.00 | .01 |
| 79 | 31 | 41 | Moral and Spiritual | 4.13 | .05 |
| 95 | 72 | 62 | Moral and Spiritual | 4.24 | .05 |
| 9 | 67 | 56 | Home-School | 4.91 | .05 |
| 18 | 73 | 59 | Home-School | 8.10 | .01 |
| 36 | 76 | 59 | Home-School | 11.95 | .01 |
| 73 | 47 | 26 | Home-School | 22.92 | .01 |
| 83 | 46 | 36 | Home-School | 4.34 | .05 |
| 15 | 66 | 44 | Vocational | 19.64 | .01 |
| 42 | 66 | 42 | Vocational | 23.64 | .01 |
| 52 | 71 | 56 | Vocational | 9.13 | .01 |
| 62 | 94 | 85 | Vocational | 6.35 | .05 |
| 30 | 76 | 61 | Civic | 9.46 | .01 |
| 48 | 85 | 76 | Civic | 4.44 | .05 |
| 58 | 92 | 81 | Civic | 7.86 | .01 |
| 67 | 65 | 77 | Civic | 8.13 | .01 |
| 109 | 80 | 87 | Civic | 4.33 | .05 |
| 112 | 88 | 99 | Civic | 122.22 | .01 |

Classified by Ability Grouping (Continued)

| Question Number | Percentage of Press | | Press Area | Chi Square | Level of Significance |
|-----------------|---------------------|------|----------------|------------|-----------------------|
| | Low | High | | | |
| 17 | 34 | 17 | Aesthetic | 20.48 | .01 |
| 54 | 82 | 72 | Aesthetic | 4.96 | .05 |
| 63 | 81 | 72 | Aesthetic | 4.01 | .05 |
| 91 | 76 | 60 | Aesthetic | 10.67 | .01 |
| 106 | 83 | 70 | Aesthetic | 8.04 | .01 |
| 115 | 65 | 52 | Aesthetic | 6.77 | .01 |
| 119 | 43 | 28 | Aesthetic | 11.16 | .01 |
| 59 | 66 | 35 | Acceptance | 42.24 | .01 |
| 65 | 72 | 60 | Acceptance | 6.00 | .05 |
| 67 | 65 | 87 | Acceptance | 42.79 | .01 |
| 87 | 35 | 45 | Acceptance | 4.04 | .05 |
| 110 | 15 | 8 | Acceptance | 6.65 | .01 |
| 113 | 36 | 49 | Acceptance | 6.76 | .01 |
| 13 | 23 | 35 | Independence | 6.32 | .05 |
| 41 | 39 | 16 | Independence | 39.36 | .01 |
| 60 | 72 | 47 | Independence | 25.09 | .01 |
| 80 | 34 | 16 | Independence | 24.11 | .01 |
| 101 | 33 | 43 | Independence | 4.08 | .05 |
| 111 | 24 | 34 | Independence | 4.45 | .05 |
| Total | 68 | 55 | Health-Fitness | 6.82 | .01 |

TABLE 24
 PERCENTAGES OF TEACHERS, ADMINISTRATORS,
 AND TOTAL PUPILS REFLECTING PRESS

AND TOTAL PUPILS REFLECTING PRESS

Administrators: N = 30
 Teachers: N = 73
 Total Pupils: N = 5124

| | | <u>Intellectual</u> | | | | | | | | | | | | | | | | |
|----------|--|---------------------|----|----|------|----|----|----|----|----|----|----|----|----|-----|-------|-----|----|
| Question | | 2 | 11 | 20 | 29** | 35 | 38 | 39 | 47 | 57 | 66 | 75 | 85 | 93 | 100 | 108** | 120 | T |
| Teachers | | 97 | 85 | 81 | 32 | 80 | 36 | 80 | 85 | 88 | 75 | 92 | 32 | 84 | 51 | 7 | 40 | 65 |
| Admin. | | 100 | 87 | 63 | 7 | 77 | 20 | 80 | 80 | 90 | 77 | 93 | 23 | 80 | 67 | 37 | 30 | 64 |
| Pupils | | 96 | 76 | 93 | 58 | 34 | 13 | 59 | 64 | 64 | 79 | 81 | 30 | 88 | 67 | 73 | 76 | 65 |

| | | <u>Health--Fitness</u> | | | | | | | | | | | | |
|----------|--|------------------------|----|----|----|-----|----|------|----|------|------|----|--|--|
| Question | | 7** | 16 | 25 | 29 | 43 | 53 | 59** | 81 | 97** | 105* | T | | |
| Teachers | | 29 | 3 | 58 | 68 | 93 | 47 | 78 | 93 | 88 | 94 | 65 | | |
| Admin. | | 60 | 7 | 67 | 93 | 100 | 57 | 47 | 83 | 60 | 77 | 65 | | |
| Pupils | | 46 | 50 | 68 | 42 | 78 | 58 | 41 | 76 | 67 | 60 | 59 | | |

| | | <u>Social Relationships</u> | | | | | | | | | | | | | | | |
|----------|--|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|------|-----|----|
| Question | | 5 | 10 | 19 | 22 | 28 | 37 | 38 | 46 | 56 | 65 | 74 | 77 | 84 | 99** | 107 | T |
| Teachers | | 74 | 78 | 71 | 47 | 48 | 96 | 60 | 64 | 48 | 82 | 26 | 41 | 74 | 90 | 60 | 64 |
| Admin. | | 90 | 80 | 60 | 60 | 67 | 87 | 80 | 70 | 37 | 90 | 17 | 23 | 73 | 63 | 73 | 65 |
| Pupils | | 50 | 84 | 49 | 12 | 89 | 76 | 87 | 85 | 85 | 61 | 25 | 41 | 80 | 49 | 58 | 62 |

Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

Moral and Spiritual

| Question | 4 | 14 | 33 | 51 | 61 | 70 | 77 | 79** | 88 | 95** | 103 | 114 | T |
|----------|----|----|-----|----|----|----|----|------|----|------|-----|-----|----|
| Teachers | 80 | 75 | 92 | 75 | 44 | 75 | 41 | 41 | 52 | 73 | 75 | 19 | 62 |
| Admin. | 73 | 67 | 100 | 70 | 63 | 67 | 23 | 17 | 63 | 93 | 60 | 30 | 60 |
| Pupils | 93 | 23 | 77 | 60 | 48 | 28 | 41 | 37 | 86 | 61 | 66 | 15 | 52 |

Home--School

| Question | 9 | 18 | 27 | 36 | 45 | 55 | 64 | 73 | 83 | 92 | T |
|----------|----|----|----|----|----|----|----|----|----|----|----|
| Teachers | 82 | 73 | 68 | 81 | 94 | 88 | 77 | 20 | 62 | 59 | 70 |
| Admin. | 80 | 63 | 77 | 70 | 97 | 80 | 77 | 30 | 47 | 80 | 70 |
| Pupils | 54 | 63 | 53 | 63 | 83 | 78 | 80 | 23 | 42 | 88 | 63 |

Vocational

| Question | 6 | 15 | 24 | 34** | 42 | 52* | 62* | 71 | 80 | 90* | 120 | T |
|----------|----|----|----|------|----|-----|-----|----|----|-----|-----|----|
| Teachers | 90 | 70 | 59 | 10 | 38 | 22 | 71 | 64 | 97 | 37 | 40 | 54 |
| Admin. | 93 | 60 | 63 | 47 | 43 | 43 | 90 | 73 | 83 | 60 | 30 | 62 |
| Pupils | 90 | 45 | 95 | 85 | 56 | 64 | 86 | 66 | 87 | 71 | 76 | 74 |

Civic

| Question | 1 | 30 | 39 | 48 | 58 | 67 | 76** | 86 | 109 | 112** | T |
|----------|-----|----|----|----|----|----|------|----|-----|-------|----|
| Teachers | 100 | 34 | 80 | 51 | 51 | 96 | 93 | 80 | 94 | 100 | 78 |
| Admin. | 97 | 50 | 80 | 67 | 70 | 73 | 67 | 67 | 93 | 90 | 75 |
| Pupils | 91 | 68 | 59 | 79 | 78 | 75 | 89 | 88 | 87 | 89 | 80 |

Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

Aesthetic

| Question | 8 | 17 | 26 | 32 | 44 | 54 | 63 | 72 | 82 | 91 | 98* | 106 | 115 | 119 | 1 |
|----------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|----|
| Teachers | 97 | 38 | 63 | 41 | 96 | 68 | 99 | 88 | 80 | 67 | 82 | 59 | 66 | 20 | 69 |
| Admin. | 97 | 37 | 67 | 30 | 90 | 50 | 90 | 93 | 97 | 53 | 63 | 60 | 67 | 23 | 65 |
| Pupils | 94 | 21 | 86 | 85 | 91 | 72 | 70 | 96 | 93 | 58 | 82 | 74 | 54 | 31 | 72 |

Acceptance

| Question | 3 | 12 | 21 | 22 | 31** | 40** | 49 | 59 | 65 | 67** | 68 | 74 | 77 | 87 | 94 | 102** | 110 | 113 | 116 | T* |
|----------|----|----|-----|----|------|------|----|----|----|------|----|----|----|----|----|-------|-----|-----|-----|----|
| Teachers | 29 | 94 | 100 | 47 | 27 | 92 | 97 | 78 | 82 | 96 | 90 | 26 | 41 | 84 | 97 | 77 | 73 | 81 | 51 | 72 |
| Admin. | 20 | 90 | 97 | 60 | 3 | 50 | 83 | 47 | 90 | 73 | 93 | 17 | 23 | 77 | 90 | 43 | 67 | 80 | 57 | 61 |
| Pupils | 21 | 90 | 77 | 12 | 29 | 30 | 48 | 41 | 61 | 75 | 72 | 24 | 41 | 46 | 63 | 77 | 7 | 40 | 13 | 45 |

Independence

| Question | 4 | 13 | 40 | 41 | 50** | 60 | 69 | 78 | 85 | 89 | 96** | 101 | 102 | 104 | 111 | 117 | 118** | T |
|----------|----|----|----|----|------|----|----|----|----|----|------|-----|-----|-----|-----|-----|-------|----|
| Teachers | 80 | 22 | 7 | 41 | 45 | 42 | 67 | 19 | 32 | 40 | 52 | 36 | 77 | 45 | 0 | 90 | 78 | 45 |
| Admin. | 73 | 17 | 50 | 57 | 17 | 43 | 53 | 17 | 23 | 30 | 23 | 50 | 43 | 53 | 3 | 80 | 50 | 40 |
| Pupils | 93 | 37 | 70 | 28 | 34 | 55 | 47 | 11 | 30 | 17 | 10 | 39 | 77 | 28 | 40 | 70 | 74 | 44 |



Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

| | <u>Total Press</u> | | |
|----------------------|--------------------|----|----|
| <u>Area of Press</u> | | | |
| Intellectual | 65 | 65 | 65 |
| Health | 65 | 59 | 52 |
| Social | 64 | 64 | 62 |
| Moral | 62 | 60 | 52 |
| Home--School | 70 | 70 | 63 |
| Vocational | 54 | 62 | 74 |
| Civic | 78 | 75 | 80 |
| Aesthetic | 69 | 65 | 72 |
| Acceptance* | 72 | 61 | 45 |
| Independence | 45 | 40 | 44 |
| Teachers | 65 | 62 | 45 |
| Admin. | 64 | 60 | 40 |
| Pupils | 65 | 59 | 44 |

*Difference in percentage of teachers and administrators reflecting press significant at the .05 level.

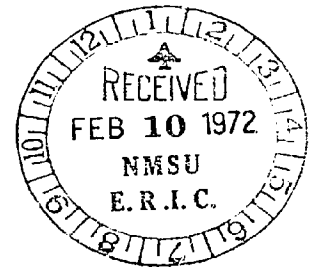
**Difference in percentage of teachers and administrators reflecting press significant at the .01 level.

TABLE 25
SIGNIFICANT DIFFERENCES BETWEEN TEACHER
AND ADMINISTRATOR RESPONSES TO KEYS QUESTIONS

Administrators: N = 30
Teachers: N = 73

| Question | Area of Press | Direction of Press | Group Showing Press | Level of Significance |
|----------|----------------------|--------------------|---------------------|-----------------------|
| 7 | Health-Fitness | Yes | Teachers | .01 |
| 29 | Intellectual | No | Administrators | .01 |
| 31 | Acceptance | No | Administrators | .01 |
| 34 | Vocational | Yes | Teachers | .01 |
| 40 | Acceptance | No | Teachers | .01 |
| 50 | Independence | No | Teachers | .01 |
| 52 | Vocational | Yes | Teachers | .05 |
| 59 | Health-Fitness | Yes | Administrators | .01 |
| 62 | Vocational | Yes | Teachers | .05 |
| 67 | Acceptance | No | Administrators | .01 |
| 76 | Civic | Yes | Administrators | .01 |
| 79 | Moral and Spiritual | No | Administrators | .01 |
| 90 | Vocational | Yes | Teachers | .05 |
| 95 | Moral and Spiritual | Yes | Teachers | .05 |
| 96 | Independence | No | Administrators | .01 |
| 97 | Health-Fitness | Yes | Administrators | .01 |
| 98 | Aesthetic | Yes | Administrators | .05 |
| 99 | Social Relationships | Yes | Administrators | .01 |
| 102 | Acceptance | Yes | Administrators | .01 |
| 105 | Health-Fitness | Yes | Administrators | .05 |
| 108 | Intellectual | Yes | Teachers | .01 |
| 112 | Civic | Yes | Administrators | .01 |
| 118 | Independence | Yes | Administrators | .01 |
| Total | Acceptance | Yes | Teachers | .05 |

PA 24
BR 6-2827

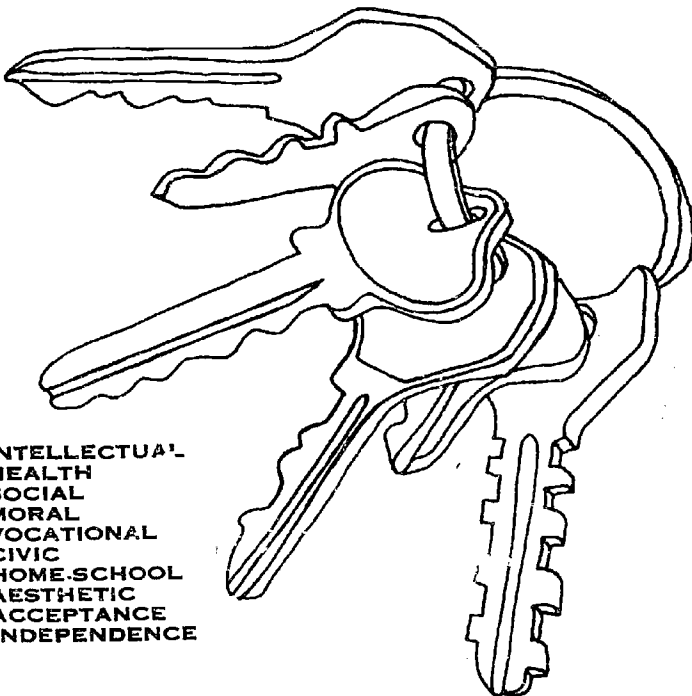


KEYS
TO
ELEMENTARY SCHOOL ENVIRONMENT

Subgroup Reference Norms to Accompany
"Keys to Elementary School Environment"

[1971]

Form E



INTELLECTUAL
HEALTH
SOCIAL
MORAL
VOCATIONAL
CIVIC
HOME-SCHOOL
AESTHETIC
ACCEPTANCE
INDEPENDENCE

Owen L. Caskey
Professor of Education
Texas Tech University

Doris J. Webb
Coordinator of
Elementary Counseling
Lubbock Public Schools

THINKING ABOUT MY SCHOOL

Do people sometimes come to your school to find out what it is like? They sit in classes, tour the building, walk around the schoolground. They talk with your principal and teachers, and sometimes even your parents. But does anyone ever ask *you* what school is like?

That is what we are going to do today, because we think you know more about what going to school is like than anyone else. Of course, you don't always think the same thing about school. Some days you feel wonderful, the teachers are friendly, the other kids are fun to play with and fair on the playgrounds, you understand your schoolwork and finish your assignments without much trouble. School is an all-around fine place to be. But other days . . . well, it shouldn't happen to a dog. The teachers are cross, the kids unfair, and you don't understand a thing. You wish you were anywhere else—anywhere away from school. But school isn't really like either of those times. It is somewhere in between, most of the time.

And that is what we want to find out. What *is* school like—most of the time—not on the very best days or the worst days, *but most of the time*.

On the answer sheet which you have, there is a place to mark *Yes* or *No*. We are going to say some things which are true about some schools but are not true about other schools. Will you think carefully, and mark *Yes* if what we say is true about your school—most of the time, or mark *No* if it is not true of your school most of the time. For instance if we should say, "The rooms in our school are clean and attractive," you would mark *Yes* if that is usually true, even though you might remember some particular time when it was not true. If we make some statement about teachers, such as, "Teachers are so mean they should be witches!", you would mark *No* if most of the teachers are *not* like that—even though you might have known some particular teacher who was like that, at least part of the time.

Do you understand now what we want you to do? By answering *Yes* or *No* to the statements we will make, you will tell us what your school is like. Remember, you will mark *Yes* if what we say is usually true about your school, or *No* if it is not true most of the time. You will be told how to fill out your answer sheet. Answer your questions on the answer sheet. Do not write or mark in this booklet.

THINKING ABOUT MY SCHOOL

1. Pupils have responsibilities for helping in the classroom.
2. Pupils enjoy looking for information and finding out new ideas.
3. Teachers often make children apologize when they have done something wrong.
4. Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other.
5. Pupils are nearly always able to settle arguments without fighting; so there are few fights in this school.
6. Teachers talk with pupils about ways school subjects may help them in future jobs.
7. Coaches help pupils on school teams after school.
8. Pupils enjoy painting and drawing.
9. Teachers encourage children to talk with their parents about what happens at school.
10. Pupils enjoy a school which has many different kinds of children.
11. Pupils often talk about subjects and ideas they are studying in school.
12. Teachers like to hear about things pupils do away from school.
13. Pupils like for teachers to tell them what to do and how to do it.
14. A lot of pupils cheat in this school.
15. Pupils and teachers talk about ways pupils may get training and education for different occupations.
16. Coaches or teachers help boys and girls who are not on school teams if they wish to play on the schoolground after school.
17. Children and teachers often listen to music while they study or work on projects.
18. Most children like to talk about school with their families.
19. Teachers encourage children to help each other with their work.
20. Most pupils try hard to get good grades and do better than other pupils.

21. Most teachers like the pupils they teach.
22. A lot of children tell on each other in this school.
23. Pupils and teachers often talk about what is right or wrong.
24. The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate.
25. Pupils want to develop themselves physically with exercises and calisthenics.
26. Many pupils would like to play a musical instrument.
27. Most children like to talk about their families at school.
28. Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.
29. Pupils generally admire those who are good in sports more than those who make good grades.
30. Pupils enjoy talking about elections, politics, and public affairs.
31. Some children think they are better than others.
32. Pupils enjoy learning about famous musicians and composers.
33. Pupils admire the ones who are honest and fair.
34. Pupils often talk about the college they will attend.
35. A teacher often talks with just one pupil to suggest a book he might enjoy or talks with him about one he has read.
36. Teachers talk with pupils about the ways members of a family may help each other.
37. Pupils often work together on projects.
38. Most girls would rather be popular than make good grades.
39. Teachers like for pupils to look at special TV programs on public affairs and foreign relations.
40. Teachers do not like for pupils to ask for extra help or further explanation.
41. Pupils may look at filmstrips by themselves or in small groups.

42. Teachers take pupils to visit industries in order to learn about community resources and ways different people earn a living.
43. The principal, nurse, or teachers help to get glasses and medical care for children who need them.
44. Pupils like for their teachers to read stories to them.
45. Teachers welcome parents who wish to talk about their children's school work or problems at school.
46. Teachers talk with pupils about the way they should dress and behave at parties.
47. Pupils consider learning arithmetic important.
48. Pupils elect officers in their rooms to help in planning activities.
49. Pupils often laugh and have a good time learning.
50. Teachers usually plan assignments without discussing them with pupils.
51. A lot of pupils write "dirty words" on the walls or desks at school.
52. Visitors are invited to school to discuss different ways people make a living.
53. The school nurse helps pupils learn how to be healthy.
54. Pupils like to hear poetry read out loud and often read poetry aloud or recite it.
55. Parents feel free to talk with teachers about school.
56. The school often has parties for pupils.
57. Most pupils like to read.
58. Most classes have pupils appointed or elected to welcome guests and help visitors or new pupils.
59. Most pupils would feel comfortable to talk with teachers about personal problems of health or physical development.
60. Sometimes pupils plan their own assignments.
61. Children seldom have anything stolen at school.

62. Pupils often talk with each other about what they will do when they are grown.
63. Teachers decorate their rooms to make them pretty and attractive.
64. Children like for their parents to visit school.
65. Most children are friendly with everyone.
66. Many pupils are interested in science.
67. Just the pupils the teacher likes best get to help in class affairs.
68. Most of the pupils in this school would rather go here than to any other school in town.
69. Pupils may usually move about the room without asking permission.
70. Children often talk in an ugly way when the teacher is out of the room.
71. Most parents will be glad when their children get out of school and start earning a living.
72. Pupils enjoy going on trips to art exhibits and museums.
73. Teachers visit in the homes of their pupils.
74. Certain pupils stick together and will not play with other people.
75. Teachers and pupils say good things about pupils who make good grades.
76. Pupils take turns helping, and nearly everyone gets to be a helper or class officer some time during the year.
77. Some children are afraid of other children.
78. Most of the time all of the pupils in a class are working on the same assignment.
79. Some pupils threaten others to get their own way.
80. Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school.
81. Pupils learn about problems of health and development important to most people their age.
82. Pupils enjoy going to musical programs and plays.

83. Most teachers are glad to talk with parents by telephone after school hours.
84. Pupils often talk about parties and social affairs.
85. Pupils often do work they already understand while others catch up.
86. Pupils learn how to preside and manage discussions in an orderly way.
87. Some pupils misbehave a lot without being punished, but others are punished for every little thing they do.
88. Most pupils think they should tell the truth even if it gets them in trouble.
89. A pupil may go to the library by himself almost any period of the day.
90. Many pupils think they may be famous, wealthy, or important when they are grown.
91. Teachers talk with pupils about pictures and artists.
92. Most parents would welcome a visit from their child's teacher.
93. Pupils can pass in this school without studying very much.
94. Most children feel relaxed and happy at school.
95. Most pupils think it is wrong to fight.
96. Teachers wish pupils would follow directions without asking why.
97. Teachers and coaches are interested in sports for girls as well as boys.
98. Nearly every room in our school has something beautiful in it.
99. Teachers spend a lot of time helping pupils learn ways of getting along with others.
100. The main reason pupils stay in school is that they enjoy learning.
101. Children have to line up to go from place to place instead of going by themselves.
102. Most pupils will speak up if they feel the teacher has treated them unfairly.

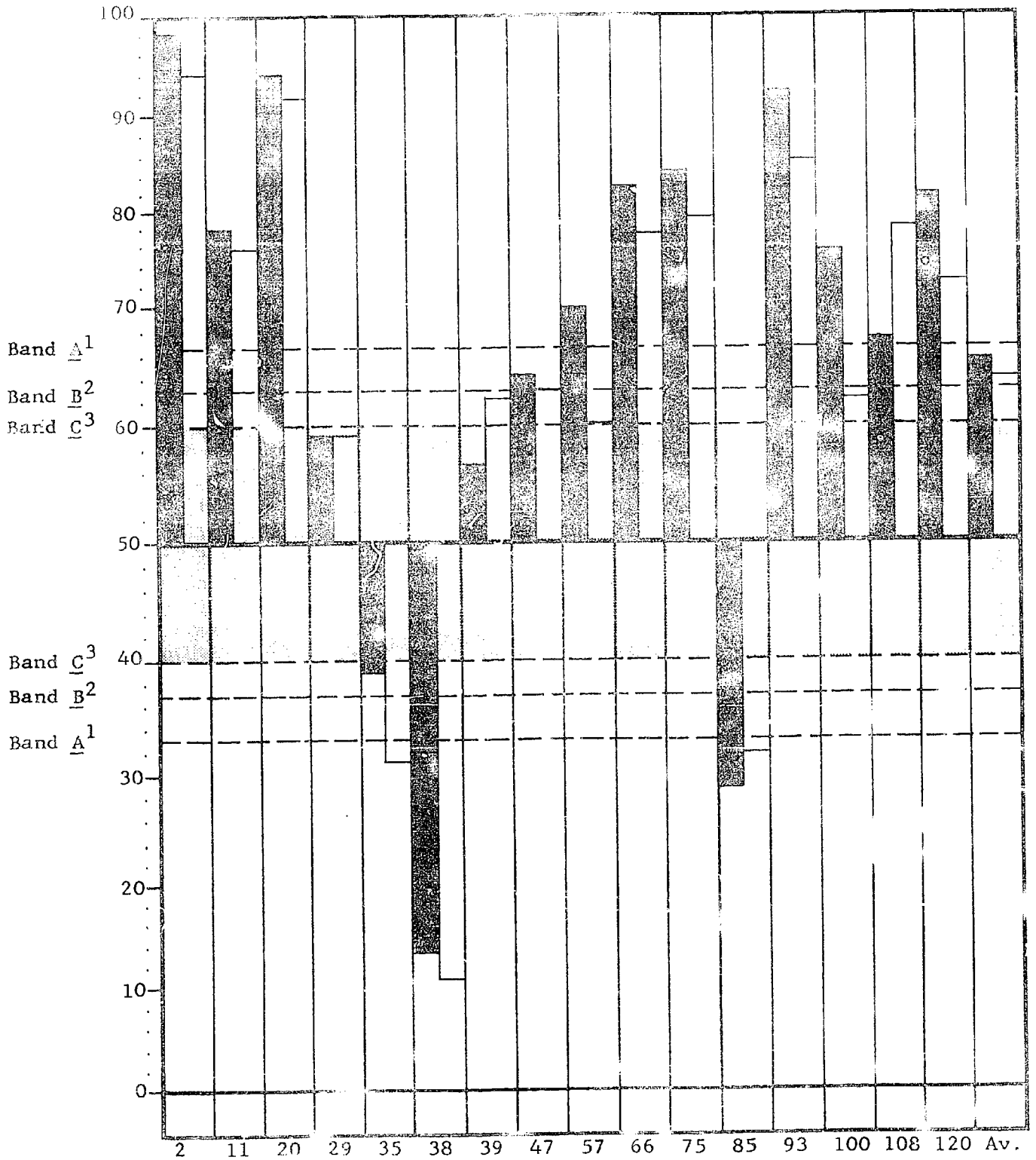
103. Some pupils dislike going to the restrooms because other pupils act rough and bother them.
104. Everyone in this school knows what he is supposed to be doing every minute of the day.
105. Pupils often get a chance to stretch their legs and get a breath of fresh air.
106. Pupils often bring something artistic or beautiful to share with others.
107. Pupils often talk about their boy friends or girl friends.
108. Pupils have too many homework assignments in this school.
109. Pupils in this school are proud to be Americans.
110. Teachers often become angry or upset.
111. Pupils like for teachers to be strict but fair.
112. Pupils learn about America and what makes it great.
113. Pupils are frequently sent out into the hall for punishment.
114. Some pupils talk ugly to others on the schoolground and on the way to and from school.
115. Our school often has flowers and growing plants in the building and classrooms for pupils and teachers to enjoy.
116. Many children complain and criticize a lot.
117. This school has many rules which are not needed.
118. Nearly every day there is some time for a pupil to do something which he chooses whether others are doing it or not.
119. Pupils like to listen to the same kind of music at home that they learn at school.
120. Nearly all pupils in this school will probably finish high school.

PLOTTING CLASS AND SCHOOL PROFILES

Profiles may be combined and compared by plotting percentages of various groups and sub-groups on the profile charts. Utilizing one of the charts which is to be compared, additional responses may be added and interpreted by following the directions outlined below:

1. In the box above each item number, record the percentage of pupils responding to that item of press.
2. Starting from the heavy black line which marks the 50th Percentile, draw a line to a point even with the percentile mark which corresponds with the percentage recorded below for each item on the press profile.
3. Which item lines extend above Band A? These items are perceived by pupils as highly significant aspects of school press. Refer to a copy of the "Keys to Elementary School Environment" or the test manual for the items in each press which relate to these perceptions. Which items extend above Band B but not above Band A? These items are considered very significant aspects of press, and those extending above Band C, but not above Band B, as significant. Any lines which extend below the 50th Percentile past Band A are considered highly significant aspects of negative press; below Band B but not below Band A, very significant; and below Band C, but not below Band B, significant. Lines which do not extend outside the limits of Bands C (the shaded area) are not considered statistically significant.
4. In the last column, record the mean score for all items under that particular area of press. Draw a line even with that percentile point from the line at the 50th Percentile. Is the average press positive (above the 50th Percentile), or negative (below the 50th Percentile)? Is it highly significant (extending beyond the limits of Bands A), very significant (extending beyond Bands B), or significant (extending beyond Bands C)?
5. Record scores in the same way for each different press.
6. On the chart presenting Total Press, record the mean percentages in the box above each press. Draw the profile in the same way as the representation of separate items of press were drawn. Interpret the significance of each press in the same manner as individual items of the press.
7. Repeat steps one through six, above, for each group or sub-group to be added to the chart for comparison.

PERCENTAGE OF PUPILS RESPONDING TO INTELLECTUAL PRESS

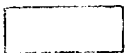


Band A¹
 Band B²
 Band C³

Band C³
 Band B²
 Band A¹



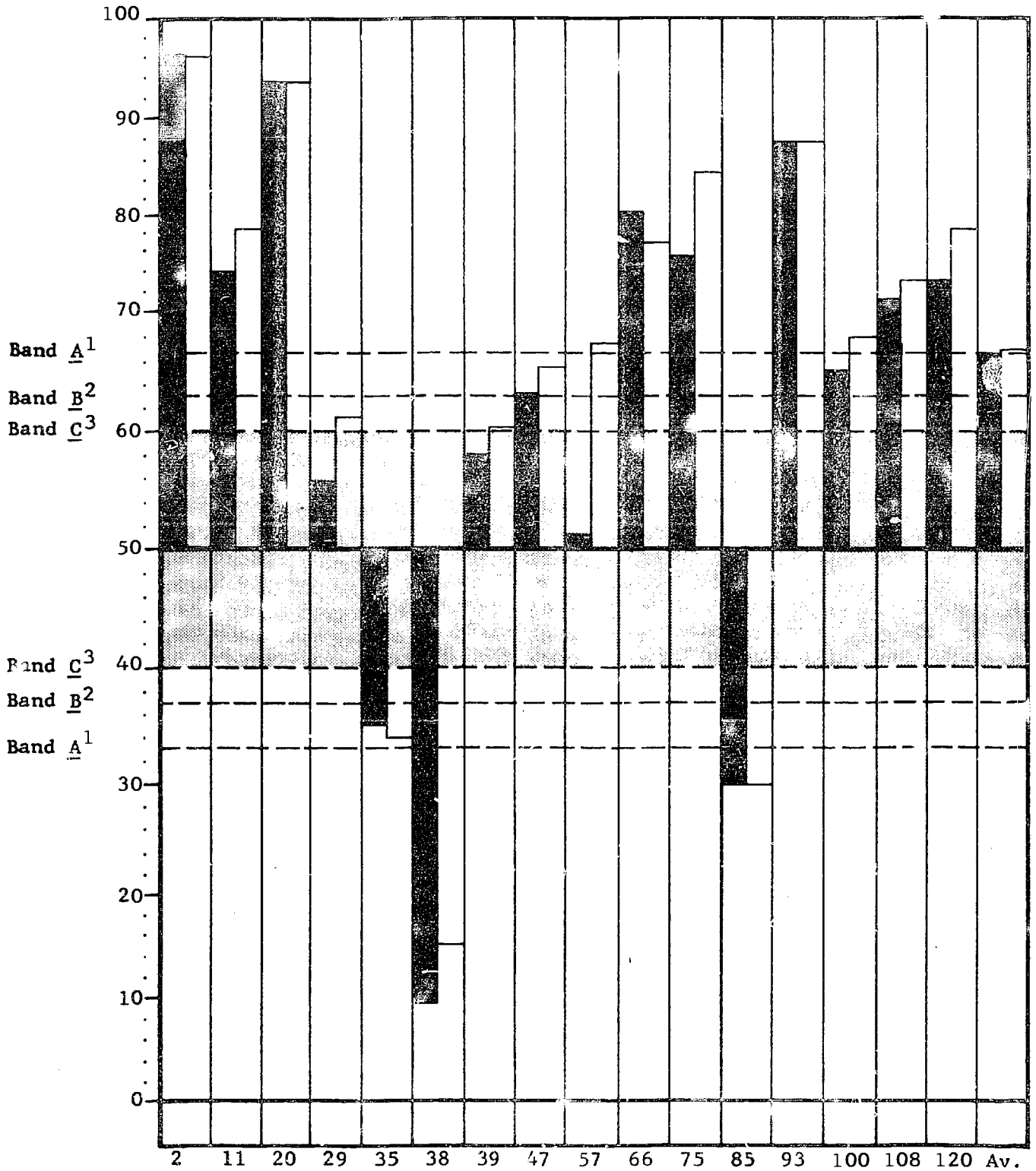
5th (N=2021)



6th (N=2373)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO INTELLECTUAL PRESS



Band A¹
 Band B²
 Band C³

Band C³
 Band B²
 Band A¹

Boys (N=2667)

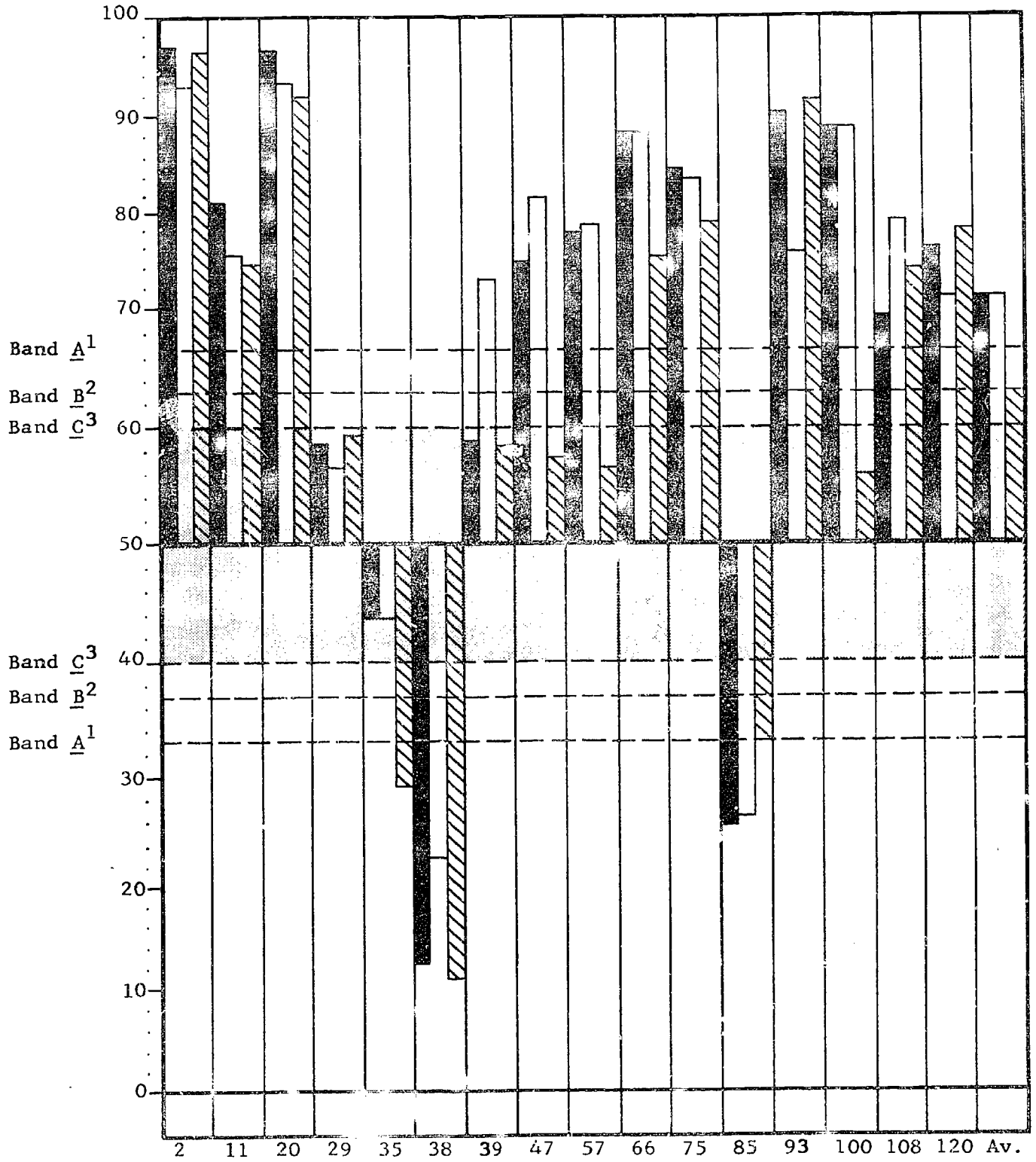
Girls (N=2444)


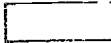
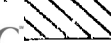
¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

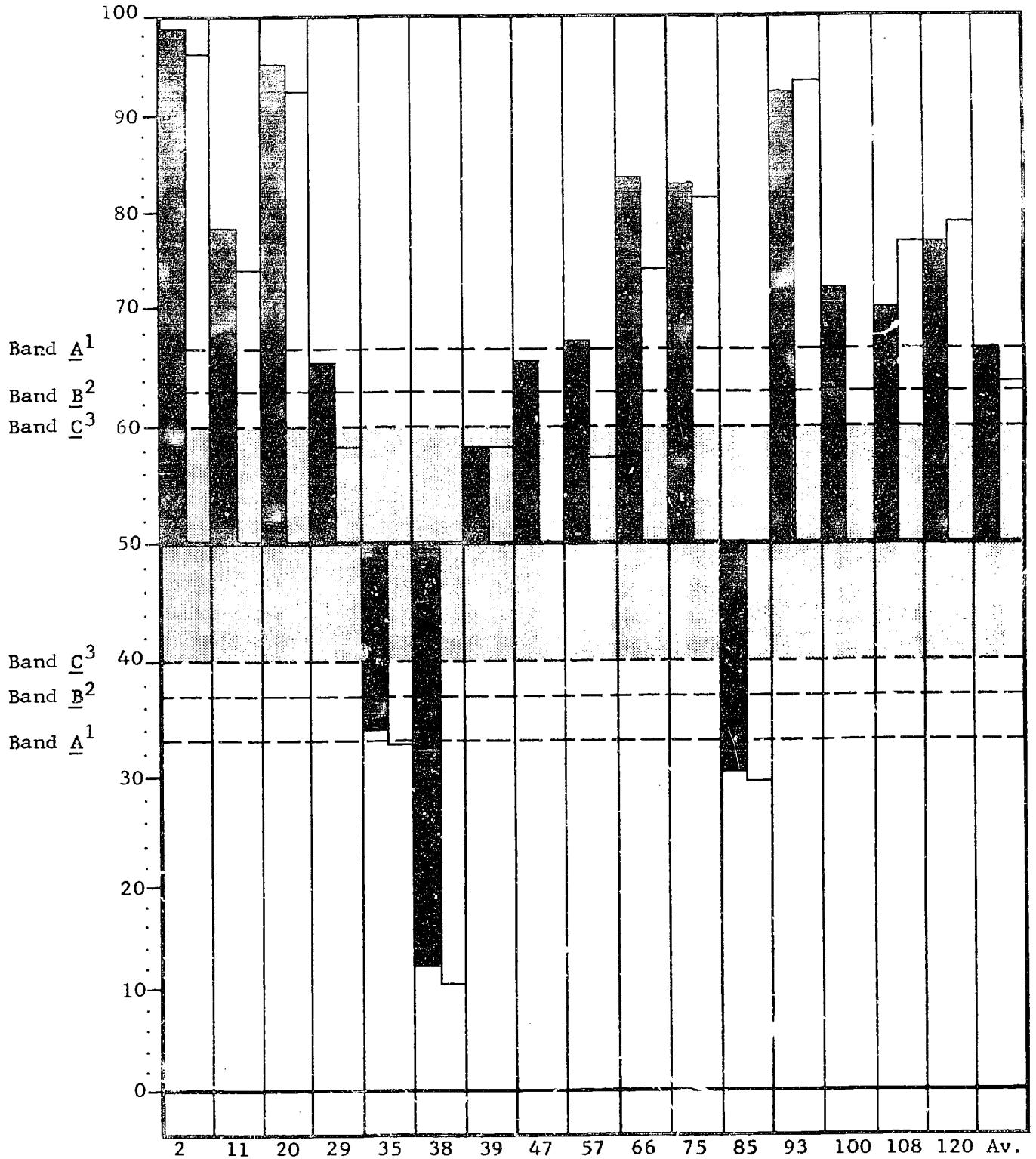
PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS



 Mexican American
 Afro-American
 Anglo American

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO INTELLECTUAL PRESS



Band A¹

Band B²

Band C³

Band C³

Band B²

Band A¹



Title I (N-2622)



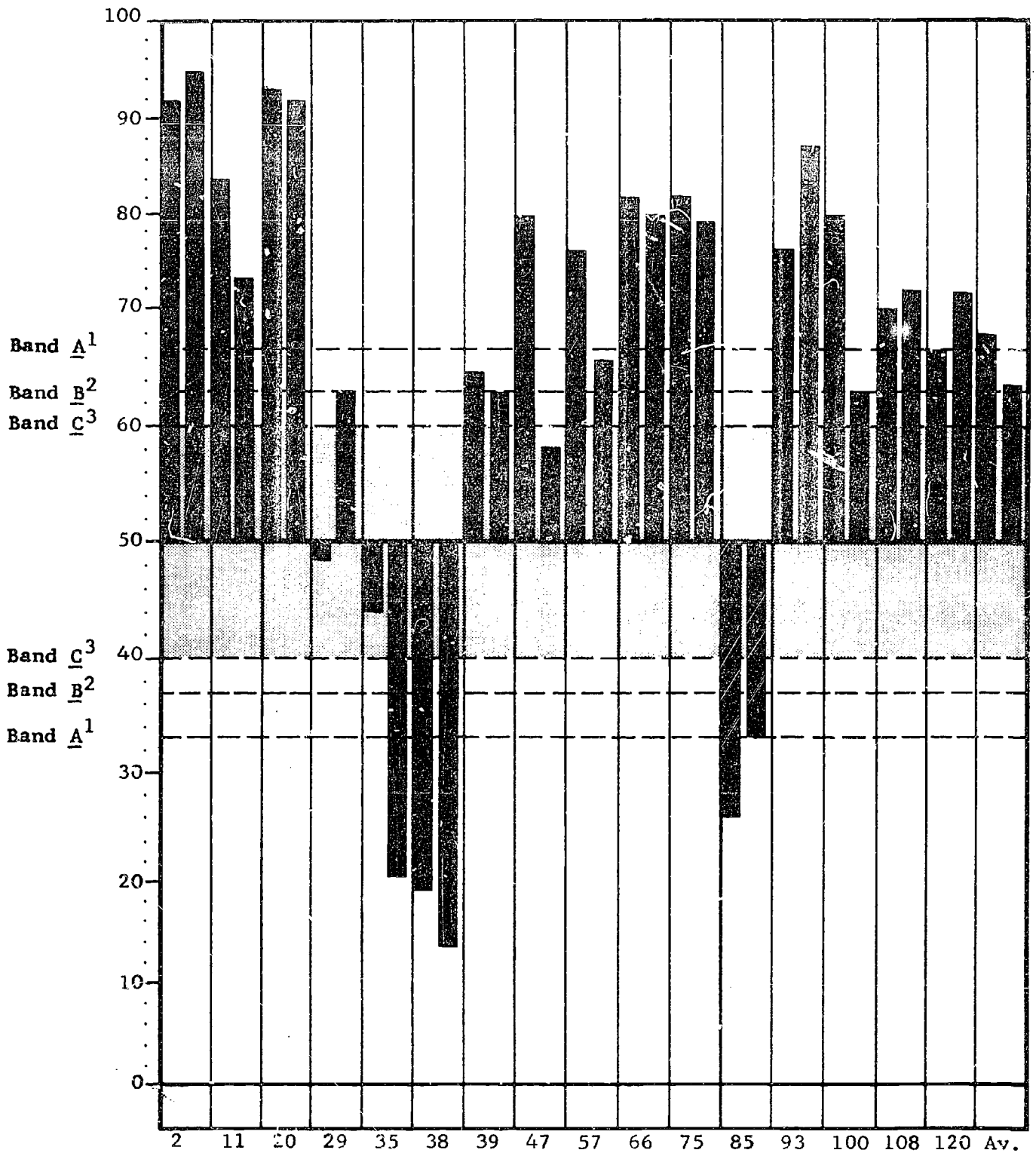
Non-Title I (N-2051)

¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS
CLASSIFIED BY ABILITY GROUP

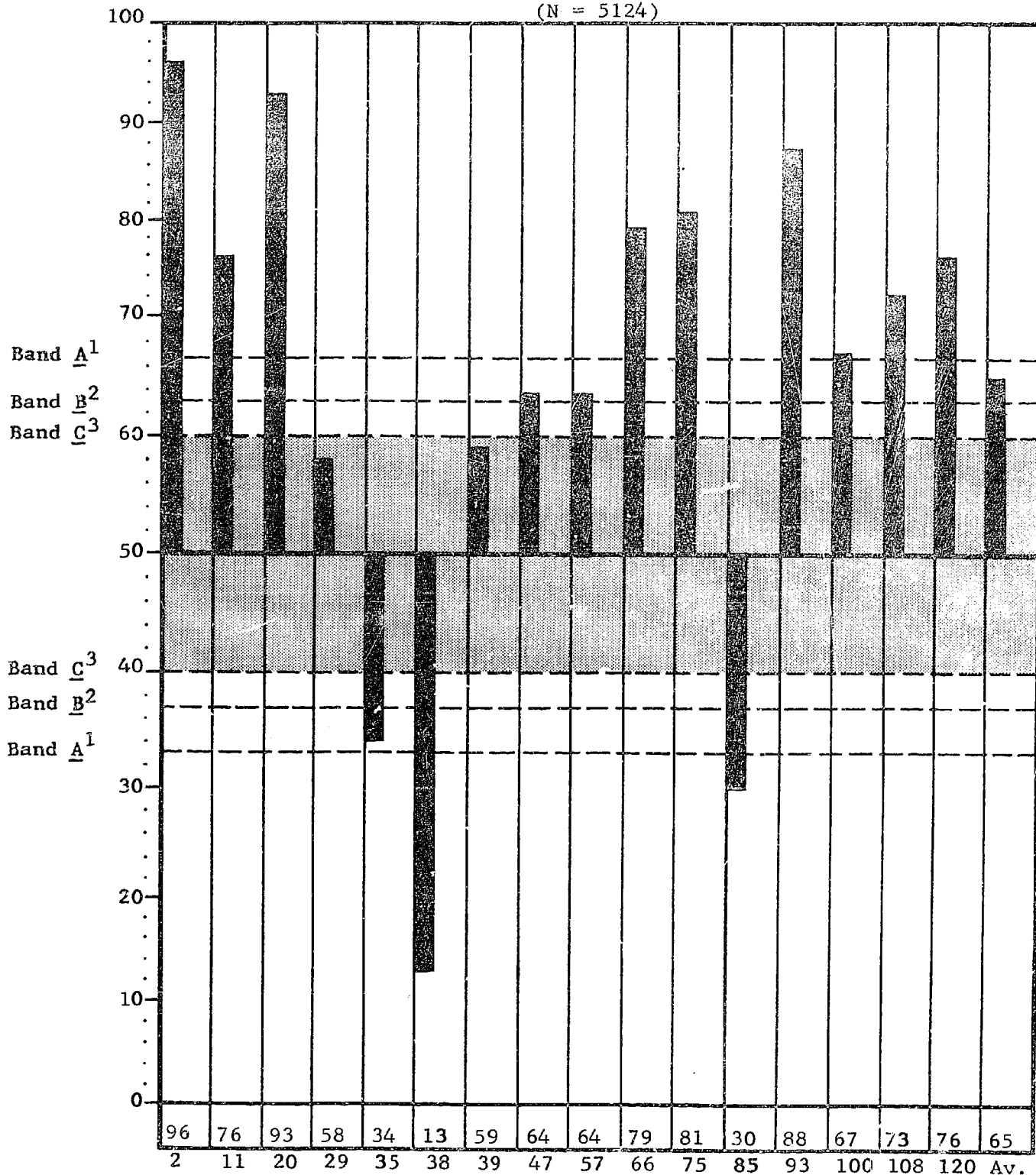


Low Ability Group-Left Bar
(N = 303)
High Ability Group-Right Bar
(N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

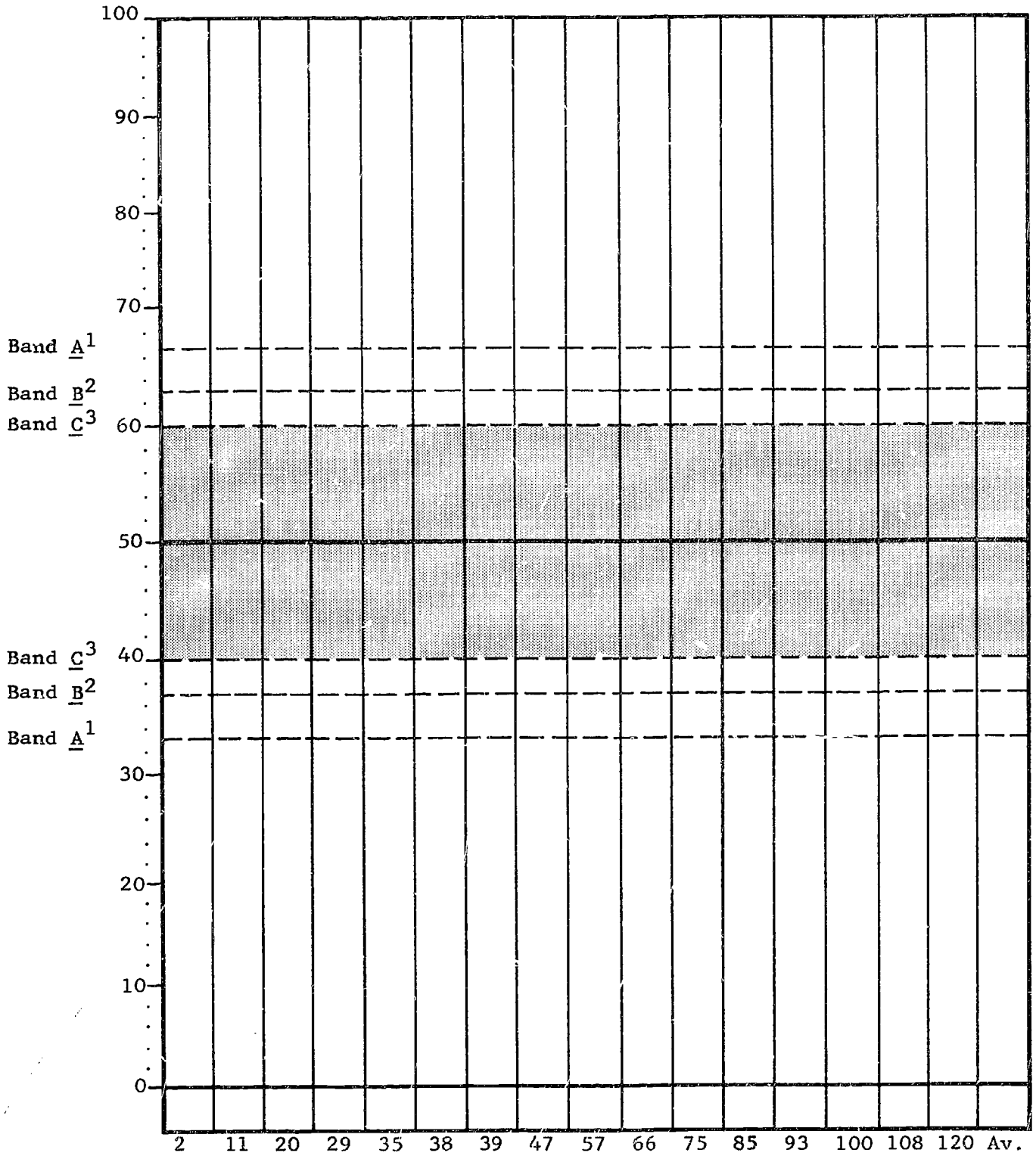
PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS

(N = 5124)



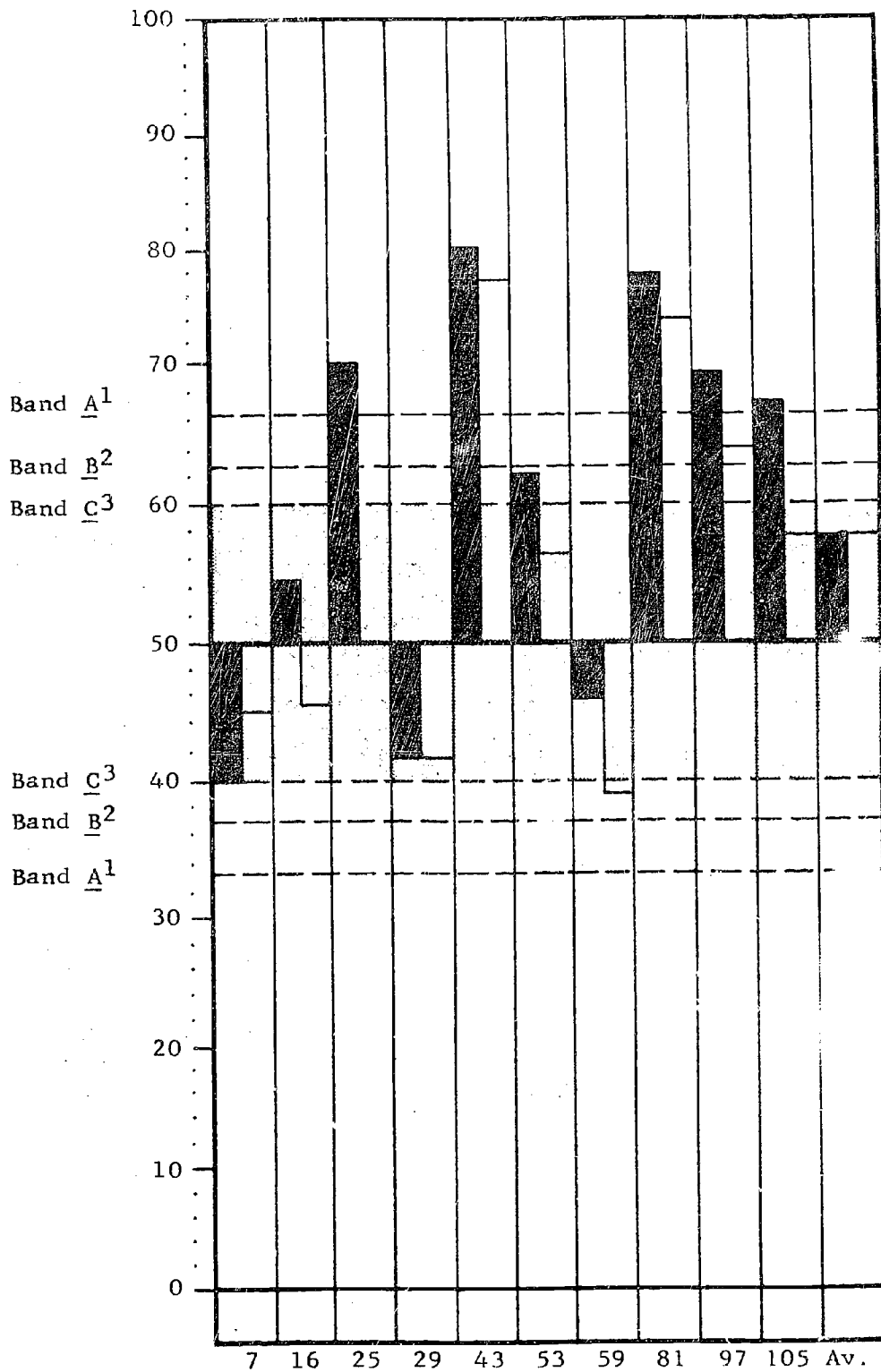
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



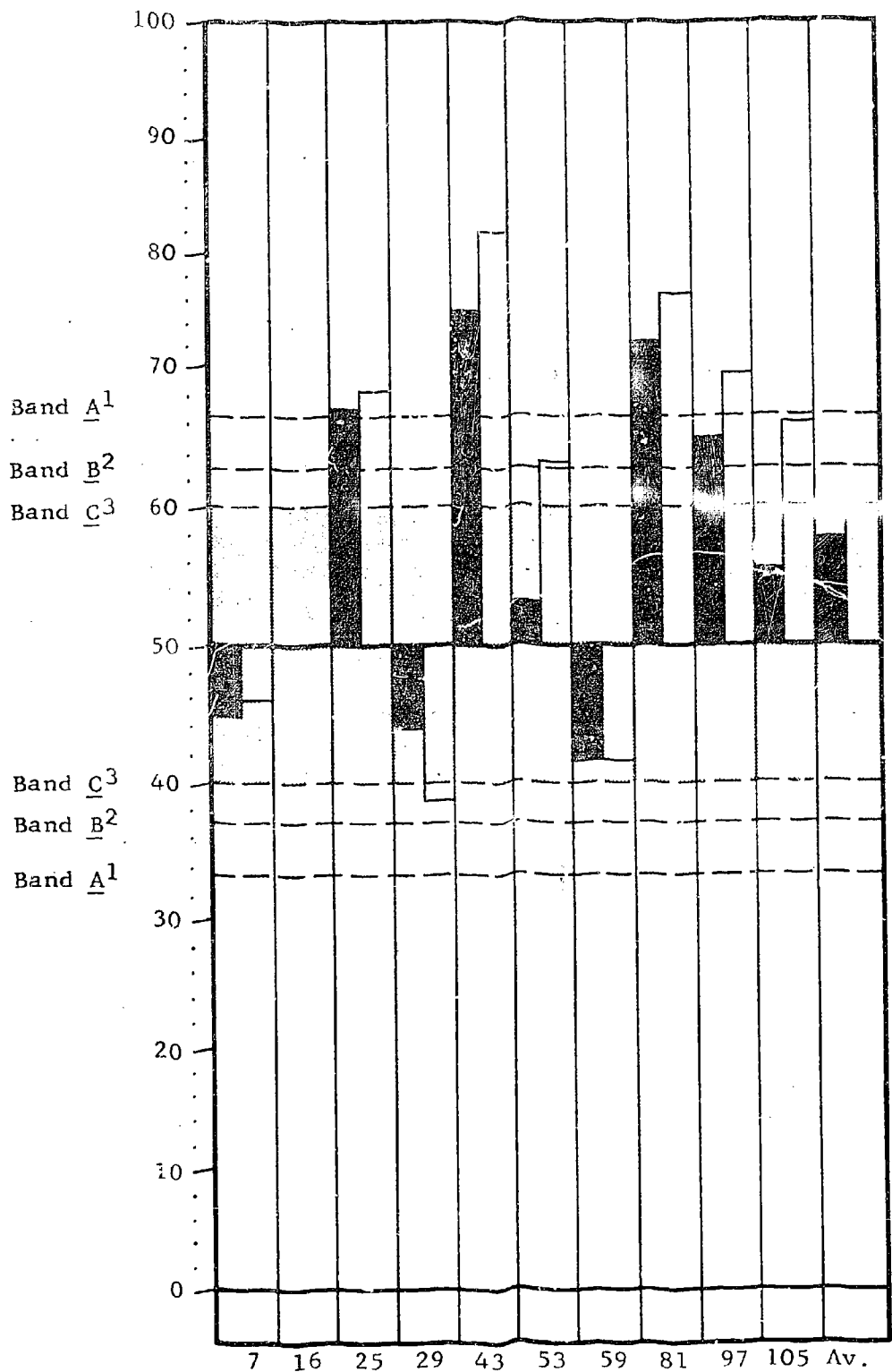
5th (N=2021)


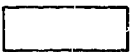


6th (N=2873)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

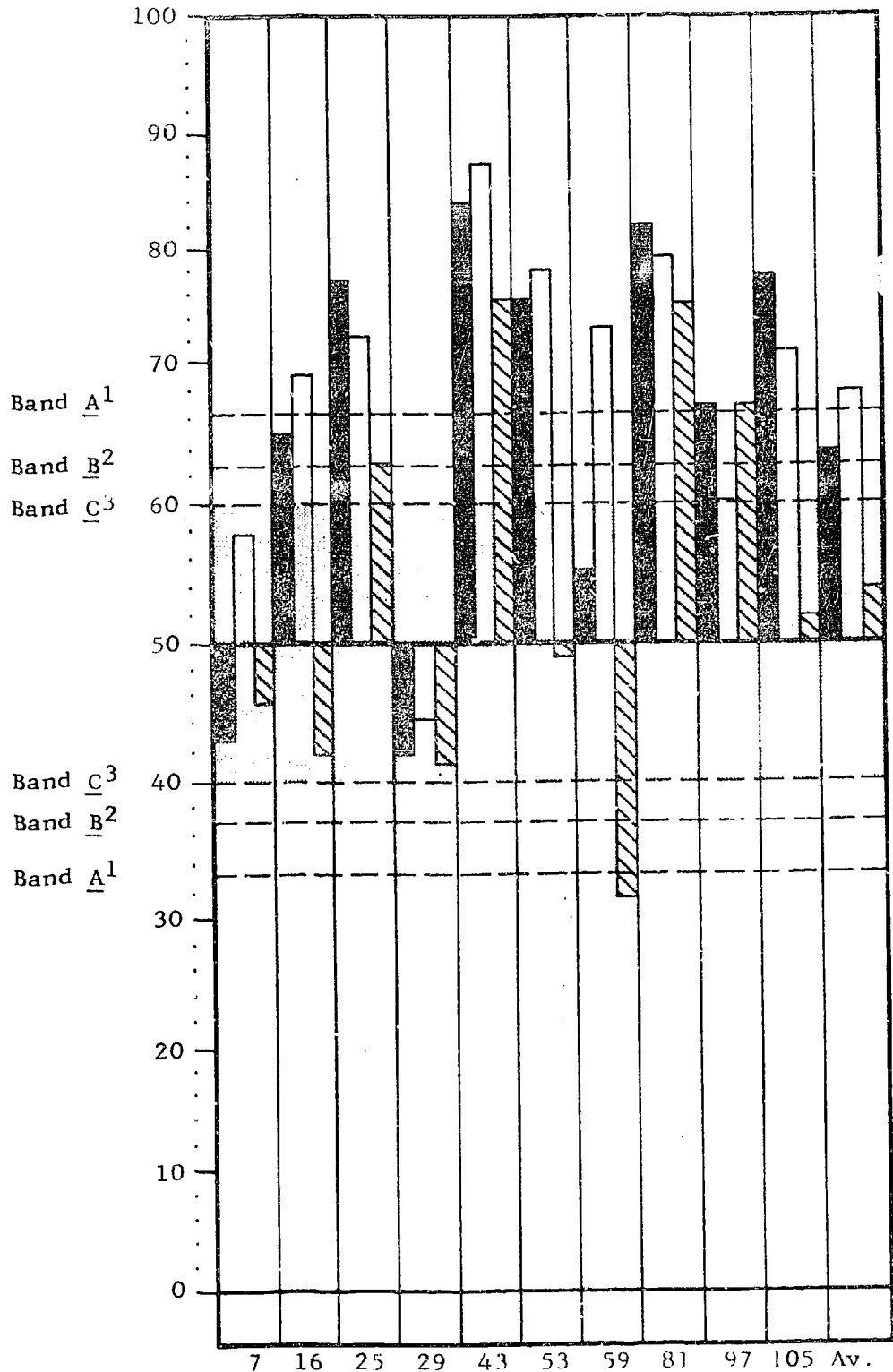
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS






 Boys (N=2667)
 Girls (N=2444)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

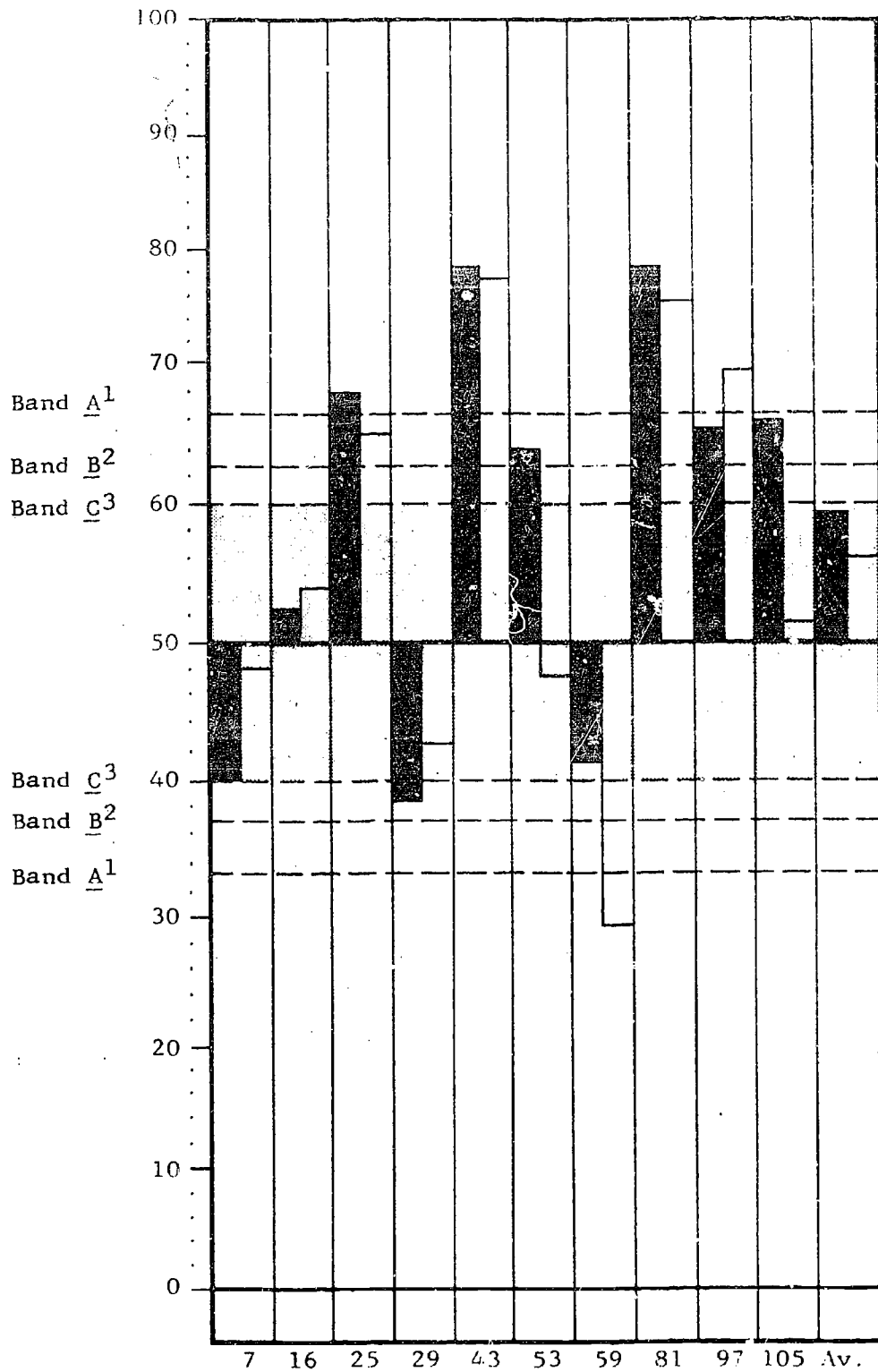
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



 Mexican American
 Afro-American
 Anglo American

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



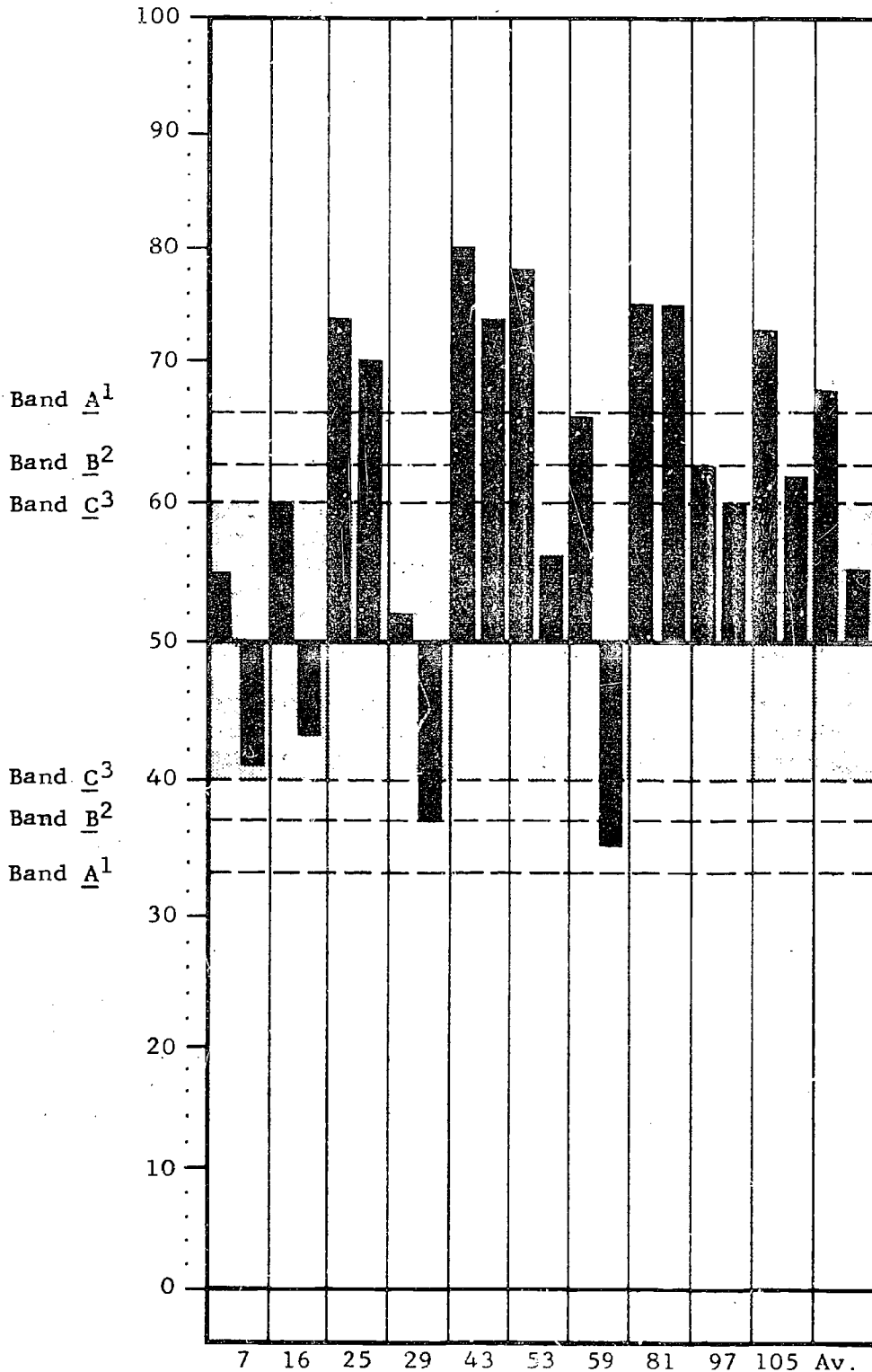
Title I (N=2622)



Non-Title I (N=201)

- ¹Significant at .001 level
- ²Significant at .01 level
- ³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS
CLASSIFIED BY ABILITY GROUP



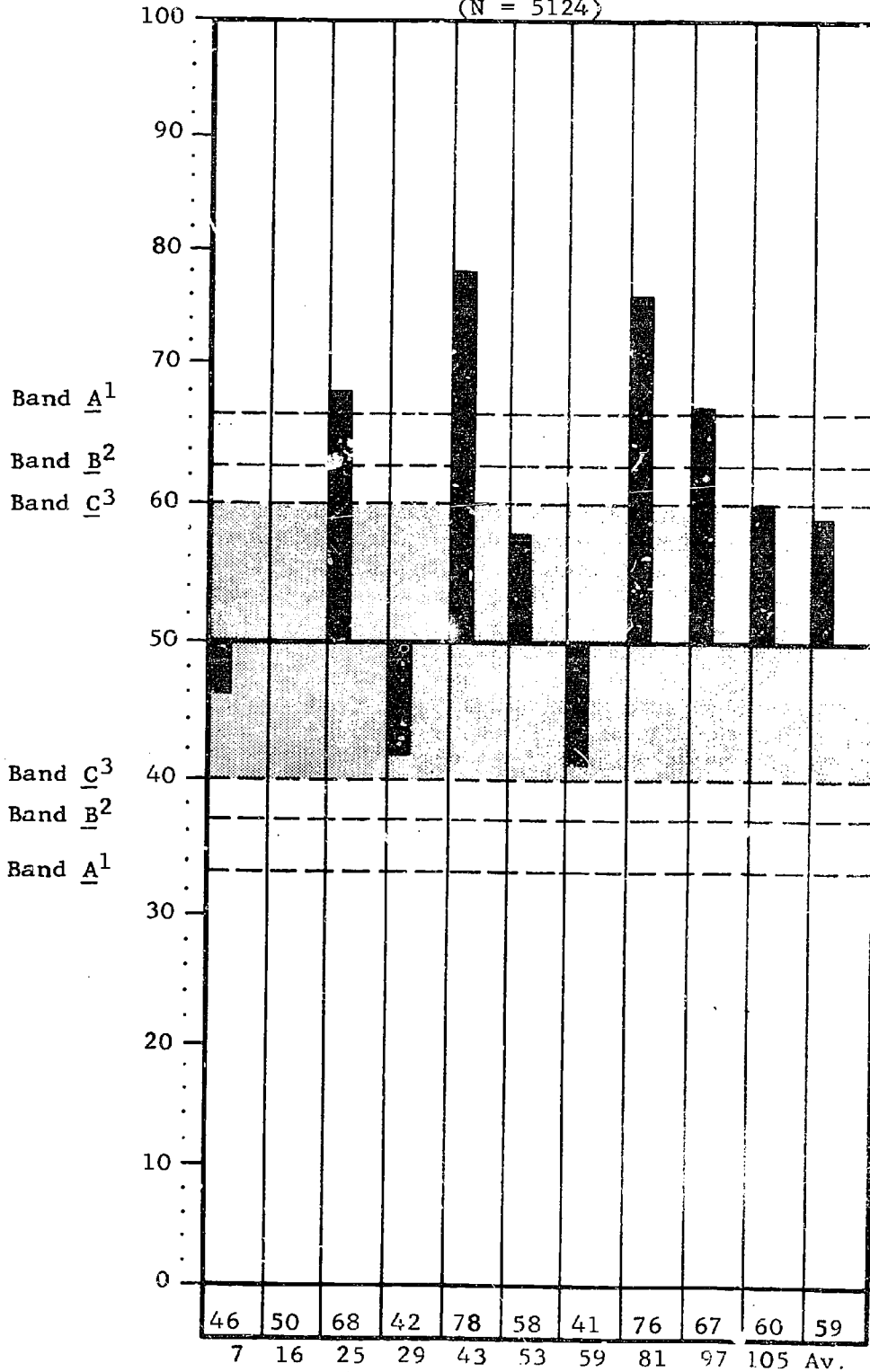
Low Ability Group-Left Bar (N = 803)
High Ability Group-Right Bar (N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level



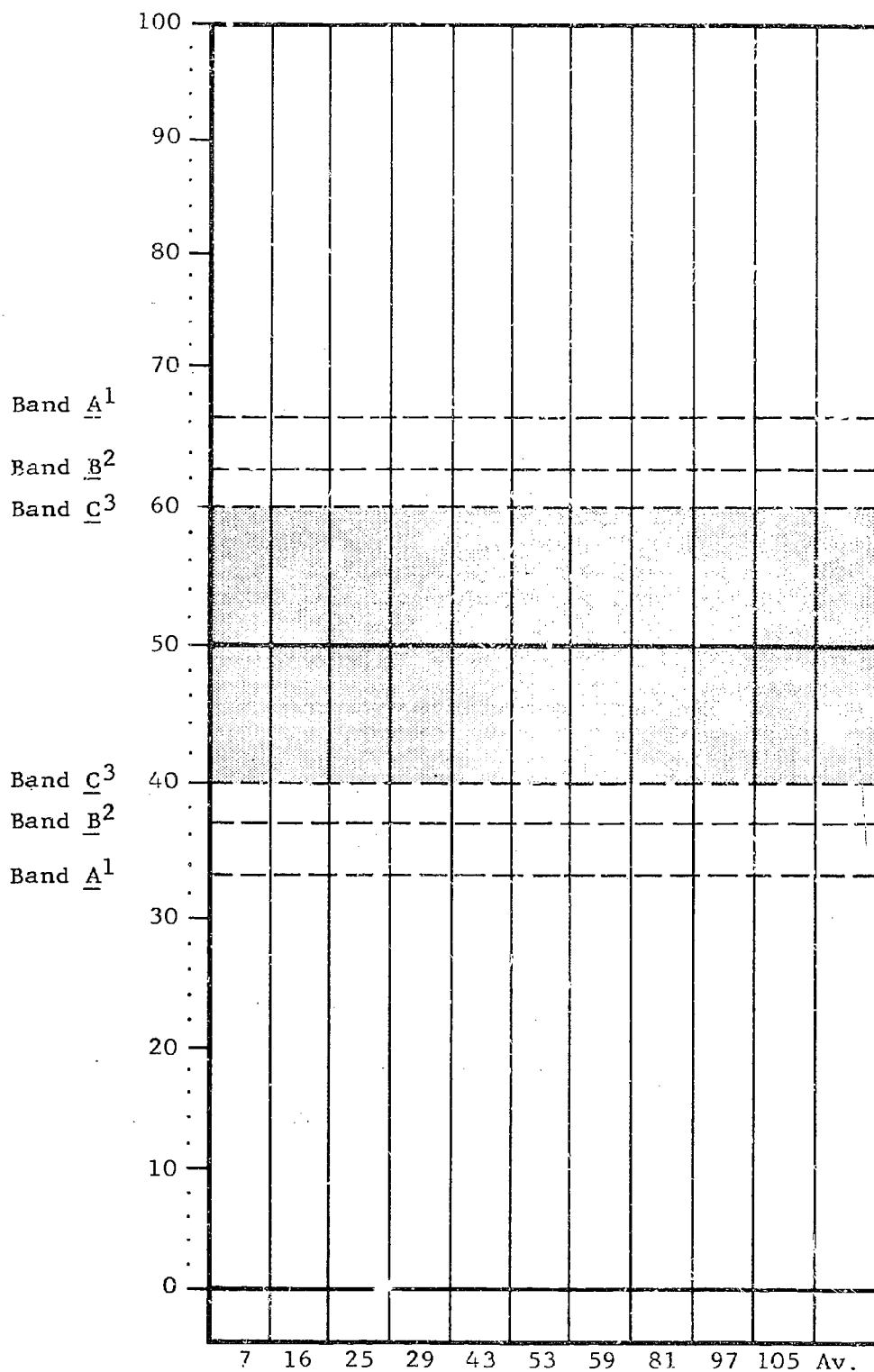
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS

(N = 5124)



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS

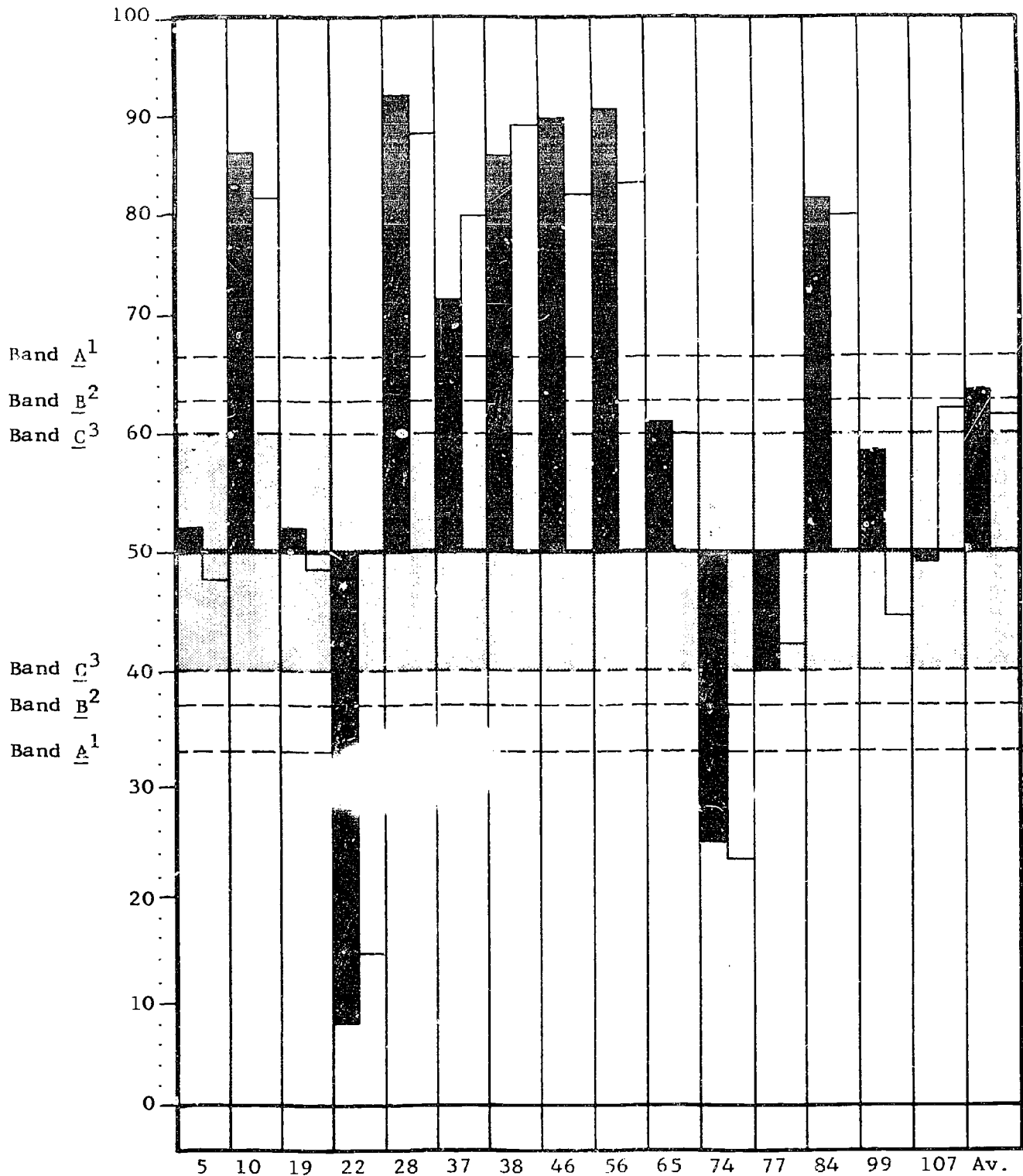


¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



Band A¹
Band B²
Band C³

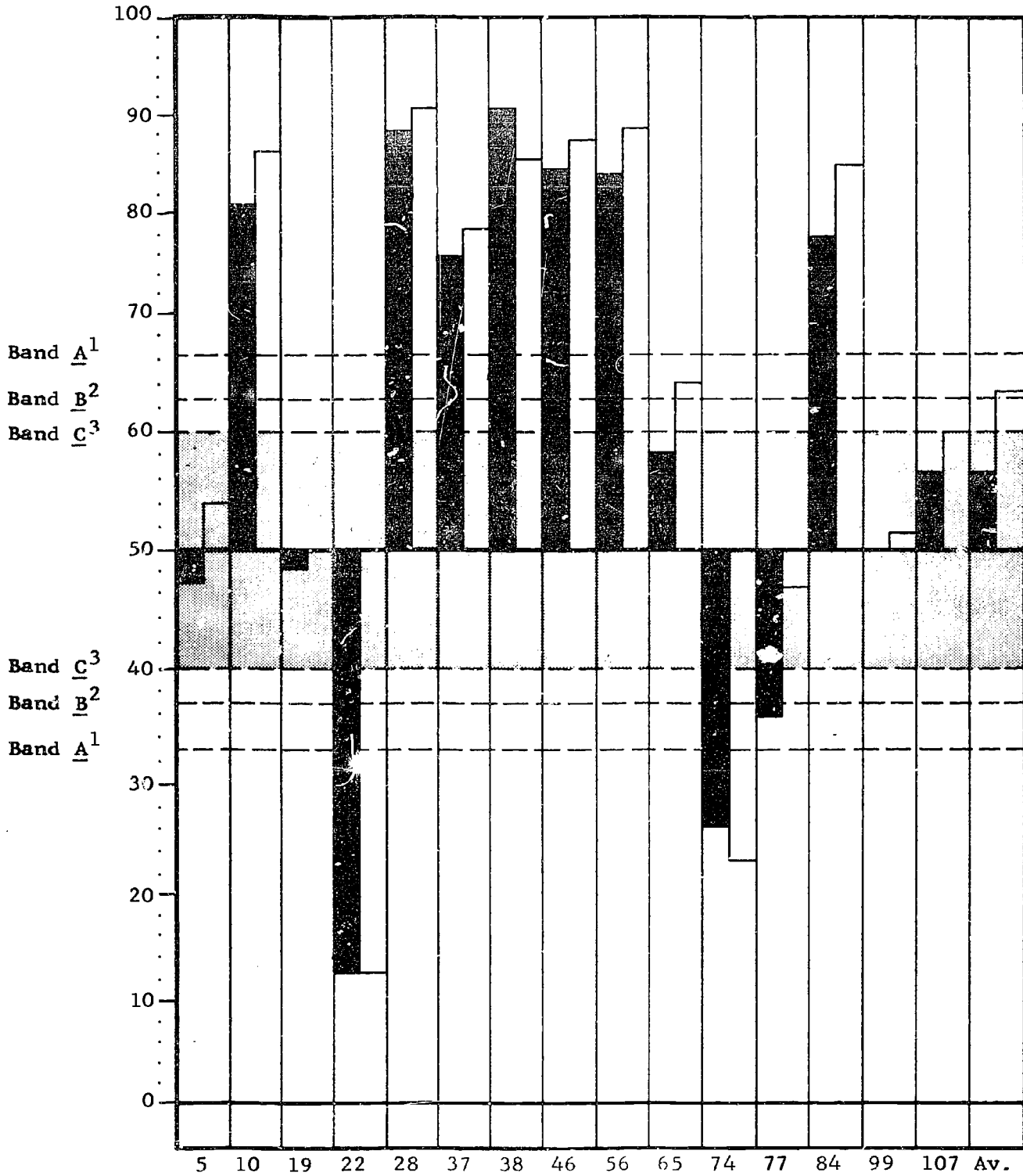
Band C³
Band B²
Band A¹

5th (N=2021)

6th (N=2873)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



Band A¹

Band B²

Band C³

Band C³

Band B²

Band A¹

Boys (N=2667)

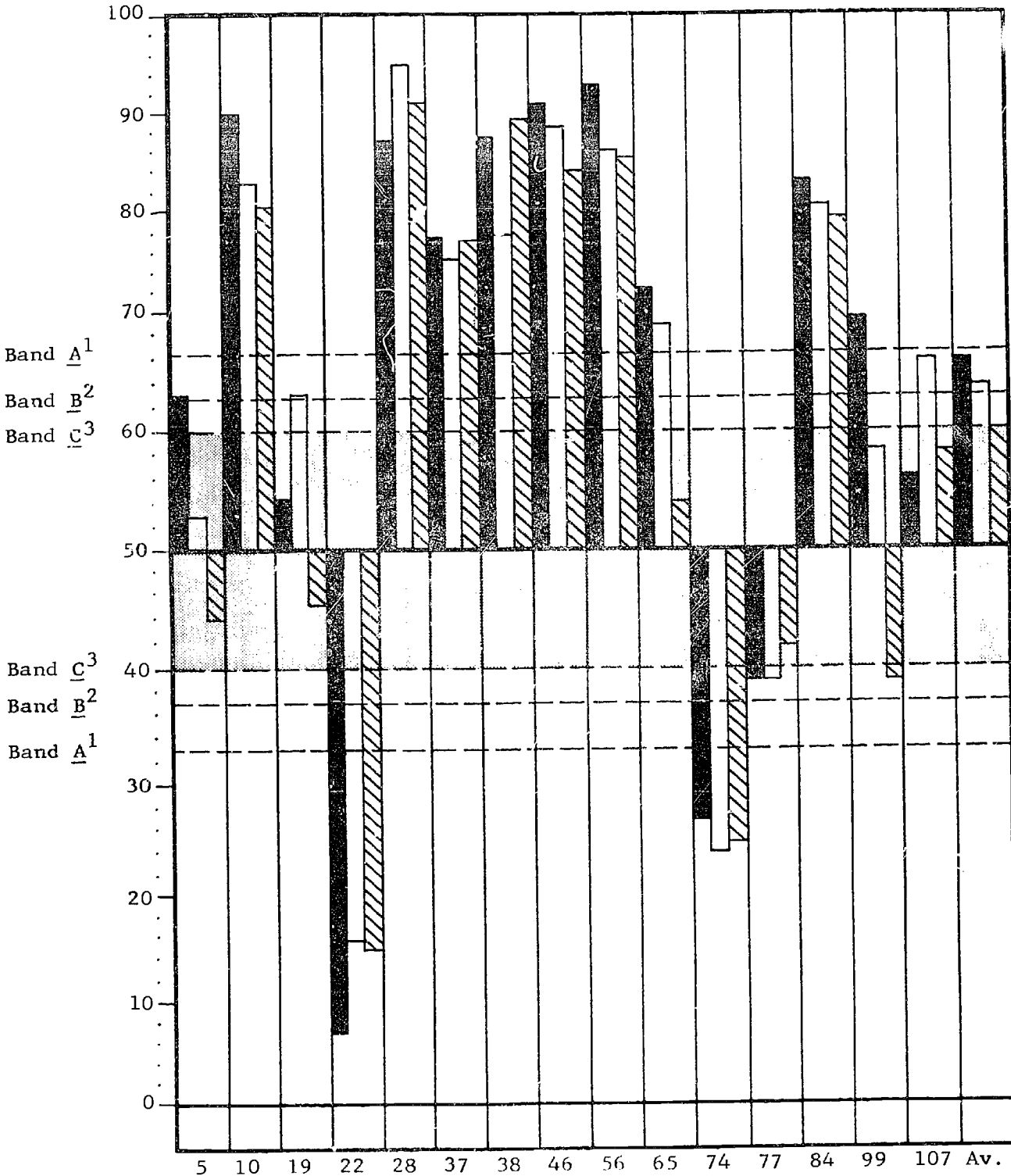
Girls (N=2444)


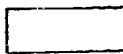

¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS

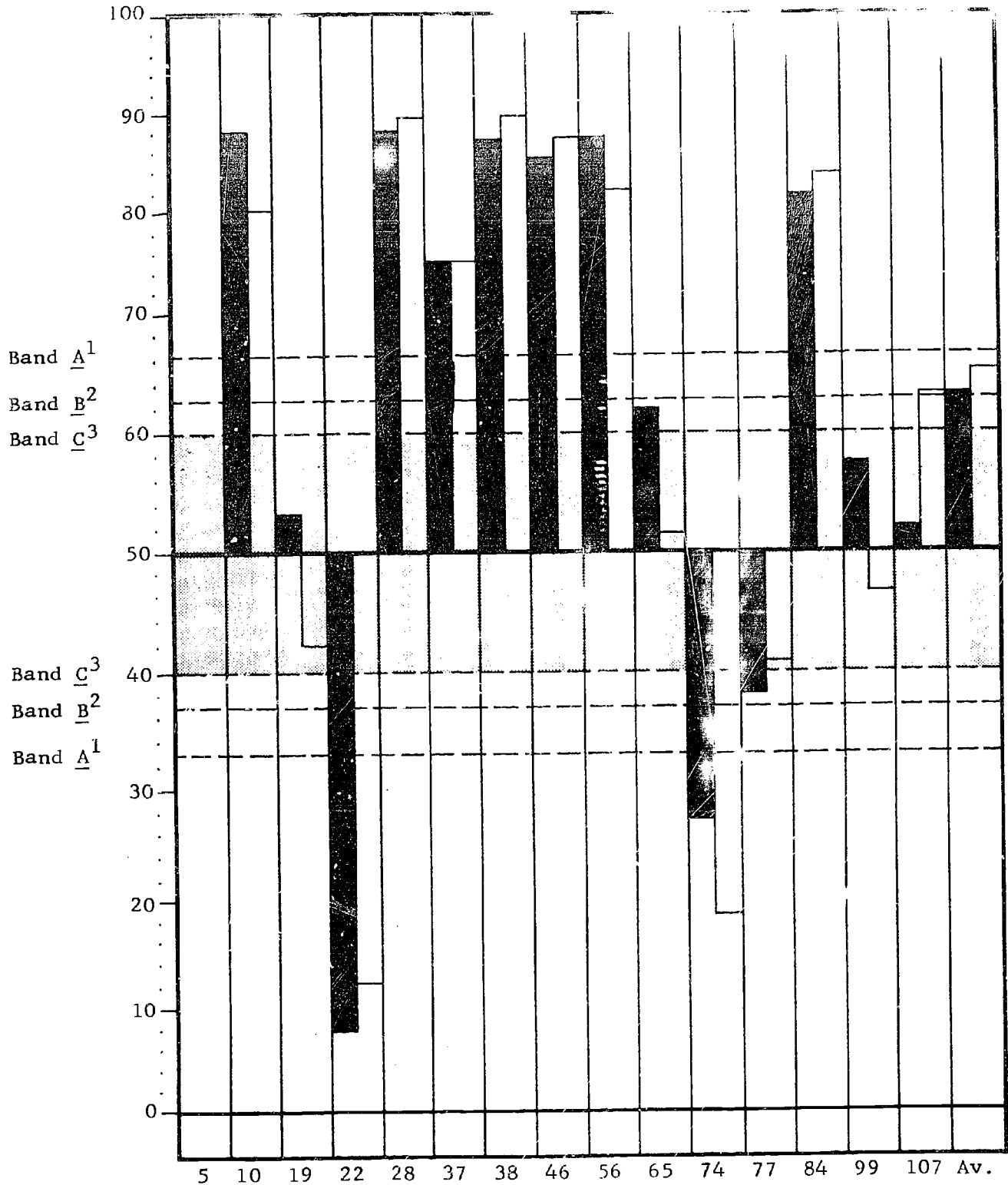


 Mexican American
 Afro-American
 Anglo American

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level



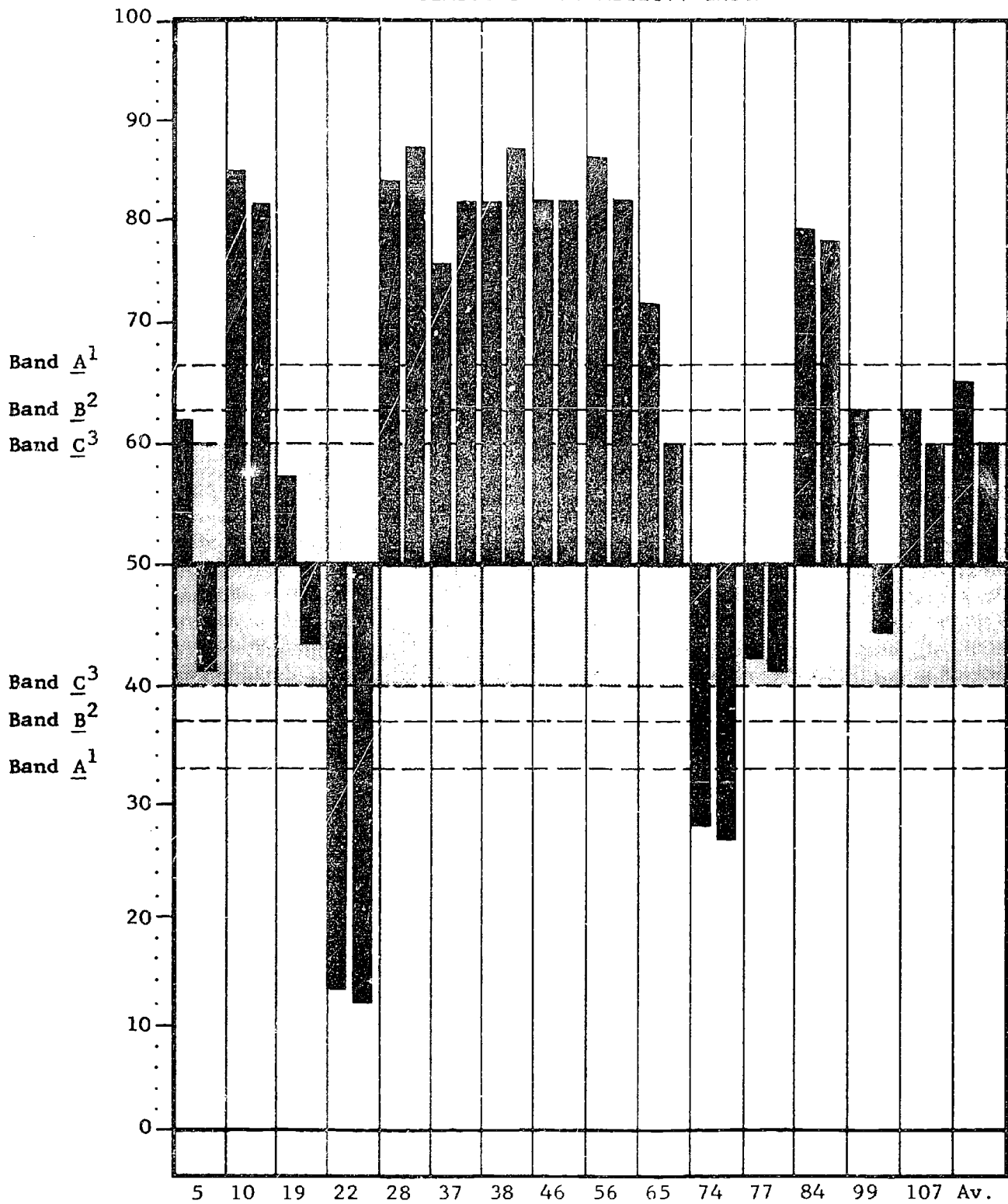
PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



Title I (N=2622)
 Non-Title I (N=2051)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS
CLASSIFIED BY ABILITY GROUP

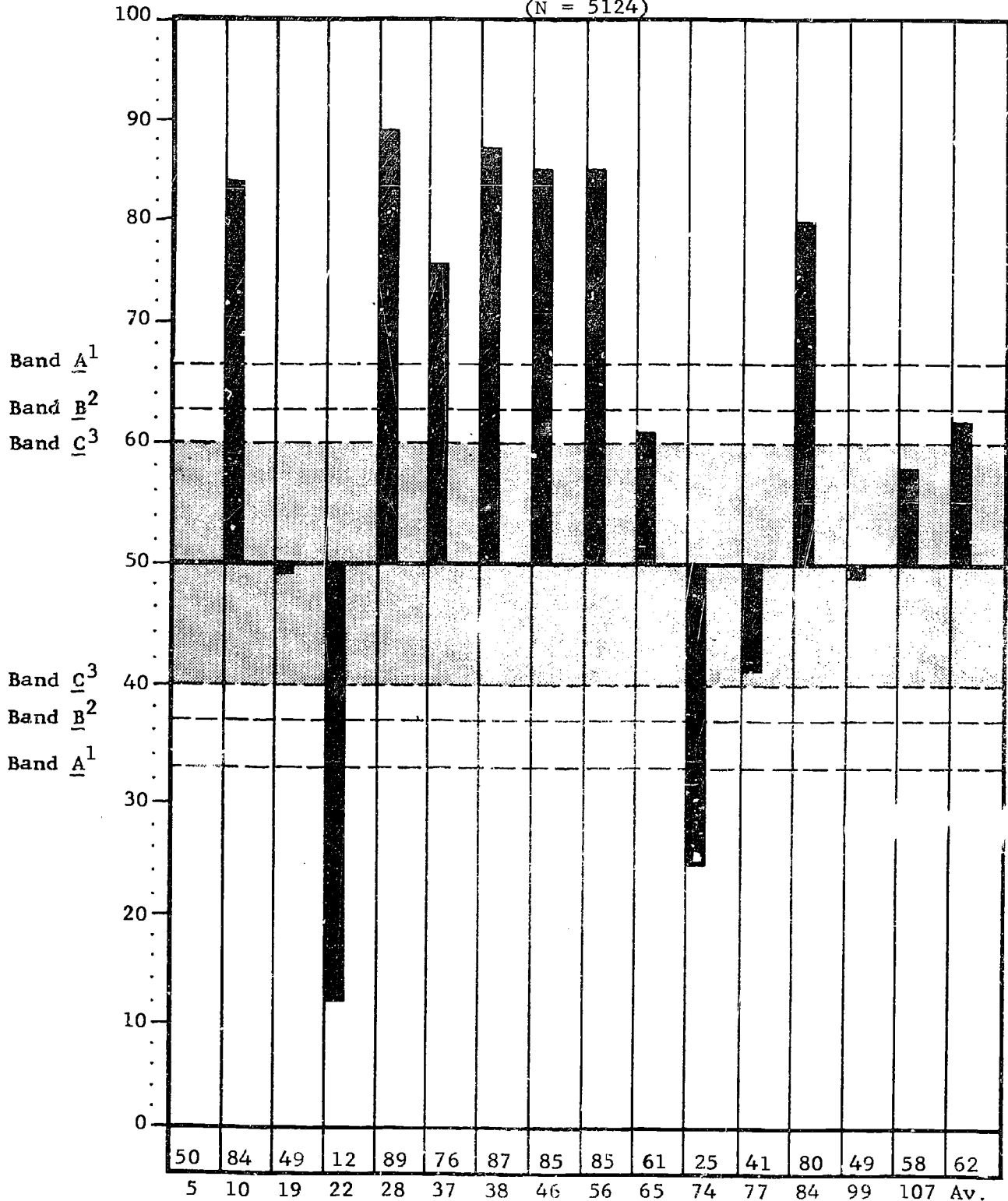


Low Ability Group-Left Bar (N = 803)
 High Ability Group-Right Bar (N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

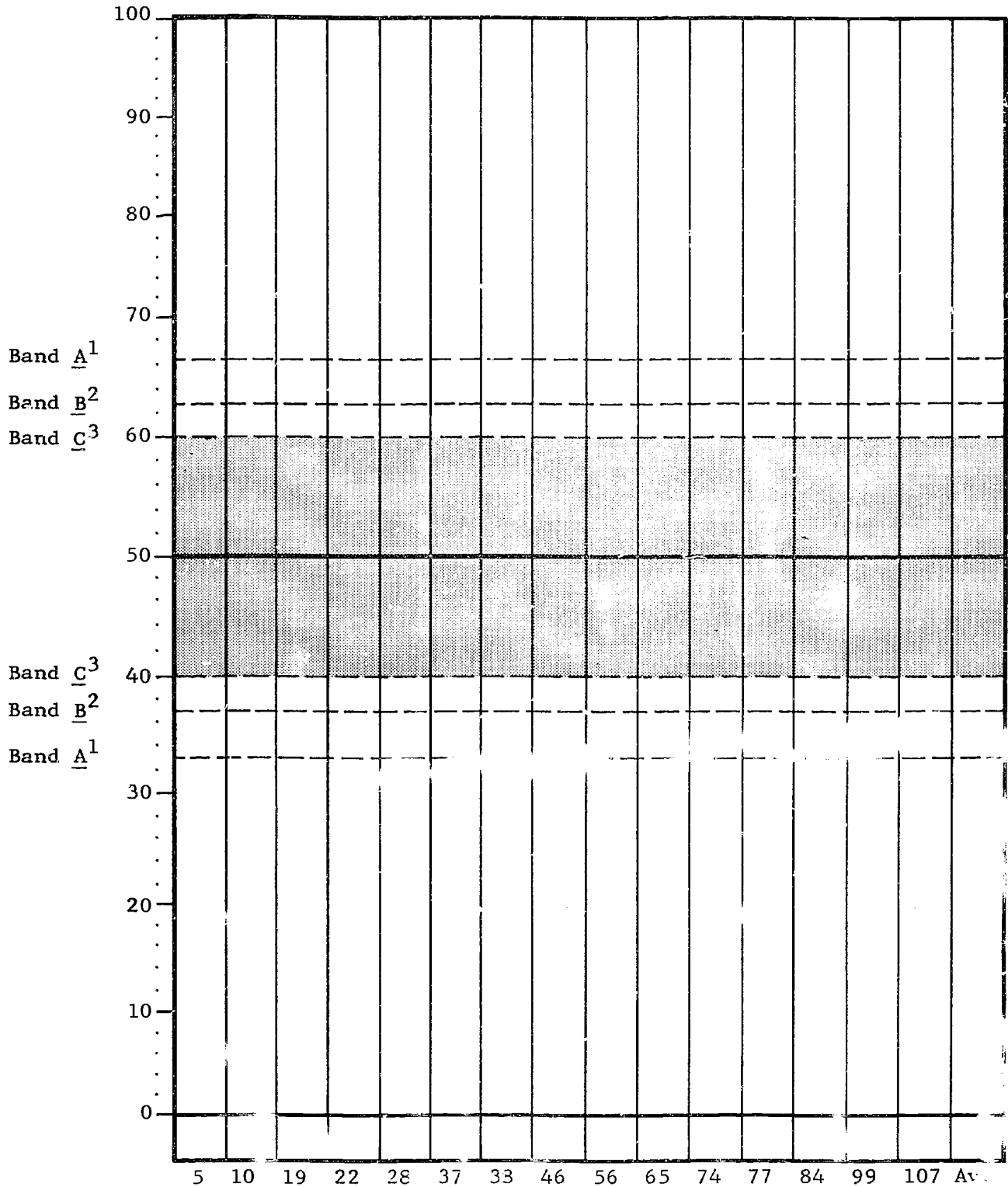
PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS

(N = 5124)



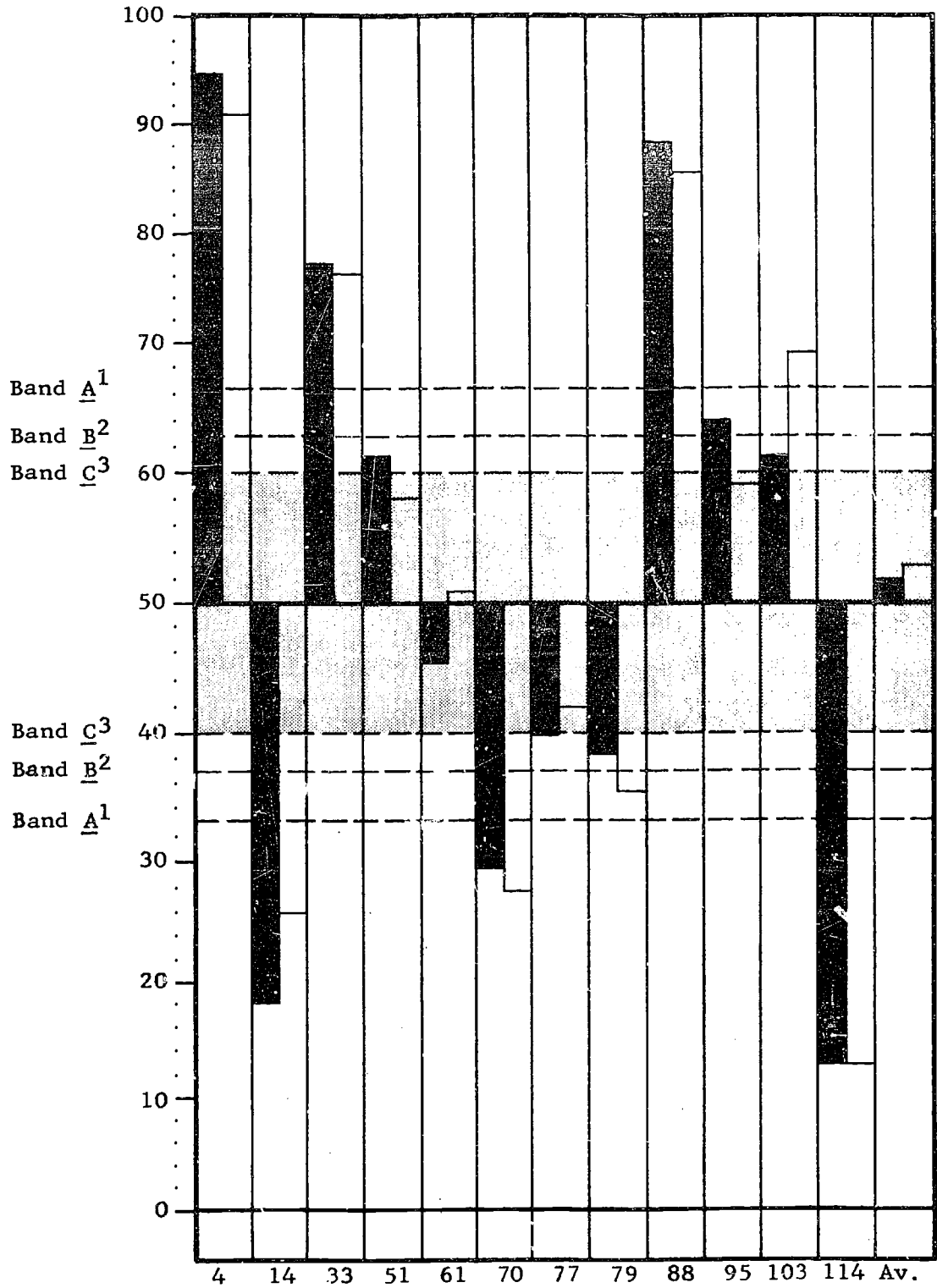
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

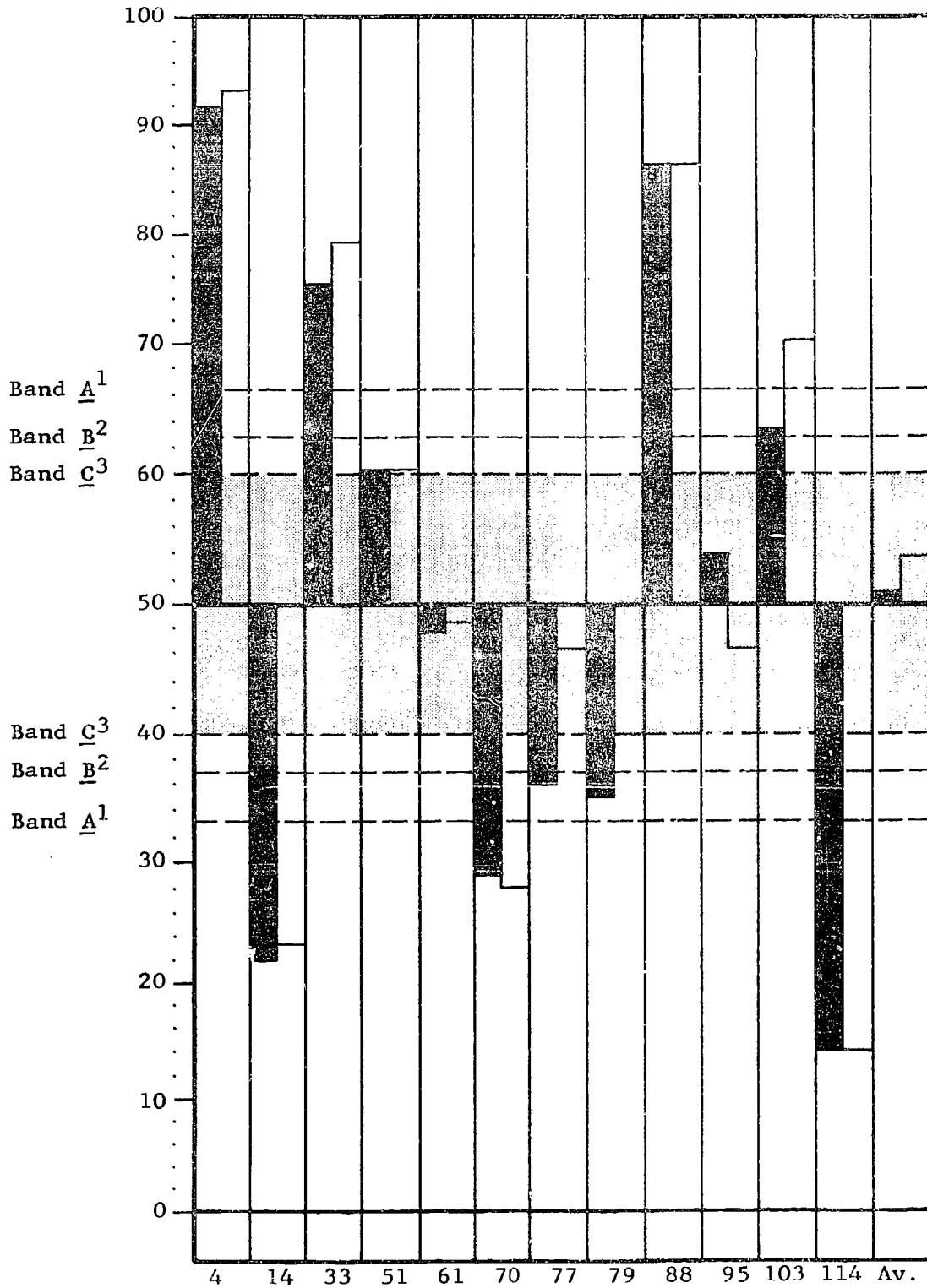
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



5th (N=2021)
 6th (N=2873)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

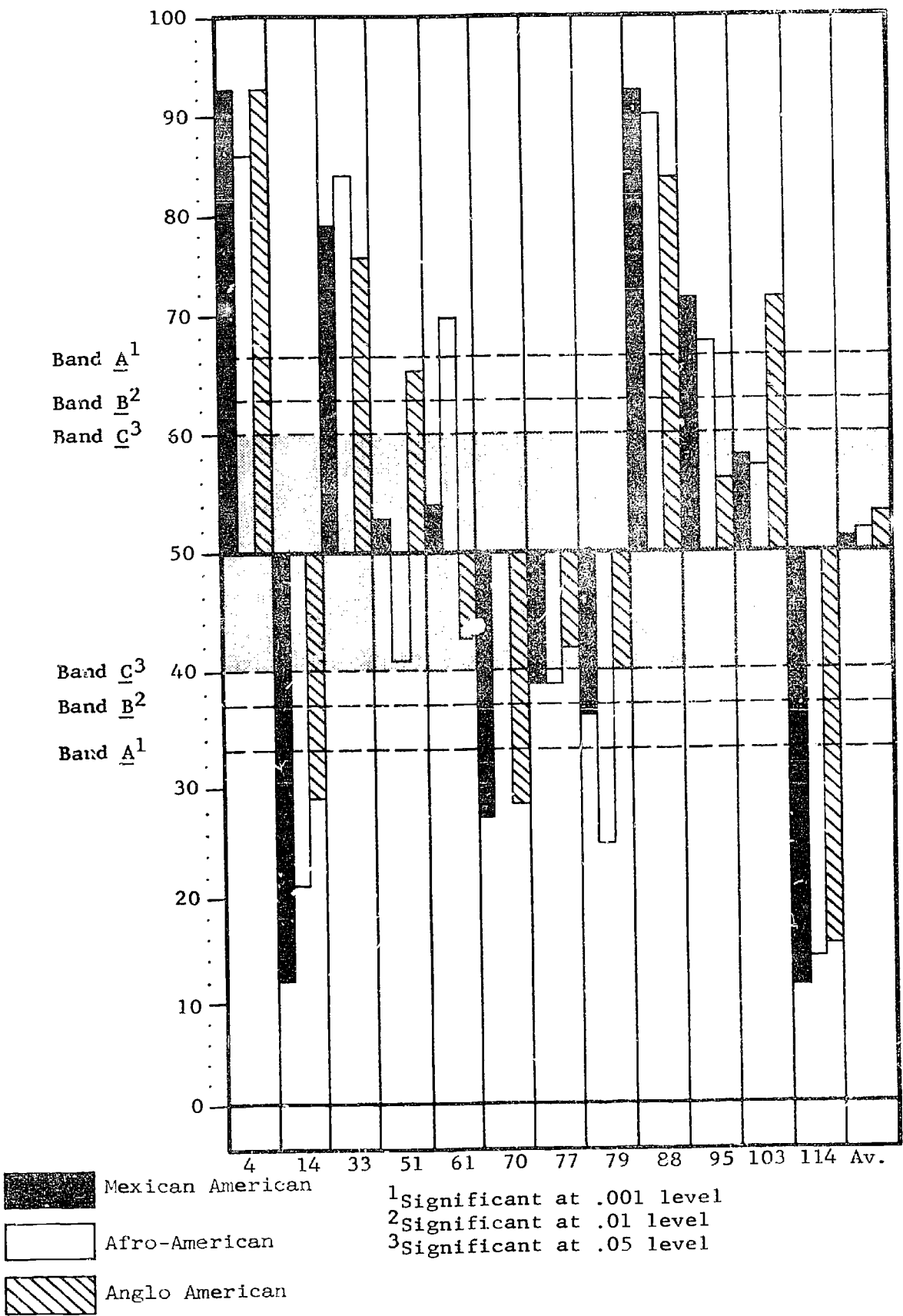
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



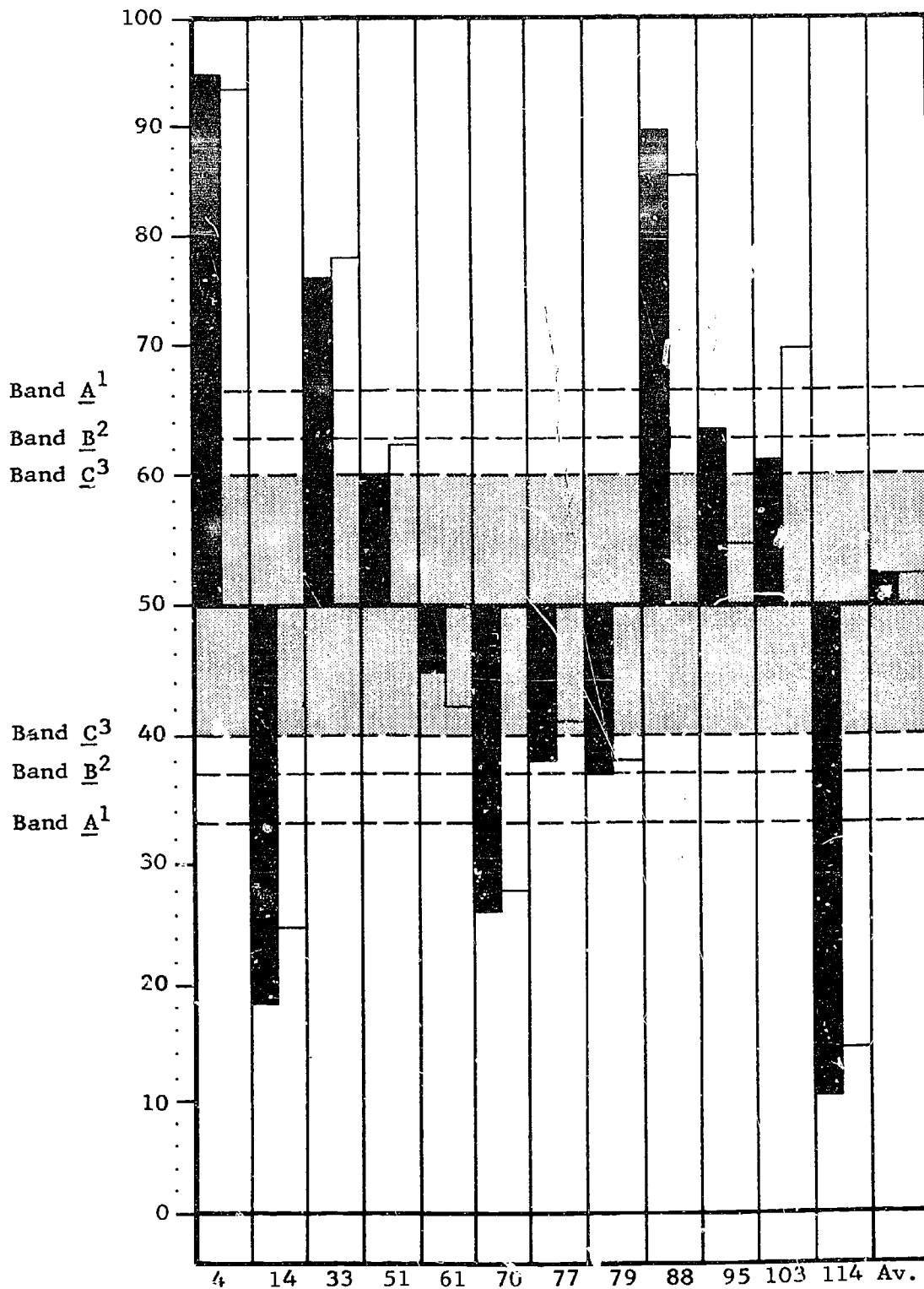
Boys (N=2667)
Girls (N=2444)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



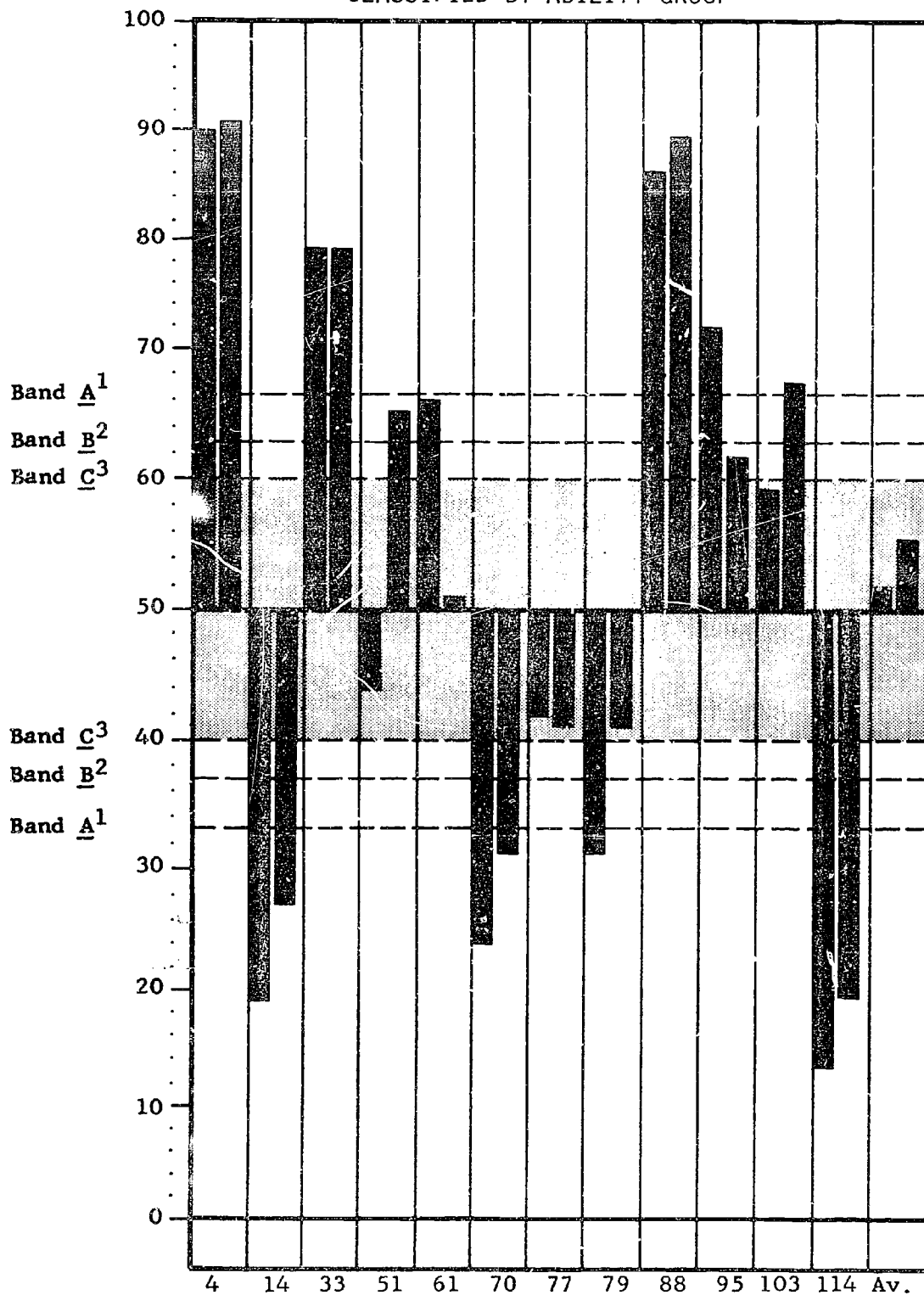
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



Title I (N=2622)
Non-Title I (N=2051)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS
CLASSIFIED BY ABILITY GROUP

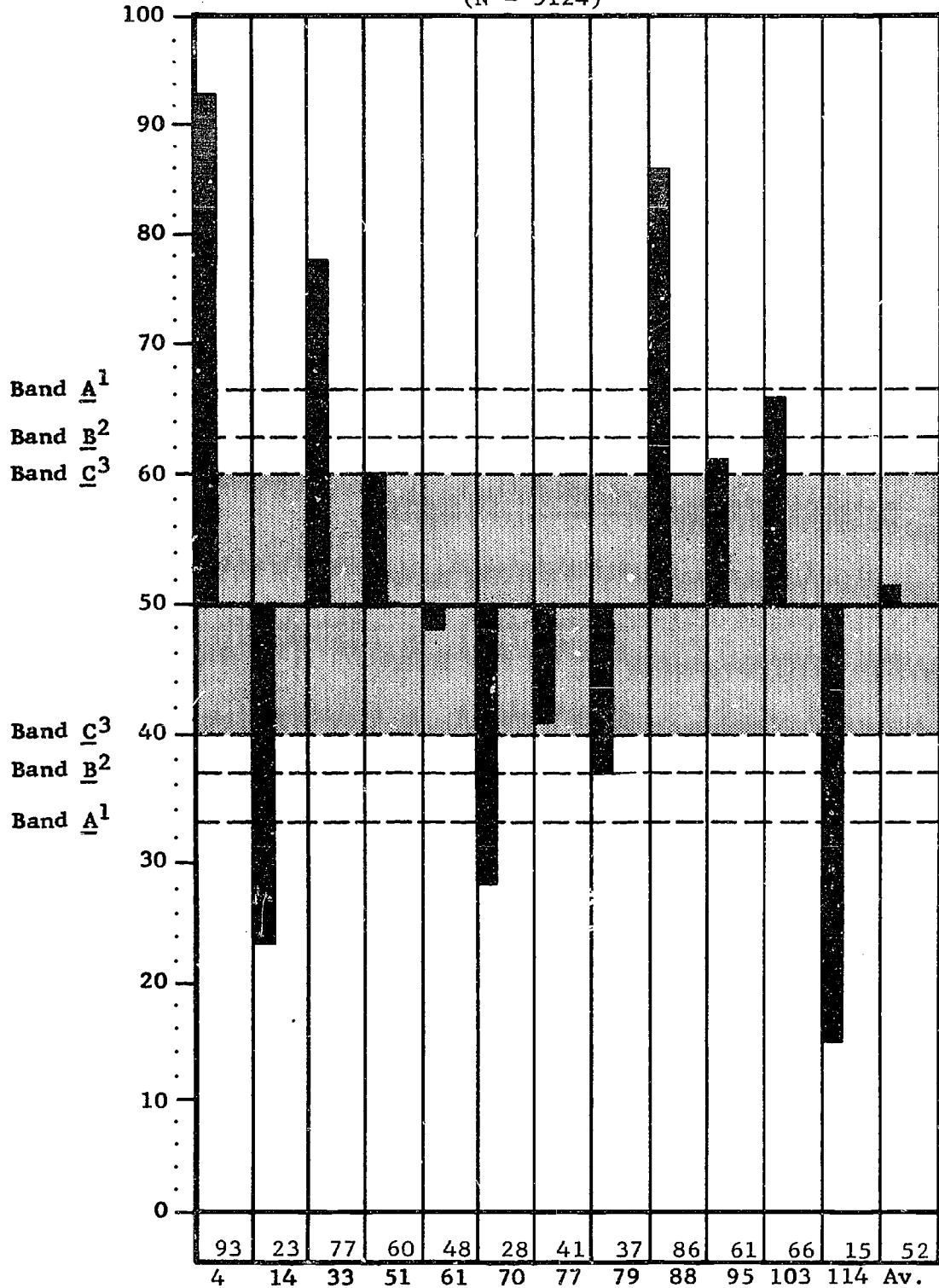


Low Ability Group-Left Bar (N = 803)
High Ability Group-Right Bar (N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS

(N = 5124)

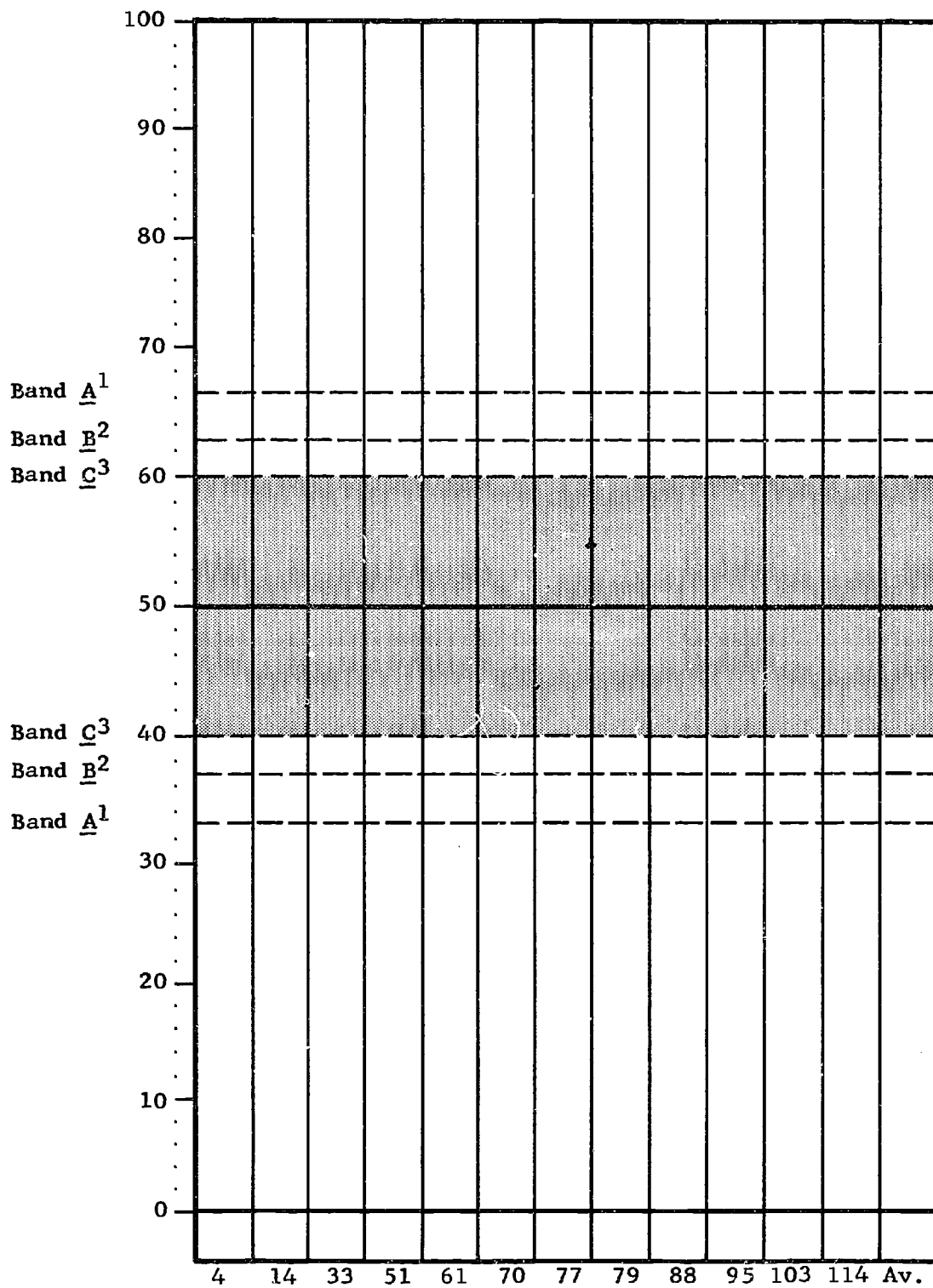


¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level.

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS

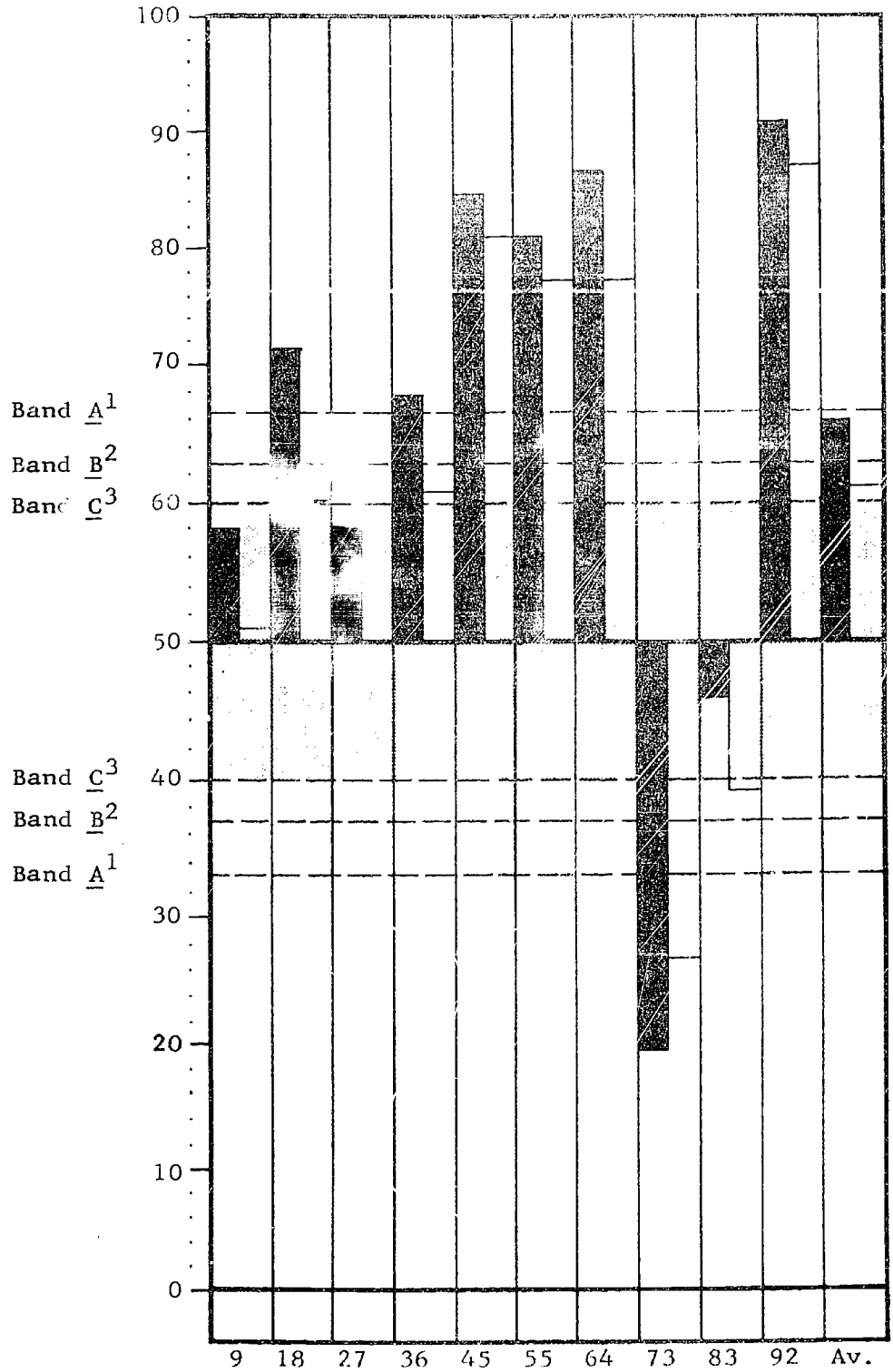


¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

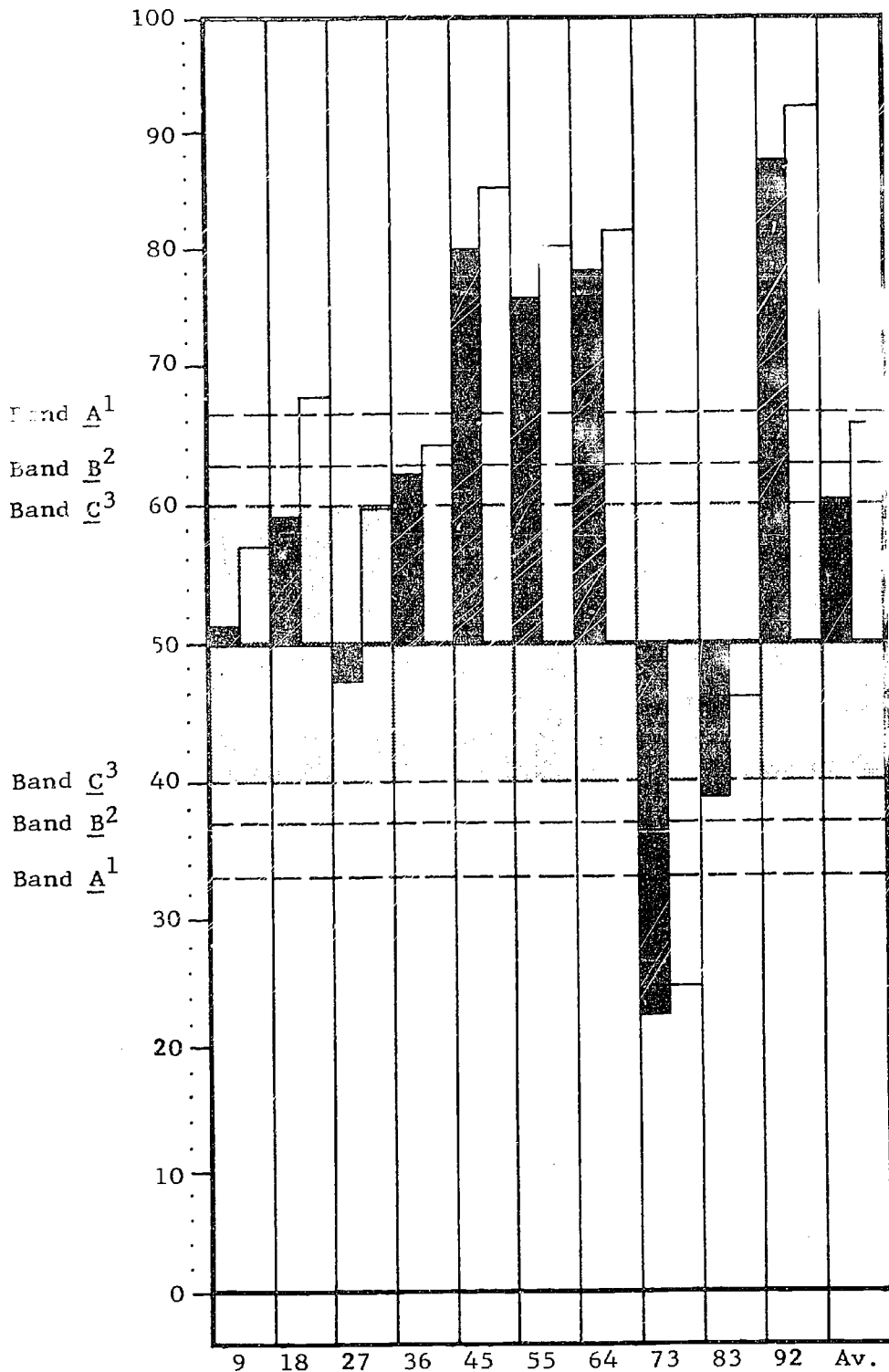
PERCENTAGE OF PUPILS RESPONDING TO HOME-SCHOOL PRESS



5th (N=2021)
 6th (N=2873)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

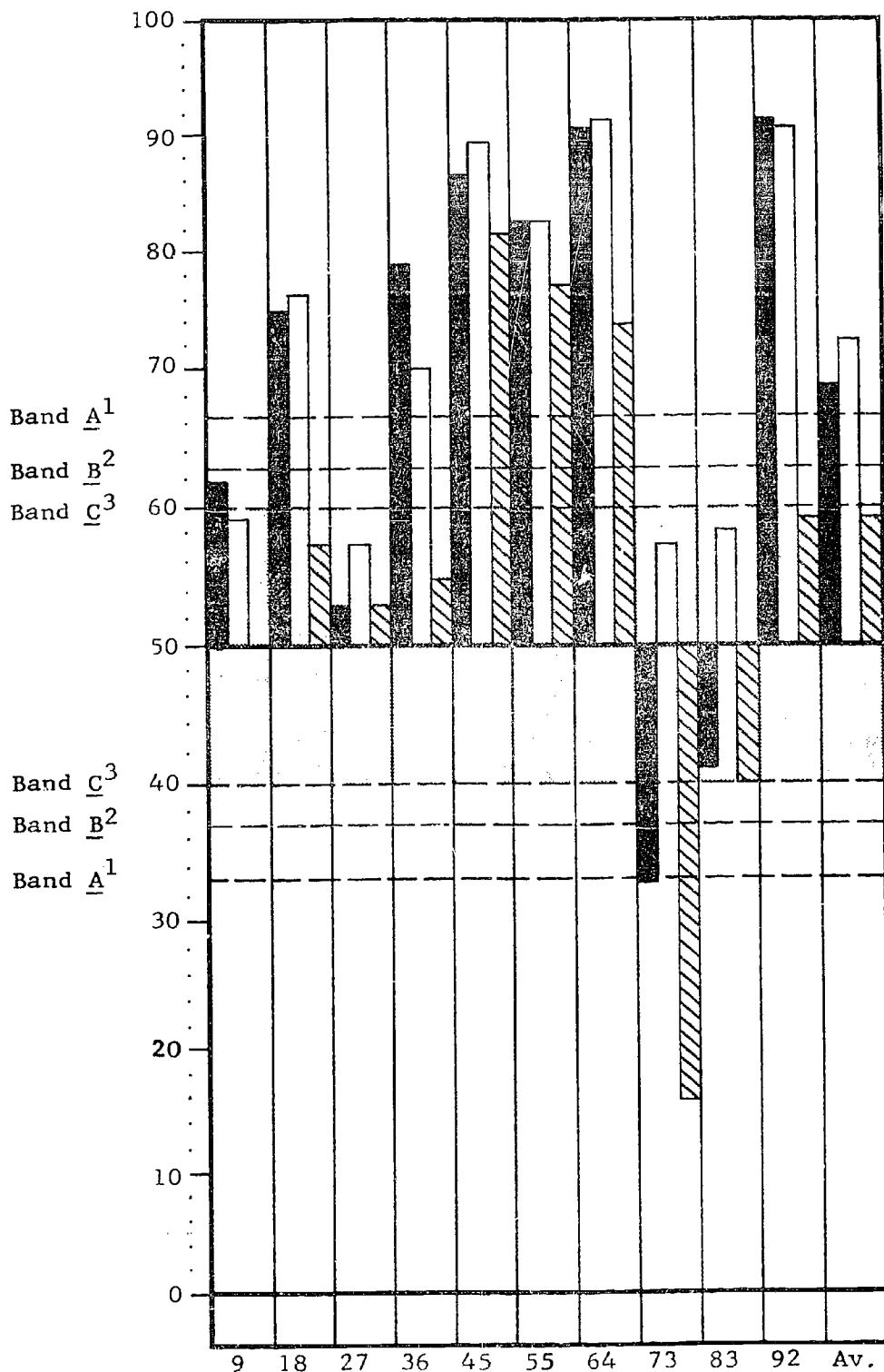
PERCENTAGE OF PUPILS RESPONDING TO HOME-SCHOOL PRESS



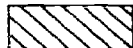


Boys (N=2667)
 Girls (N=2444)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

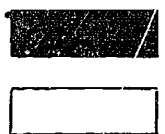
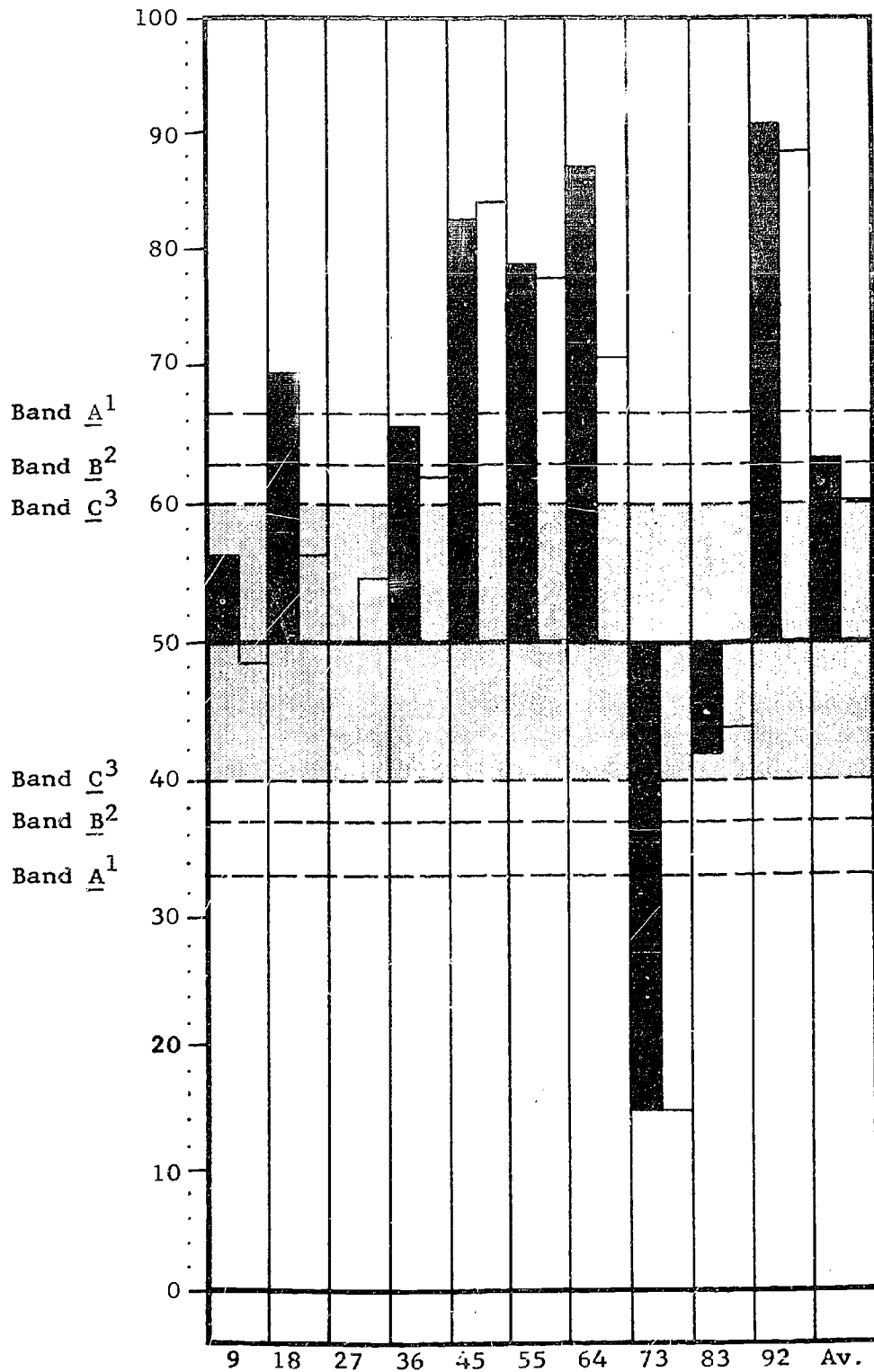
PERCENTAGE OF PUPILS RESPONDING TO HOME-SCHOOL PRESS



 Mexican American
 Afro-American
 Anglo American

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO HOME-SCHOOL PRESS



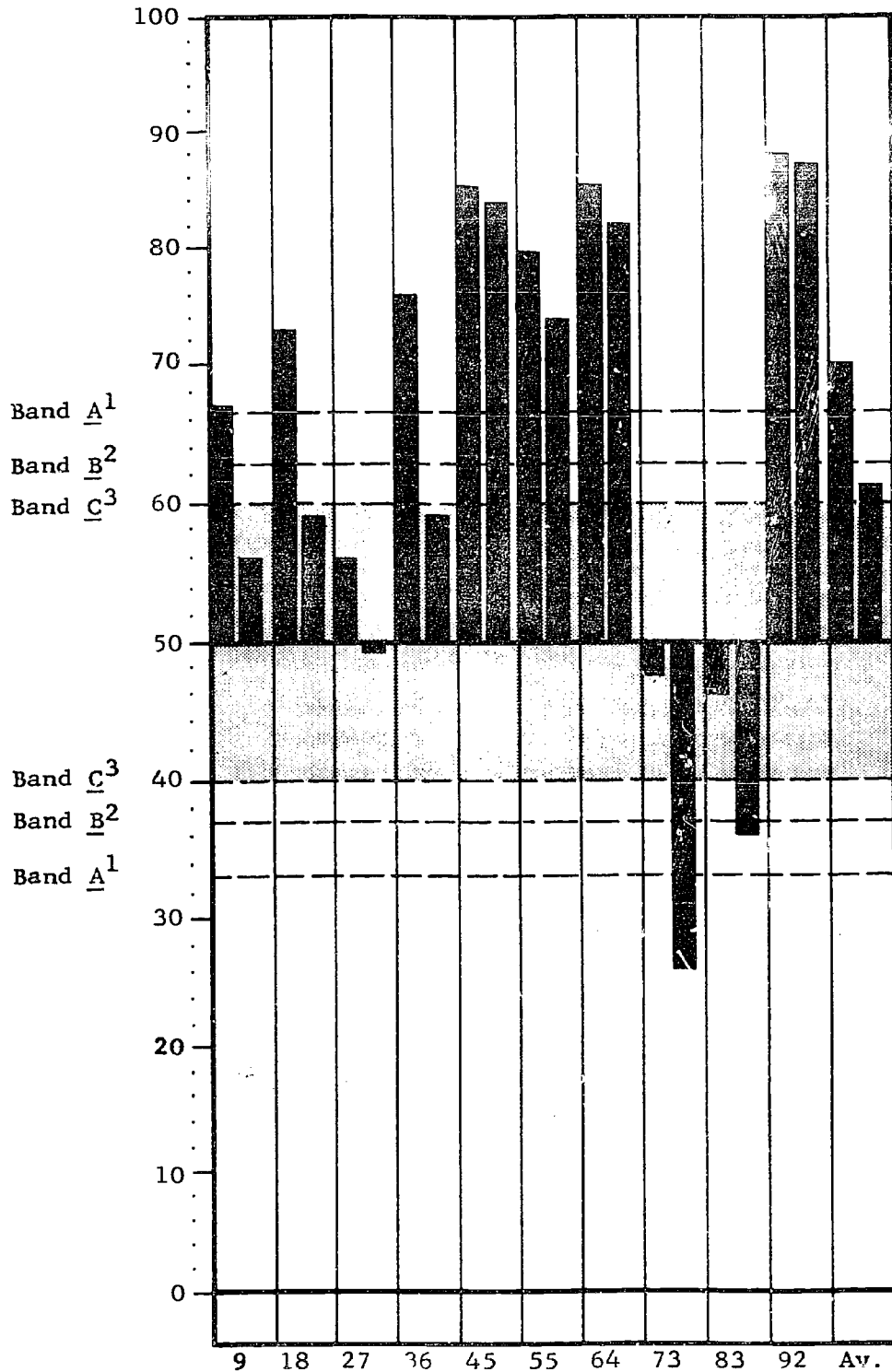
Title I (N=2622)

Non-Title I (N=2051)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS

CLASSIFIED BY ABILITY GROUP

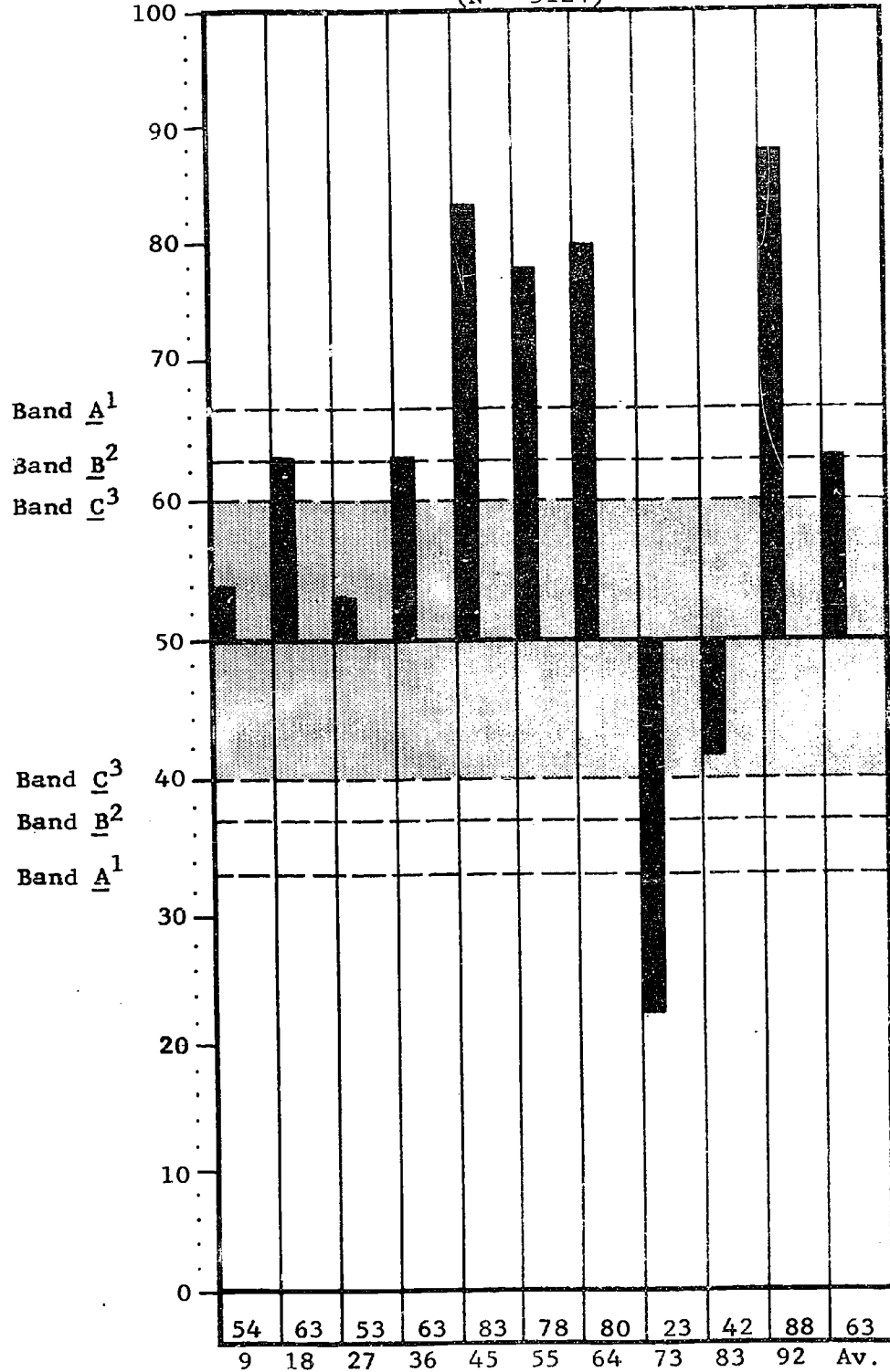


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

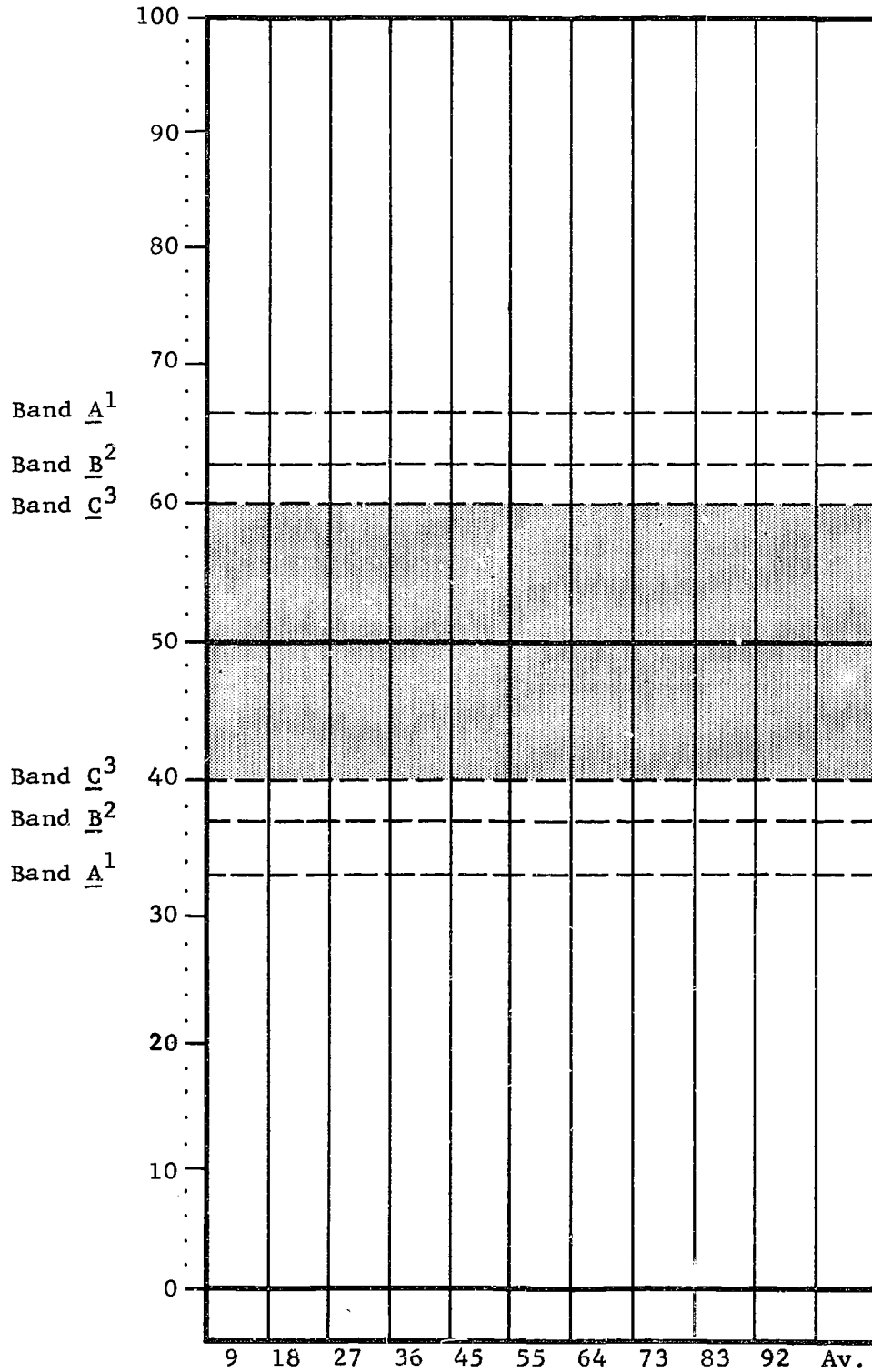
PERCENTAGE OF PUPILS RESPONDING TO HOME-SCHOOL PRESS

(N = 5124)



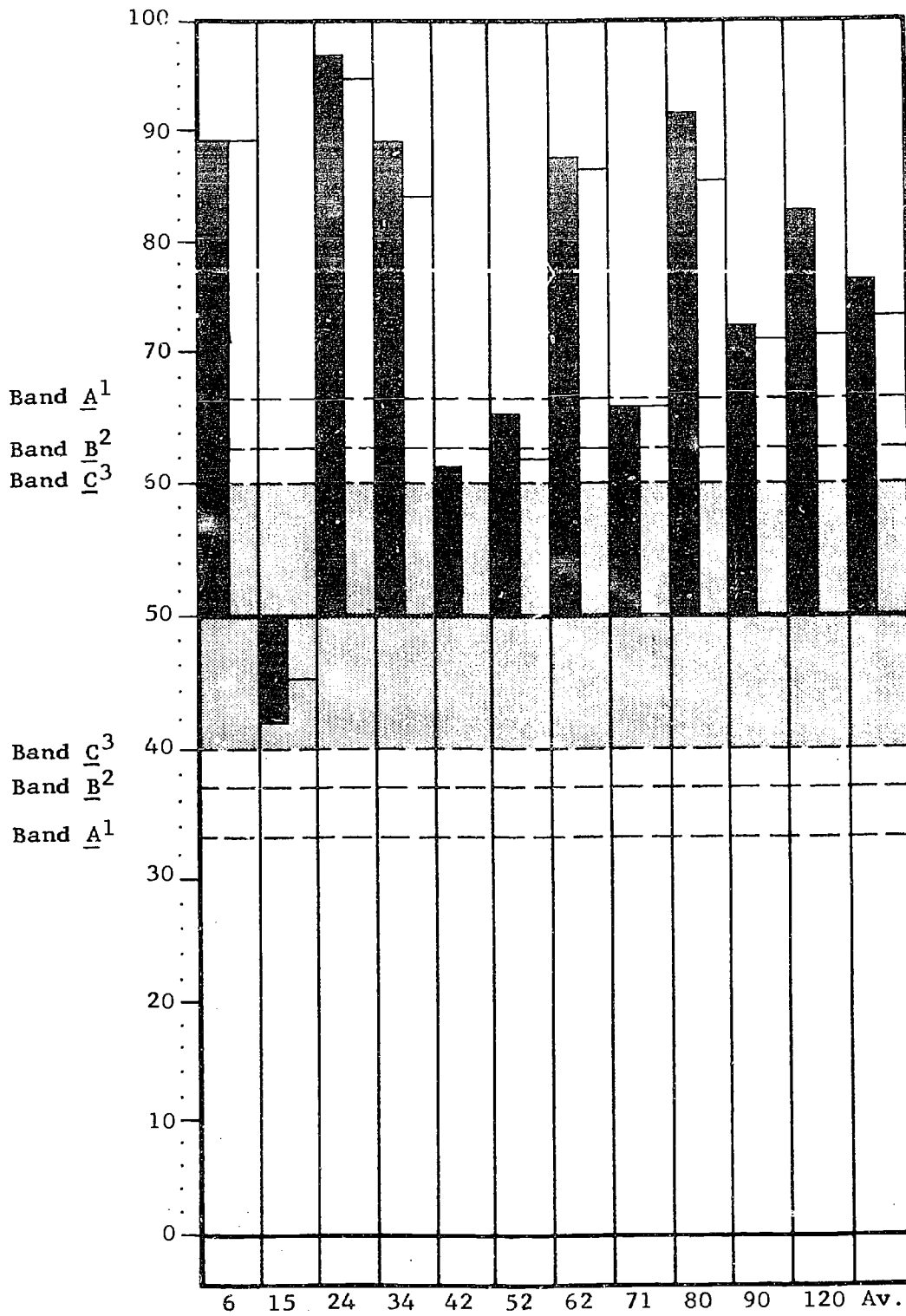
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



5th (N=2021)

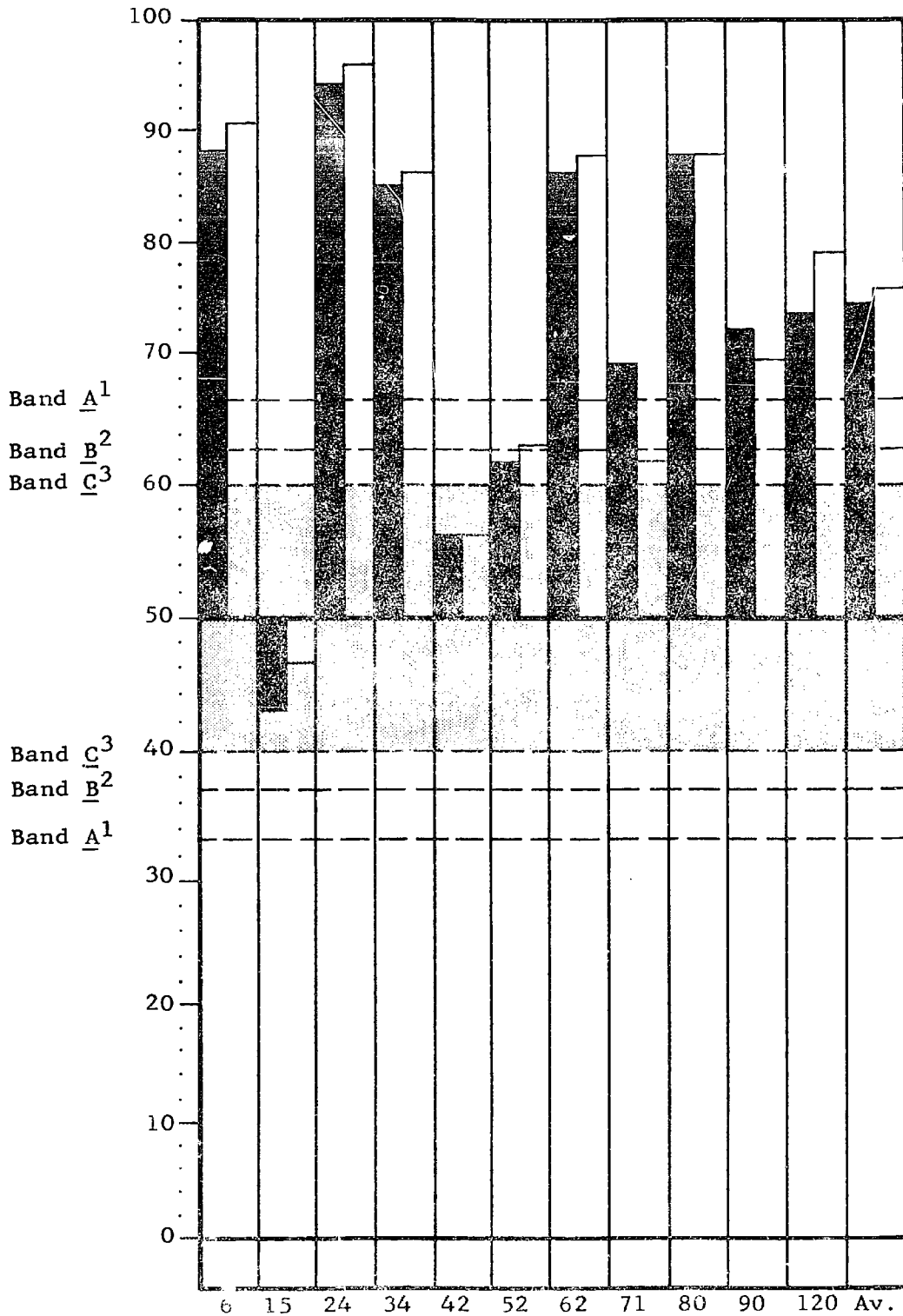
6th (N=2873)

¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

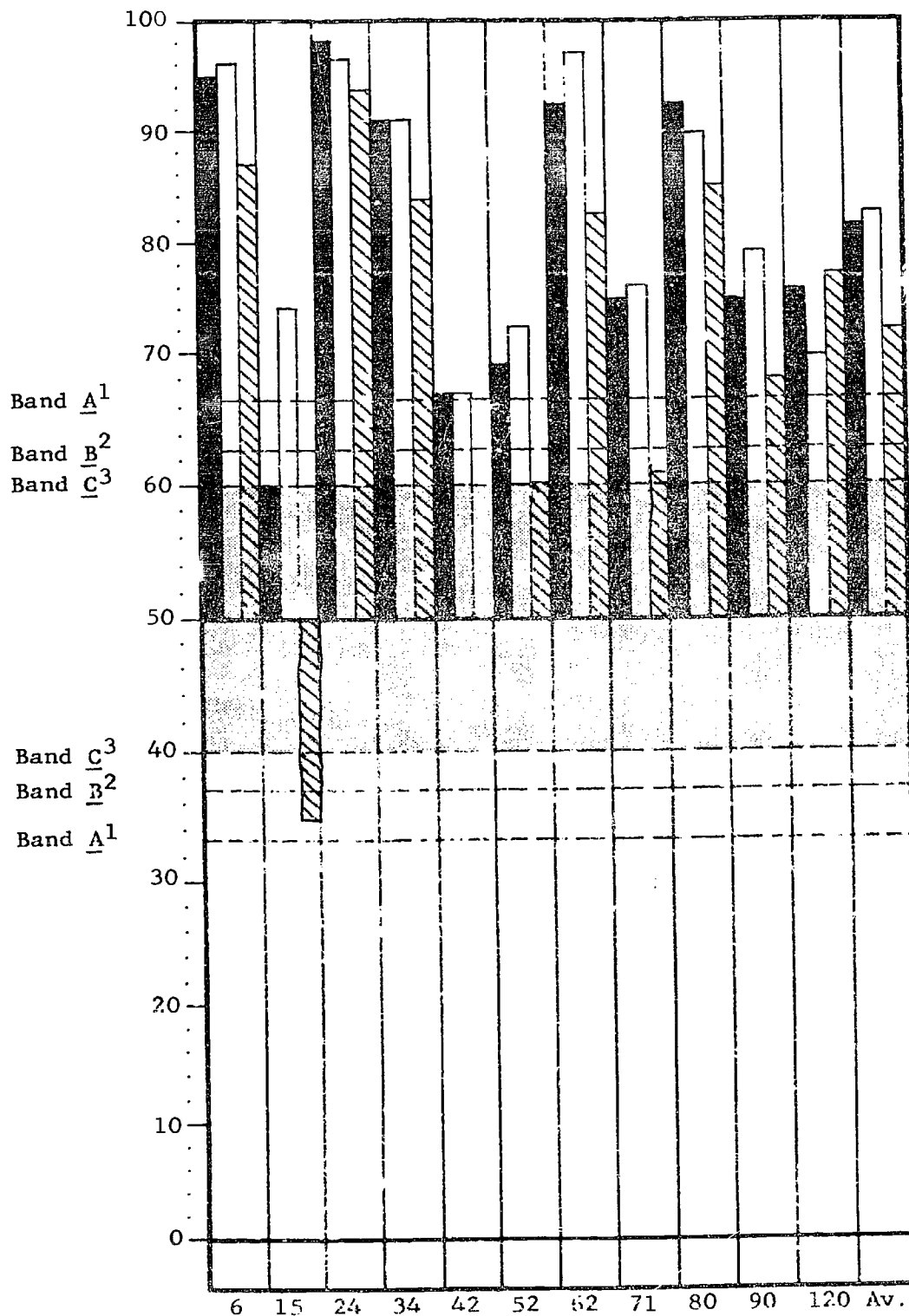
PERCENTAGE OF PUPILS RESPONDING TO VOCATIONAL PRESS






Boys (N=2667)
 Girls (N=2444)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

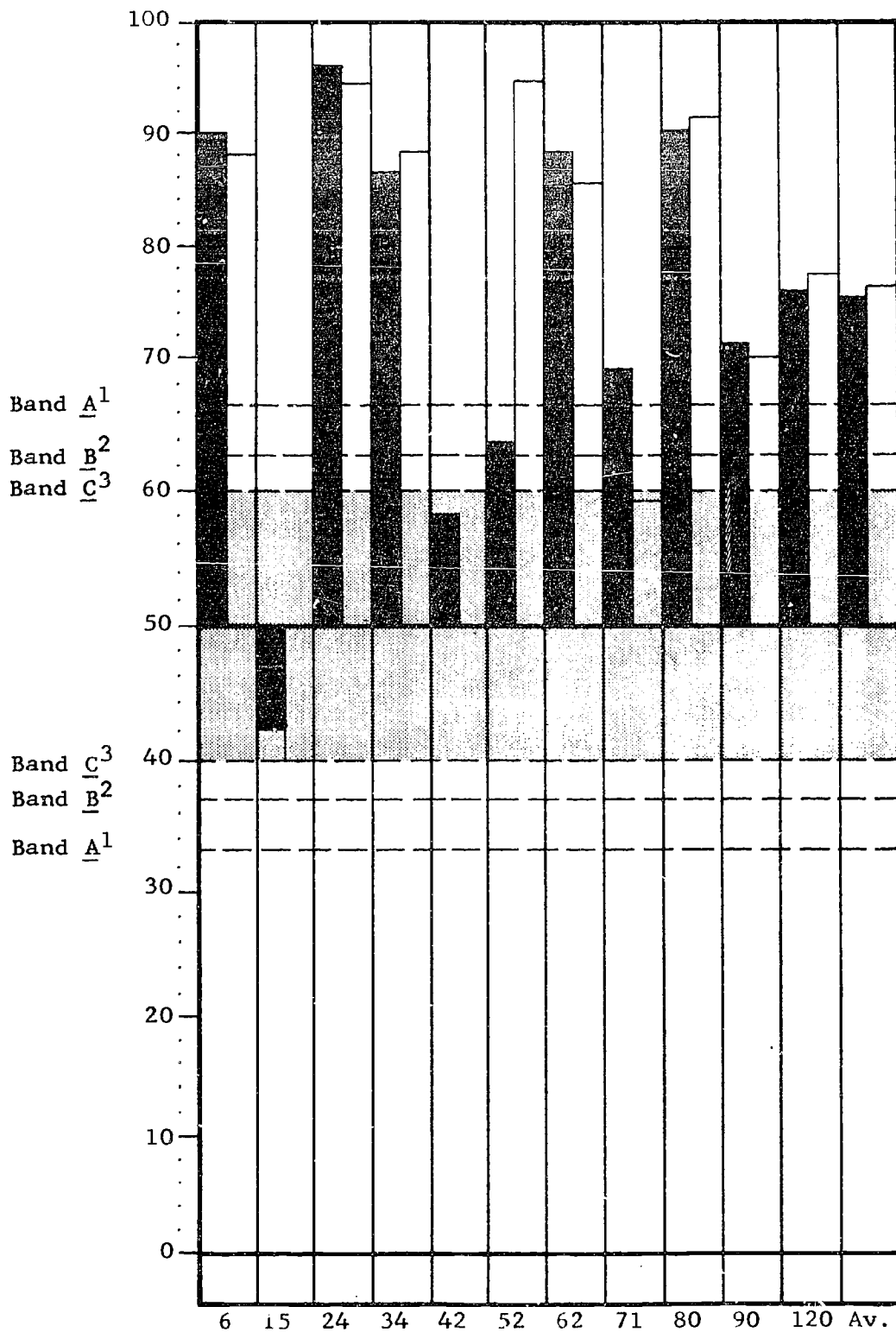
PERCENTAGE OF PUPILS RESPONDING TO VOCATIONAL PRESS



 Mexican American
 Afro-American
 Anglo American

1 Significant at .001 level
 2 Significant at .01 level
 3 Significant at .05 level

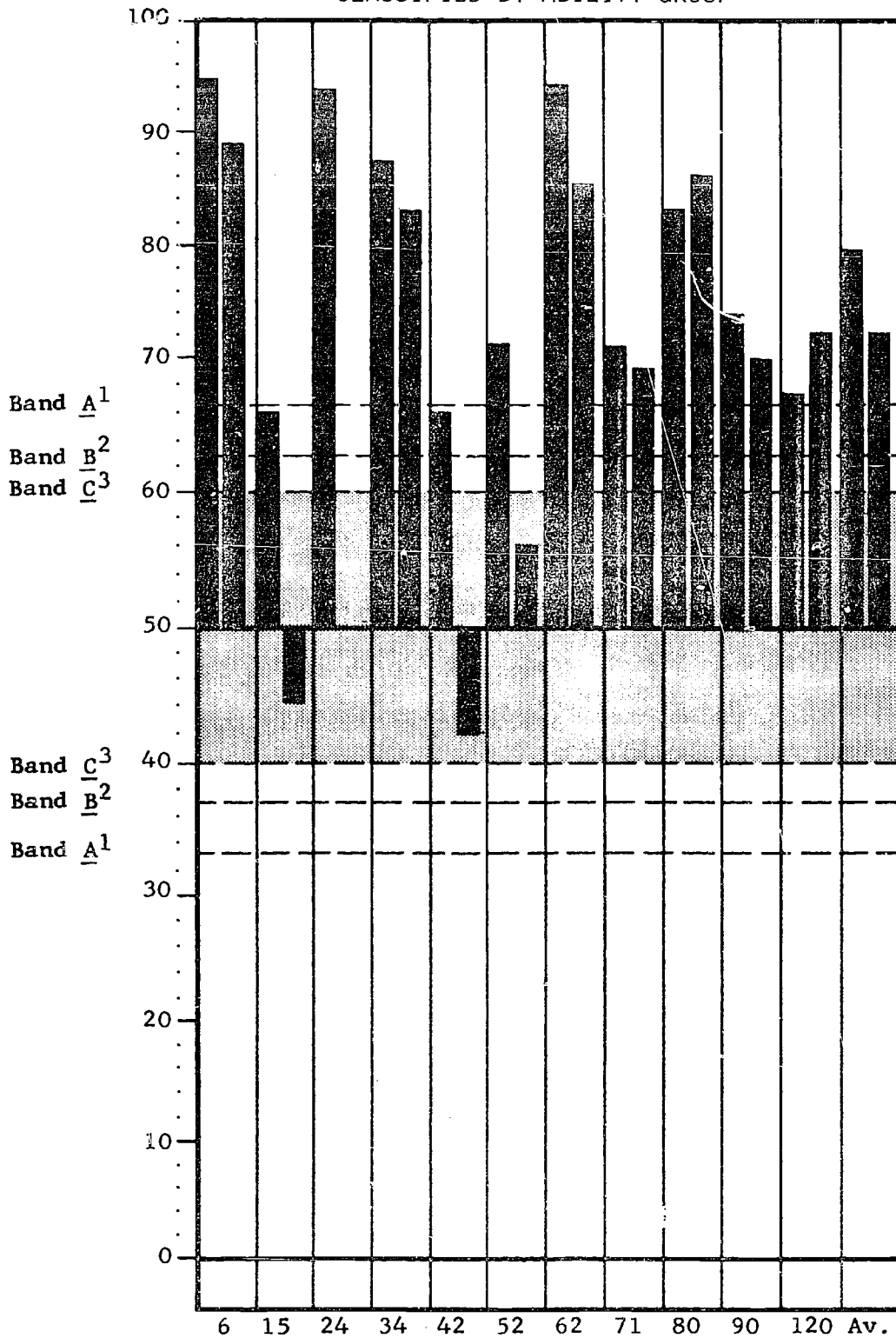
PERCENTAGE OF PUPILS RESPONDING TO VOCATIONAL PRESS



Title I (N-2622)
 Non-Title I (N-2051)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
 VOCATIONAL PRESS
 CLASSIFIED BY ABILITY GROUP

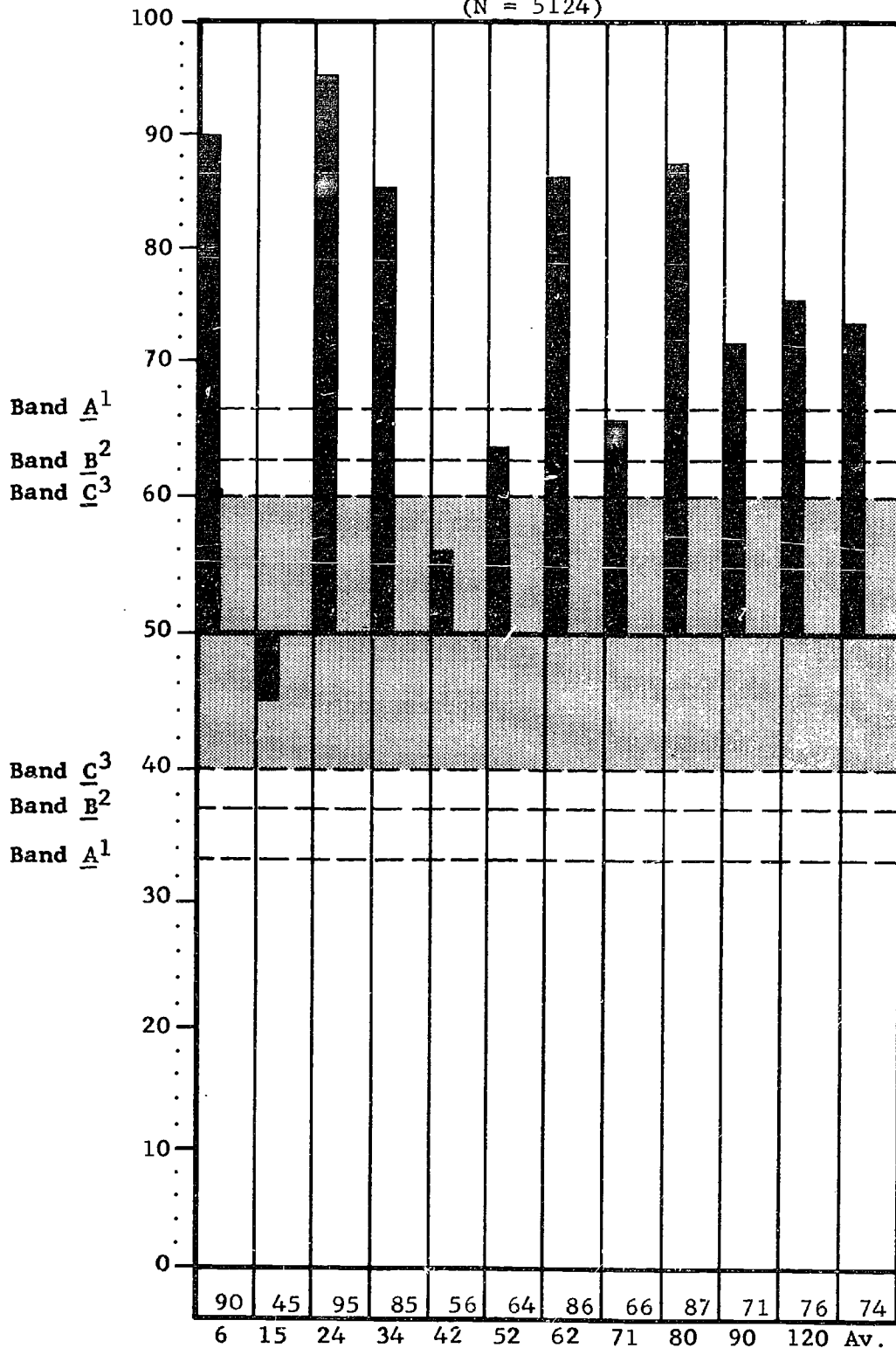


Low Ability Group-Left Bar
 (N = 803)
 High Ability Group-Right Bar
 (N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS

(N = 5124)



Band A¹

Band B²

Band C³

Band C³

Band B²

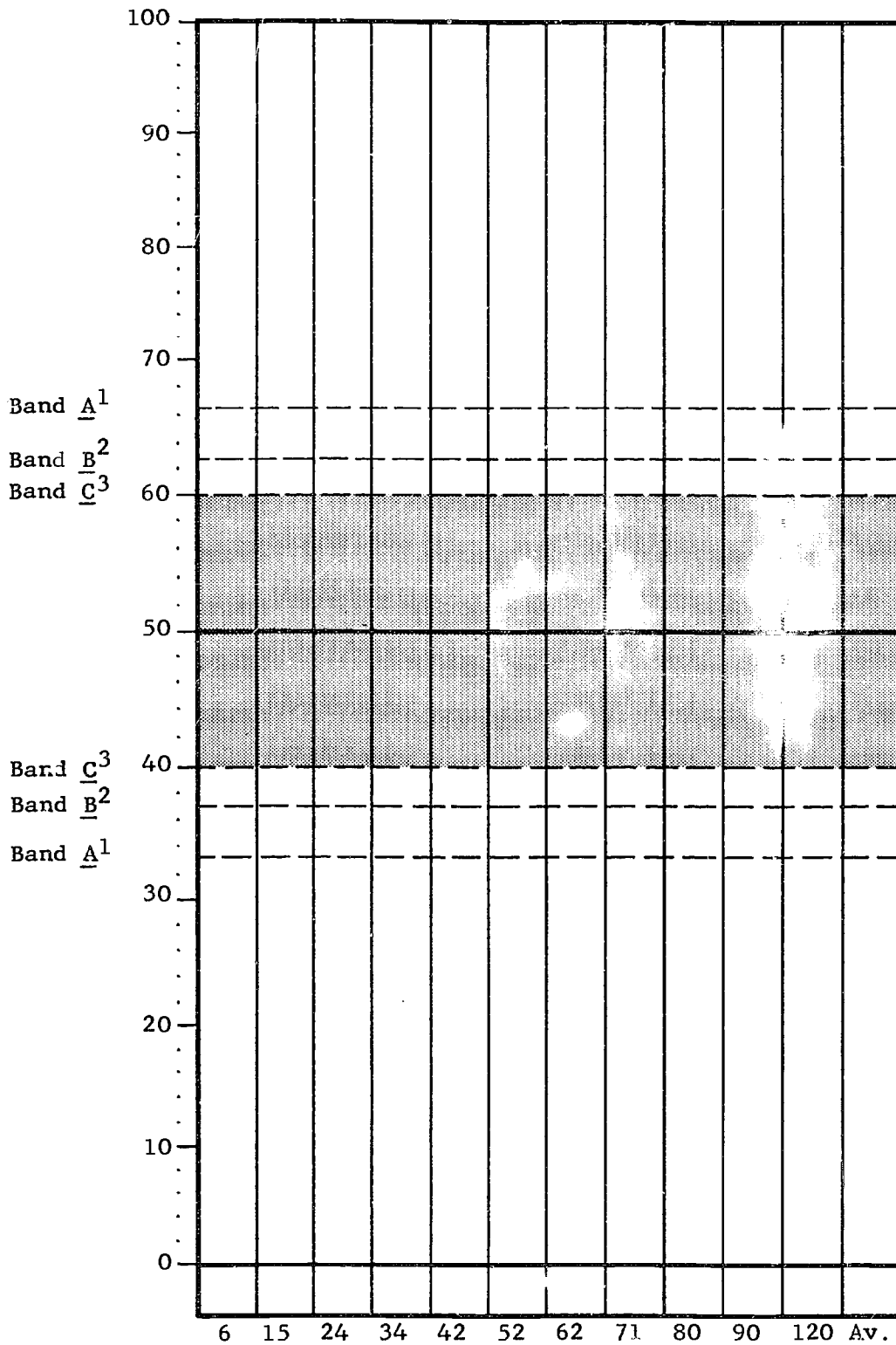
Band A¹

¹Significant at .001 level

²Significant at .01 level

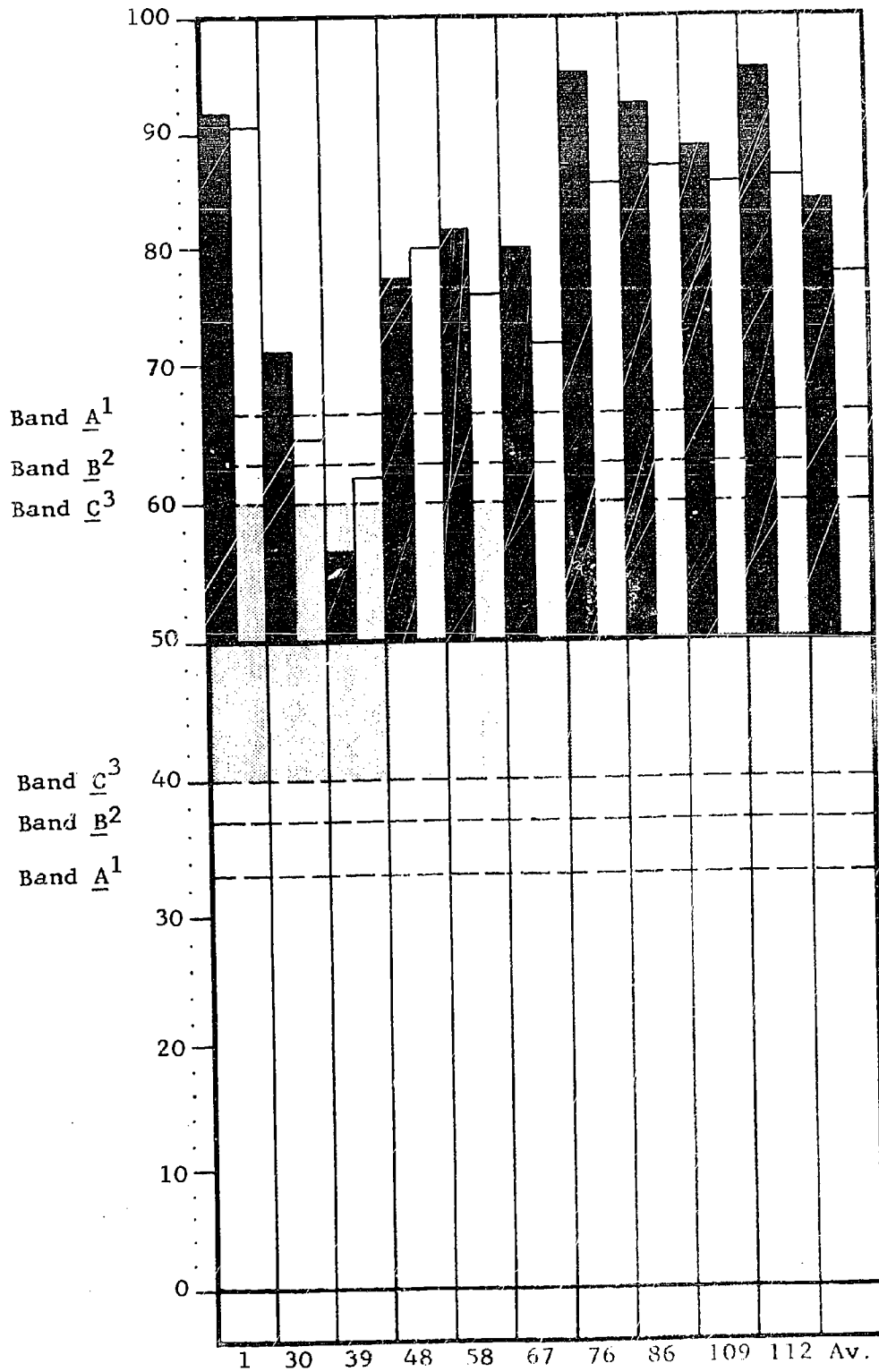
³Significant at .05 level



PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

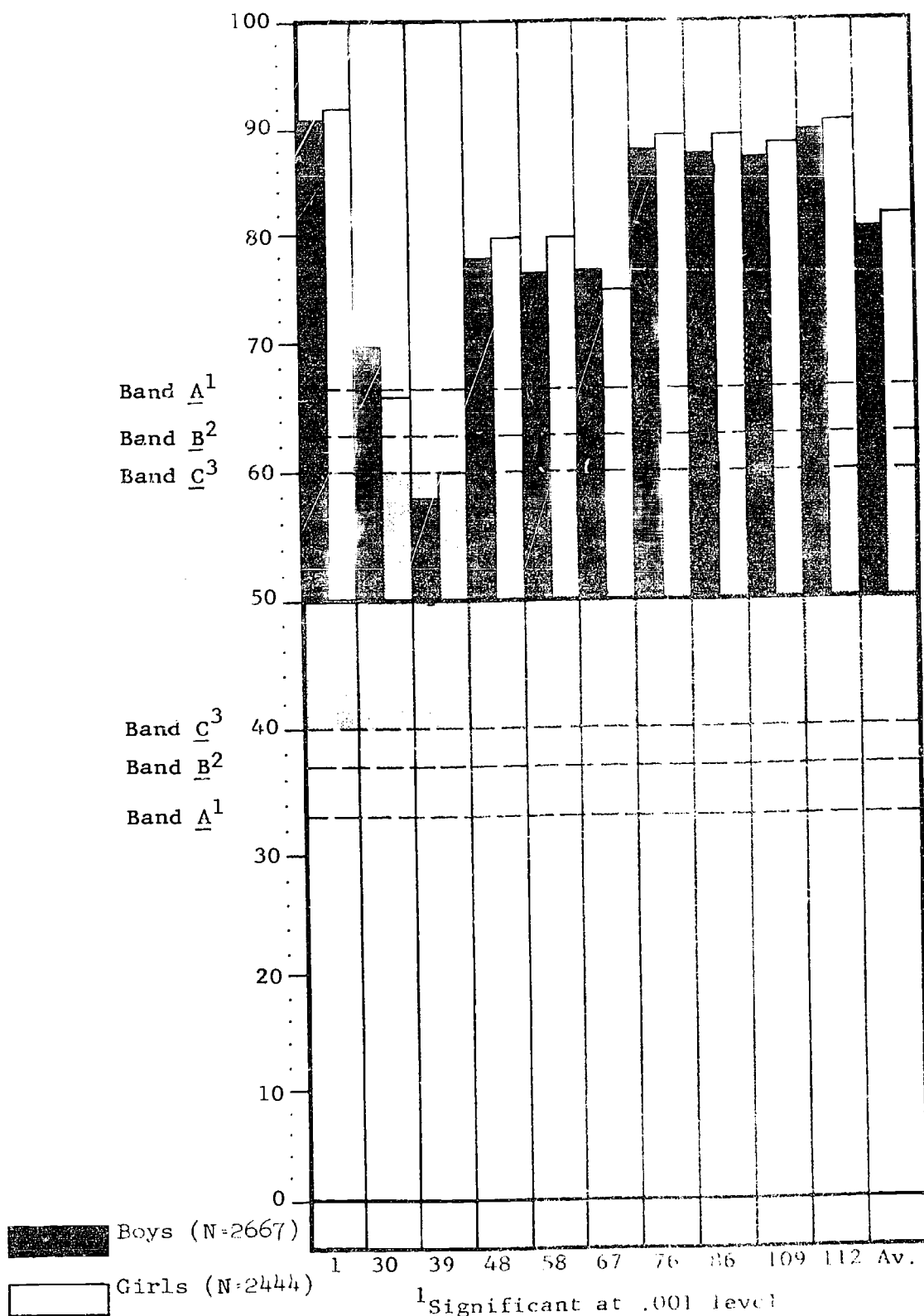
PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



 5th (N=2021)
 6th (N=2873)

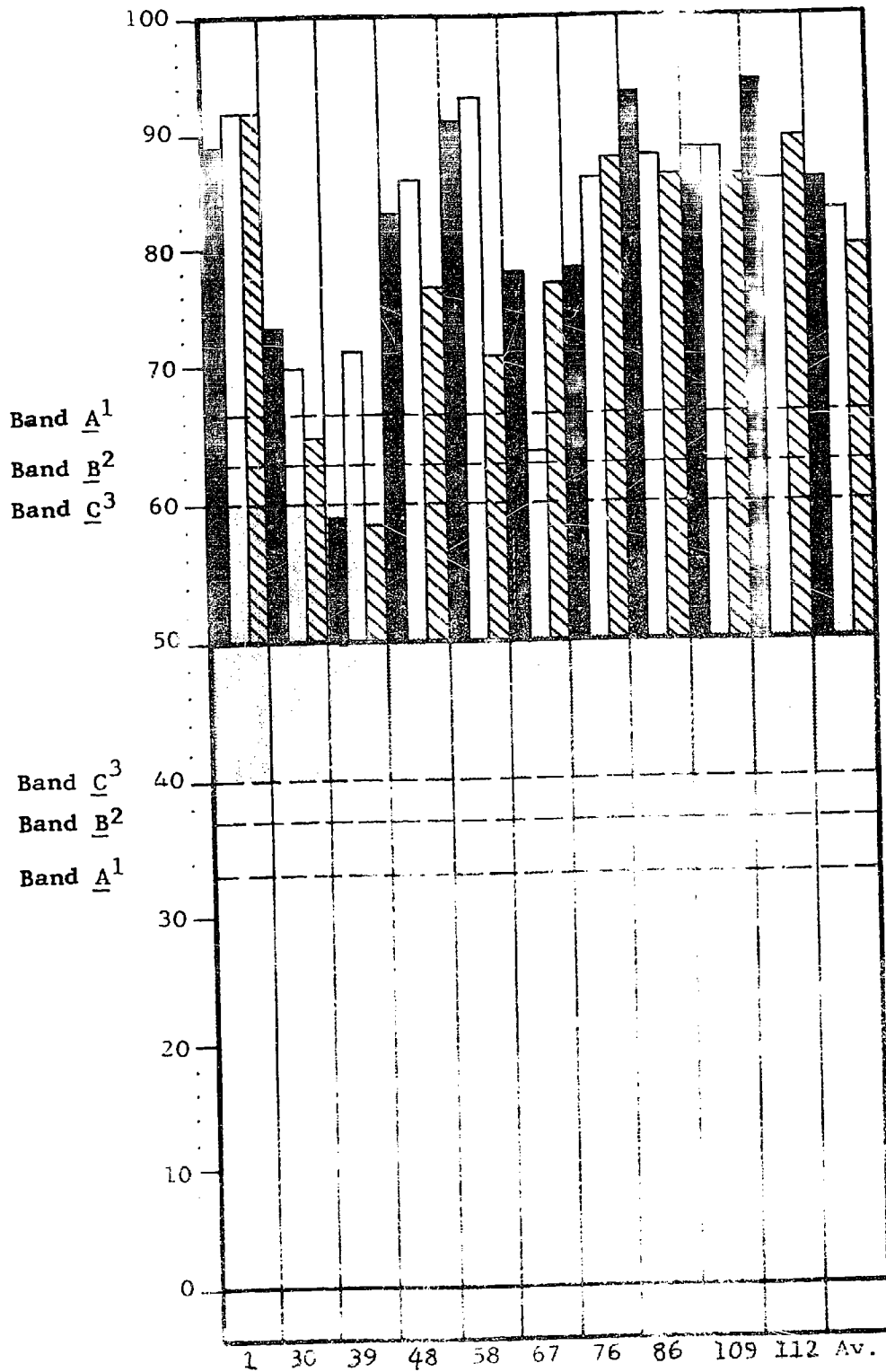
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level


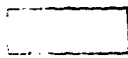
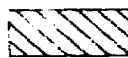
PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

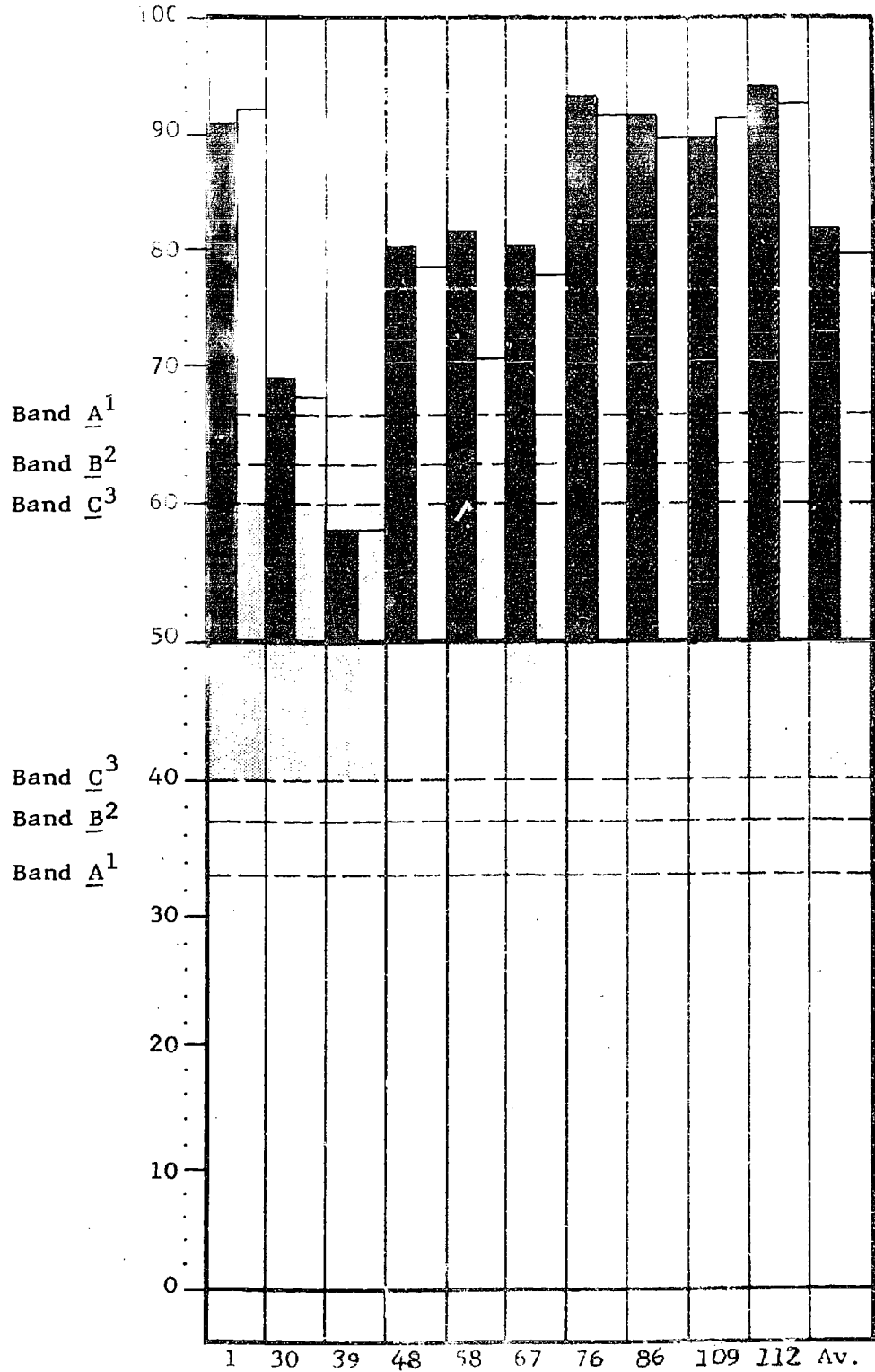
PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



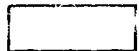
 Mexican American
 Afro-American
 Anglo American

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



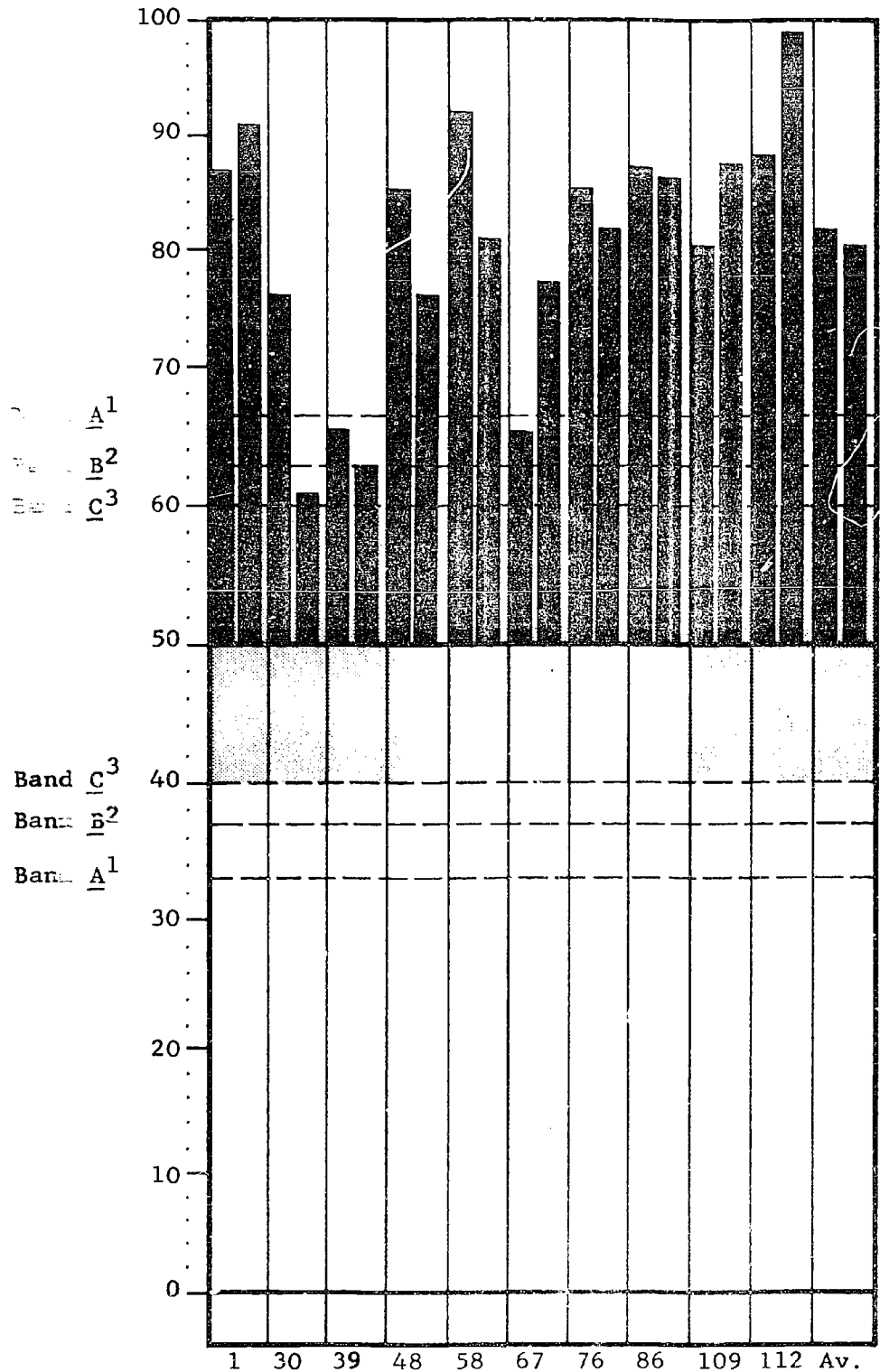
Title I (N=2622)



Non-Title I (N=2051)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS
CLASSIFIED BY ABILITY GROUP

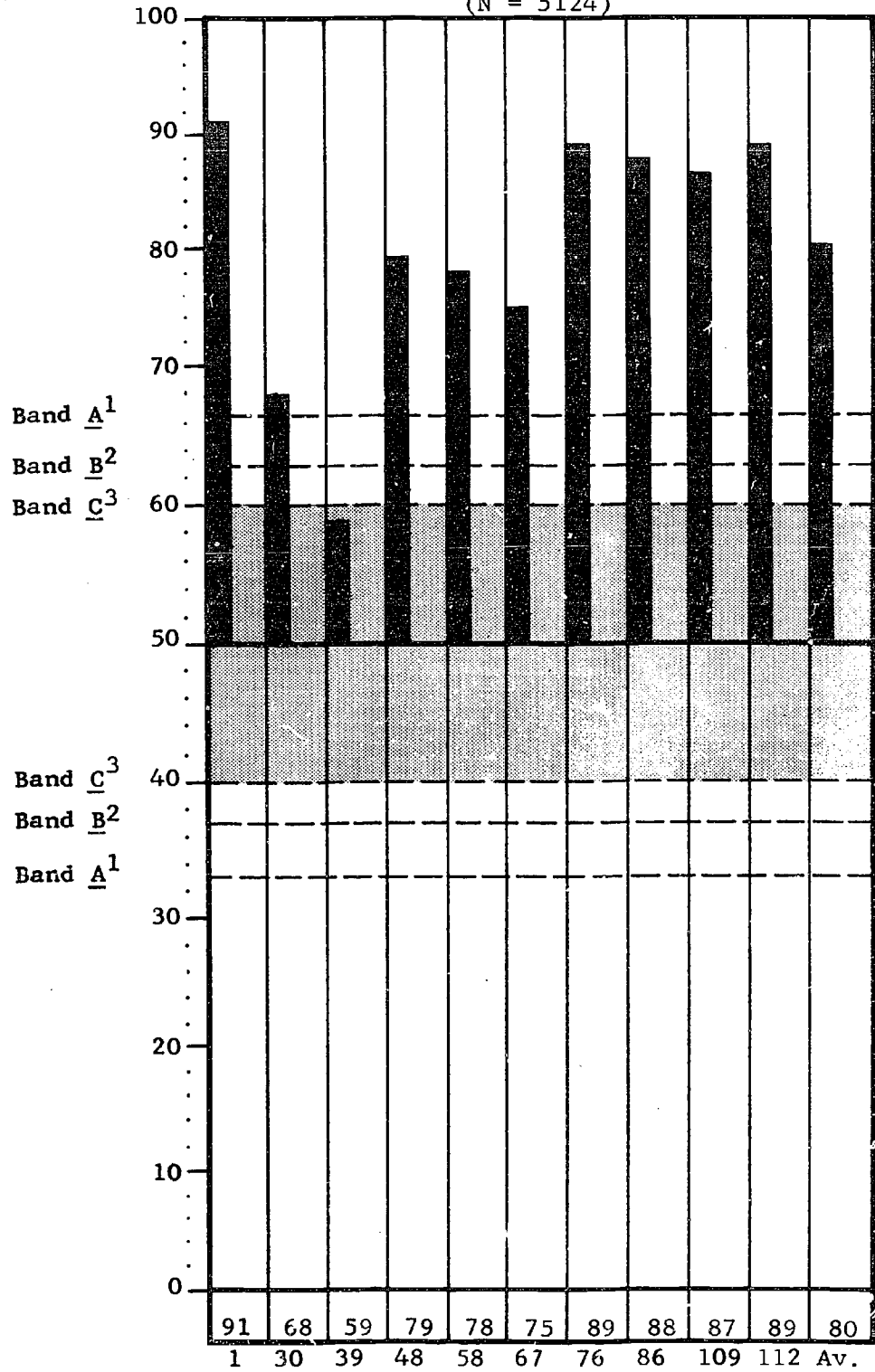


Low Ability Group-Left Bar
(N = 30)
High Ability Group-Right Bar
(N = 61)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

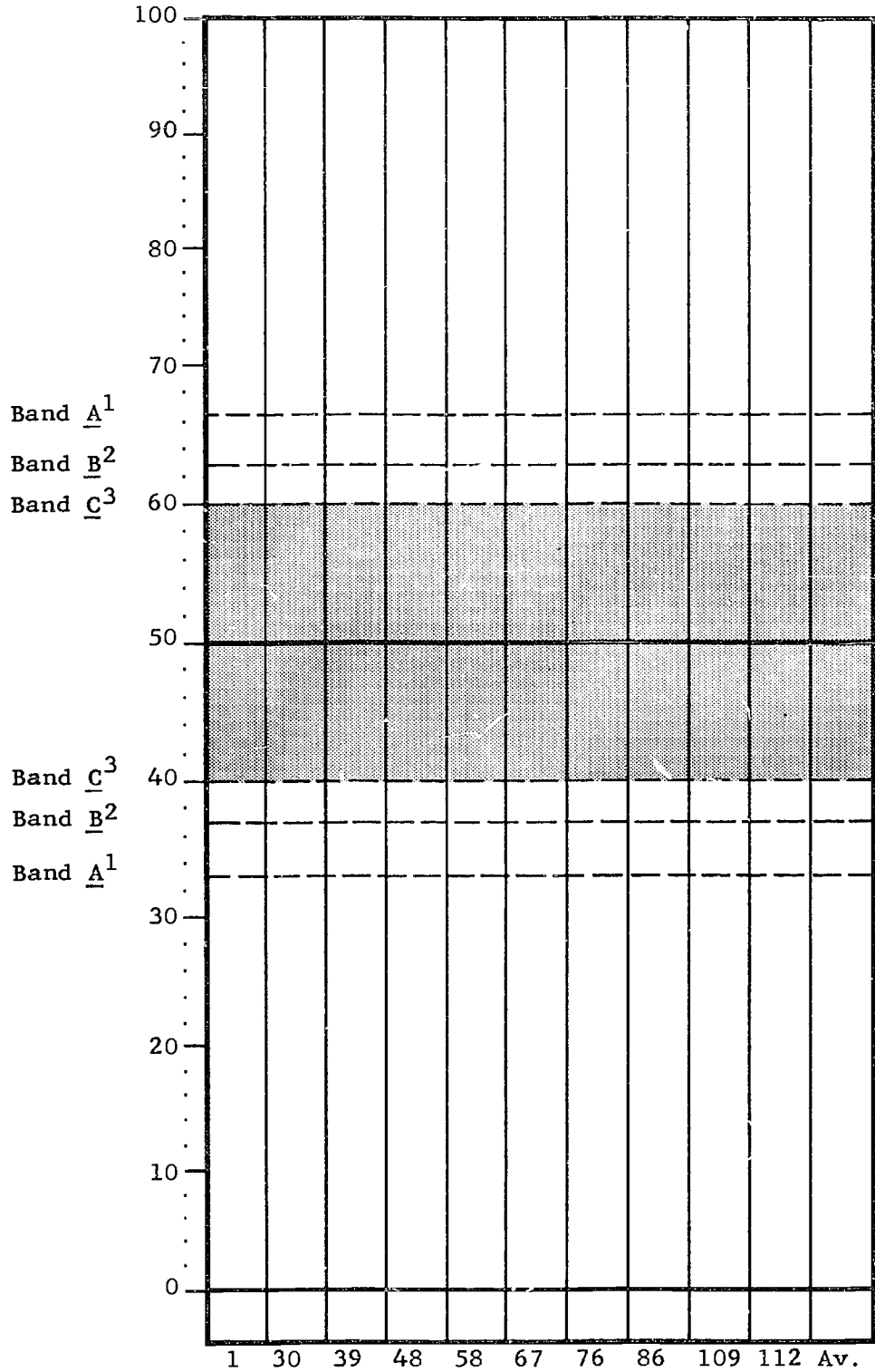
PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS

(N = 5124)



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS

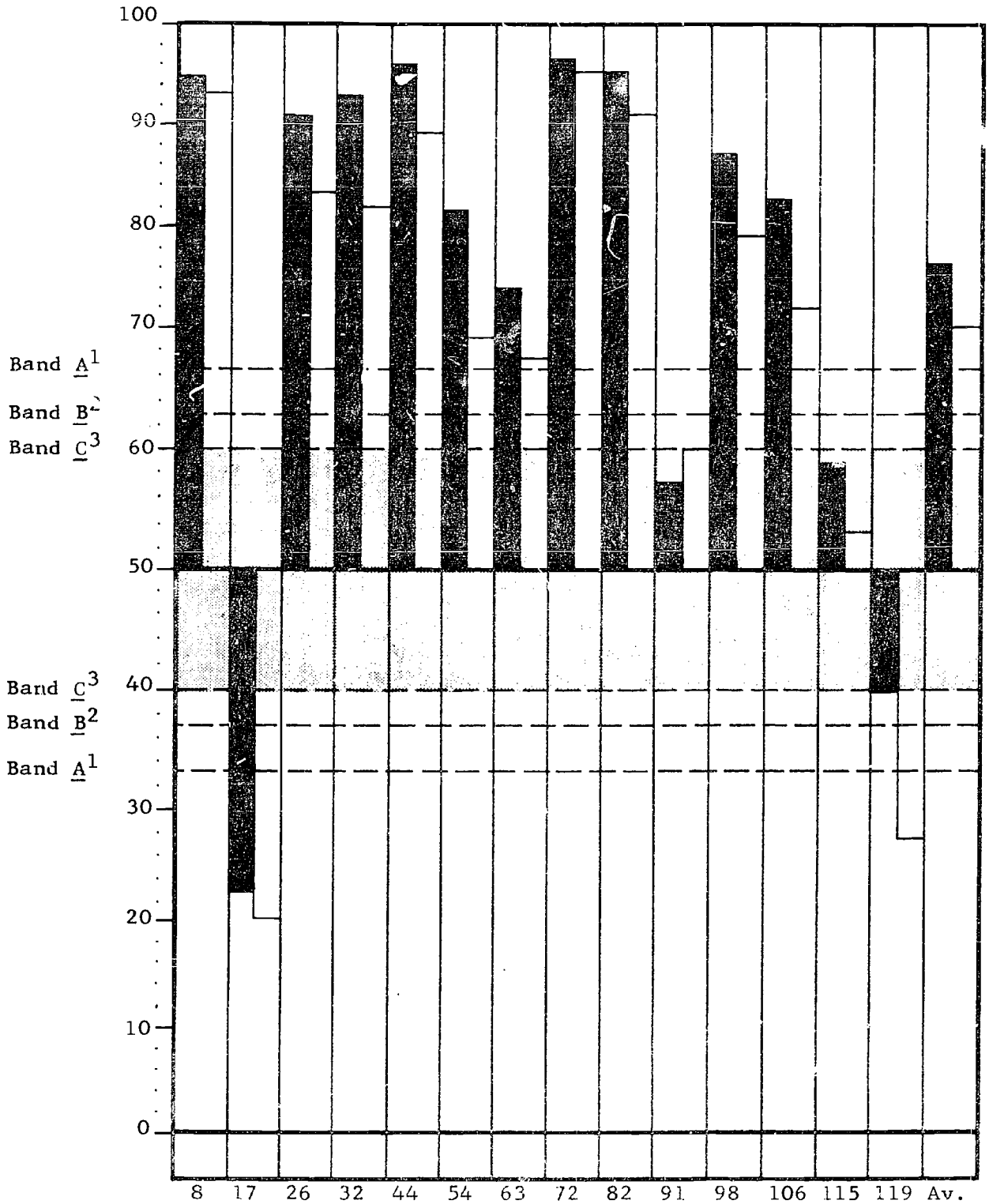



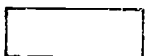
¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

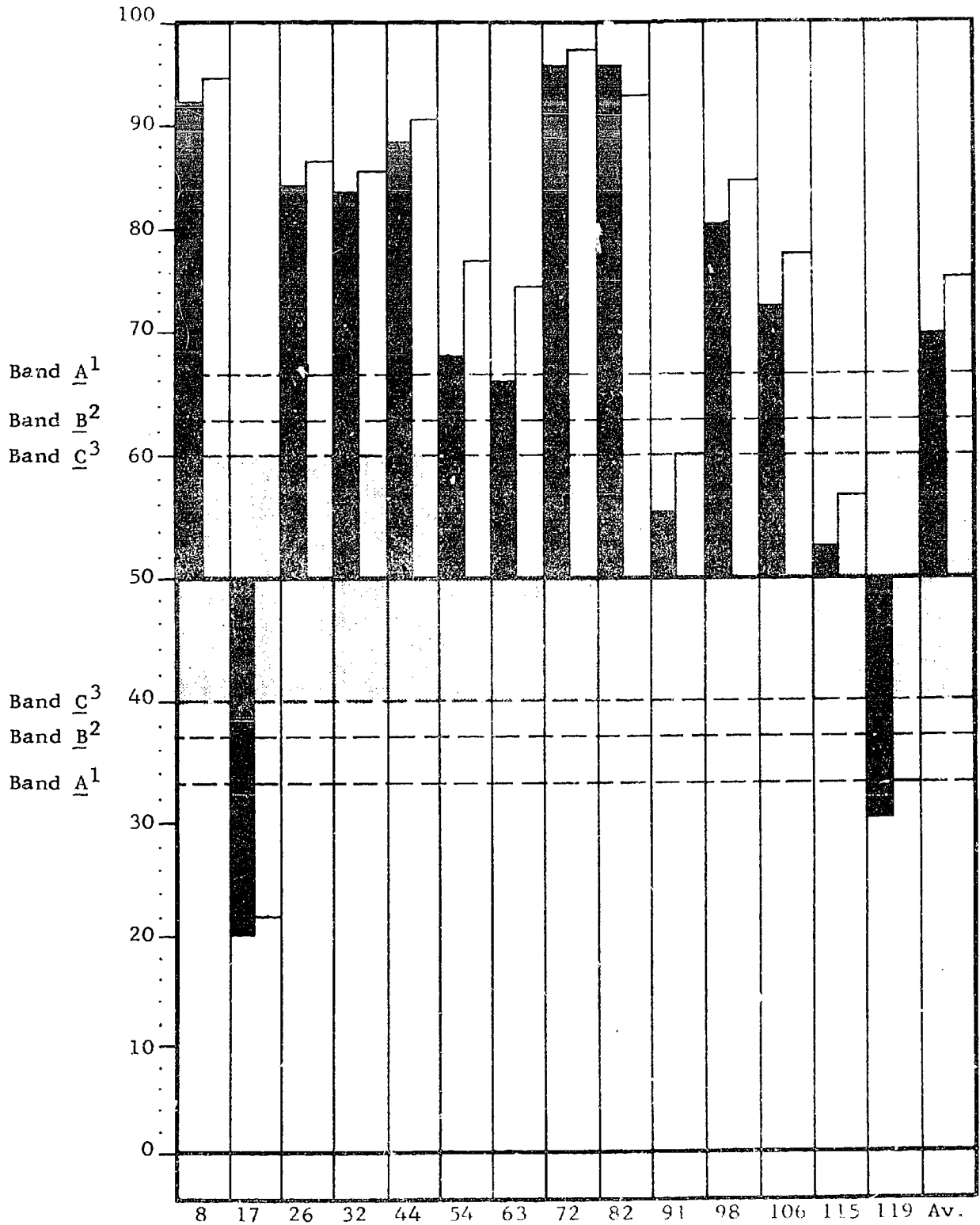
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



 5th (N=2021)
 6th (N=2873)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

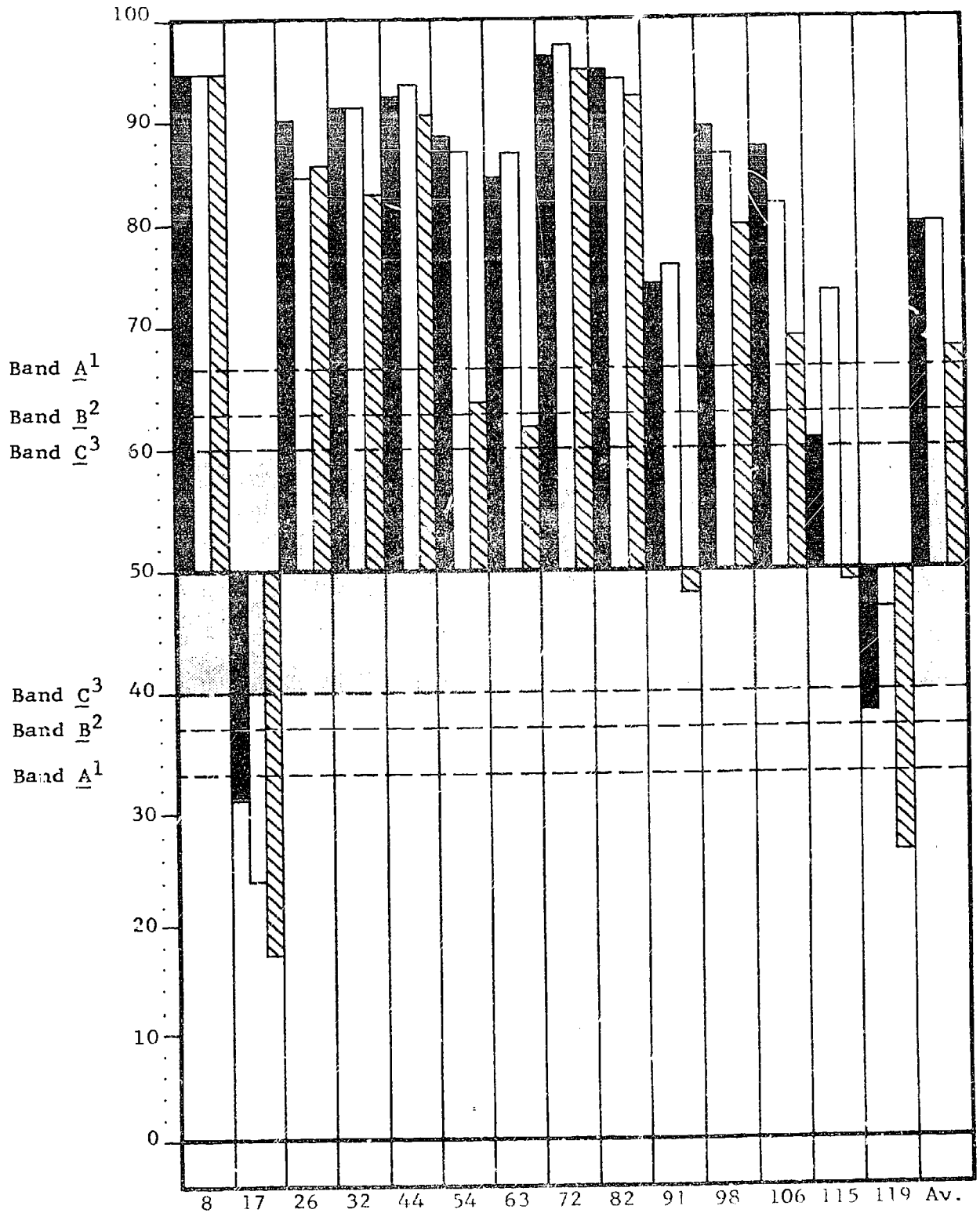
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS


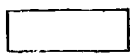
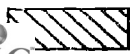


Boys (N=2667)
Girls (N=2444)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

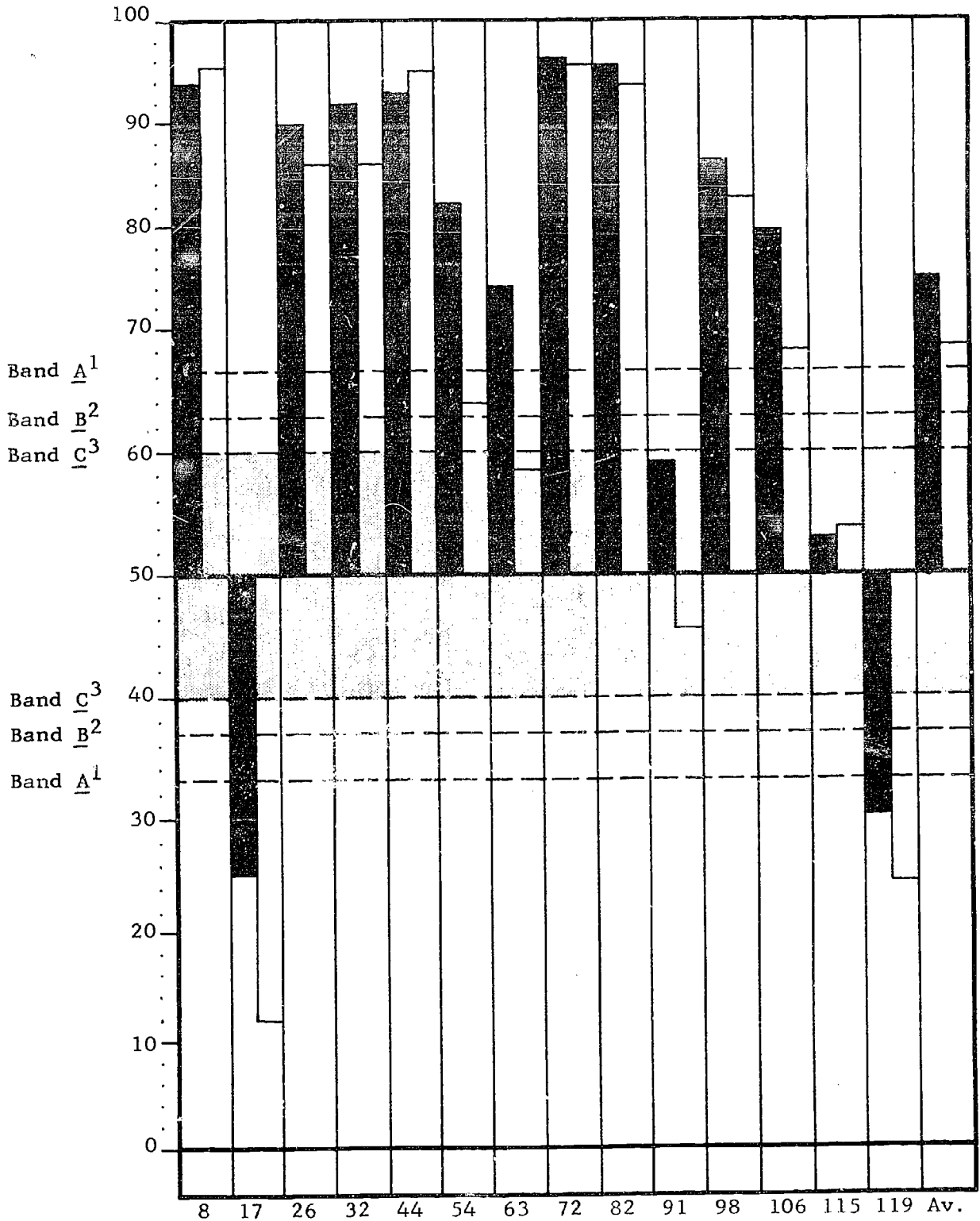
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS





 Mexican American
 Afro-American
 Anglo American

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

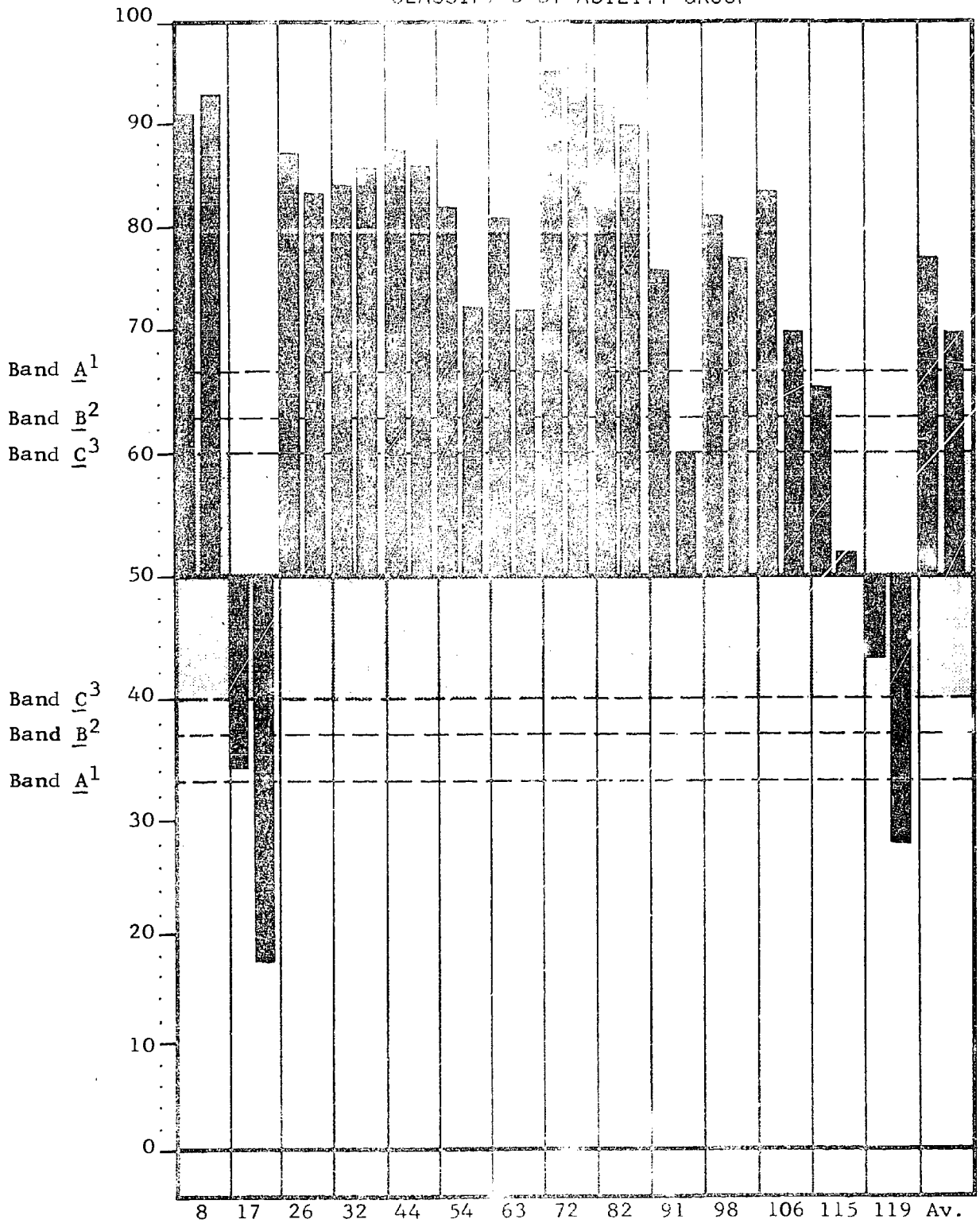
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



 Title I (N:2622)
 Non-Title I (N:2051)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
 ARITHMETIC ITEMS
 CLASSIFIED BY ABILITY GROUP

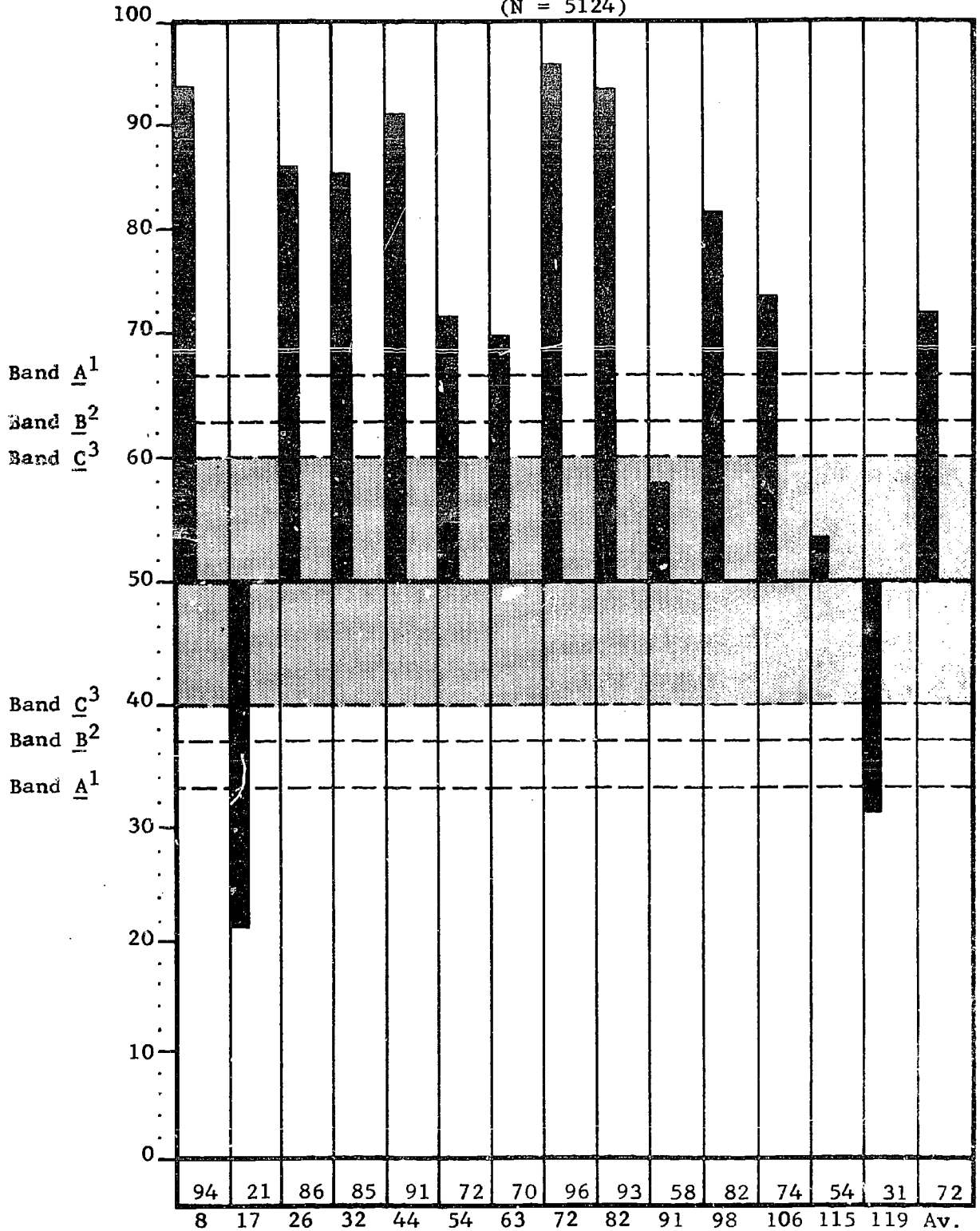


Low Ability Group-Left Bar
 (N = 803)
 High Ability Group-Right Bar
 (N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

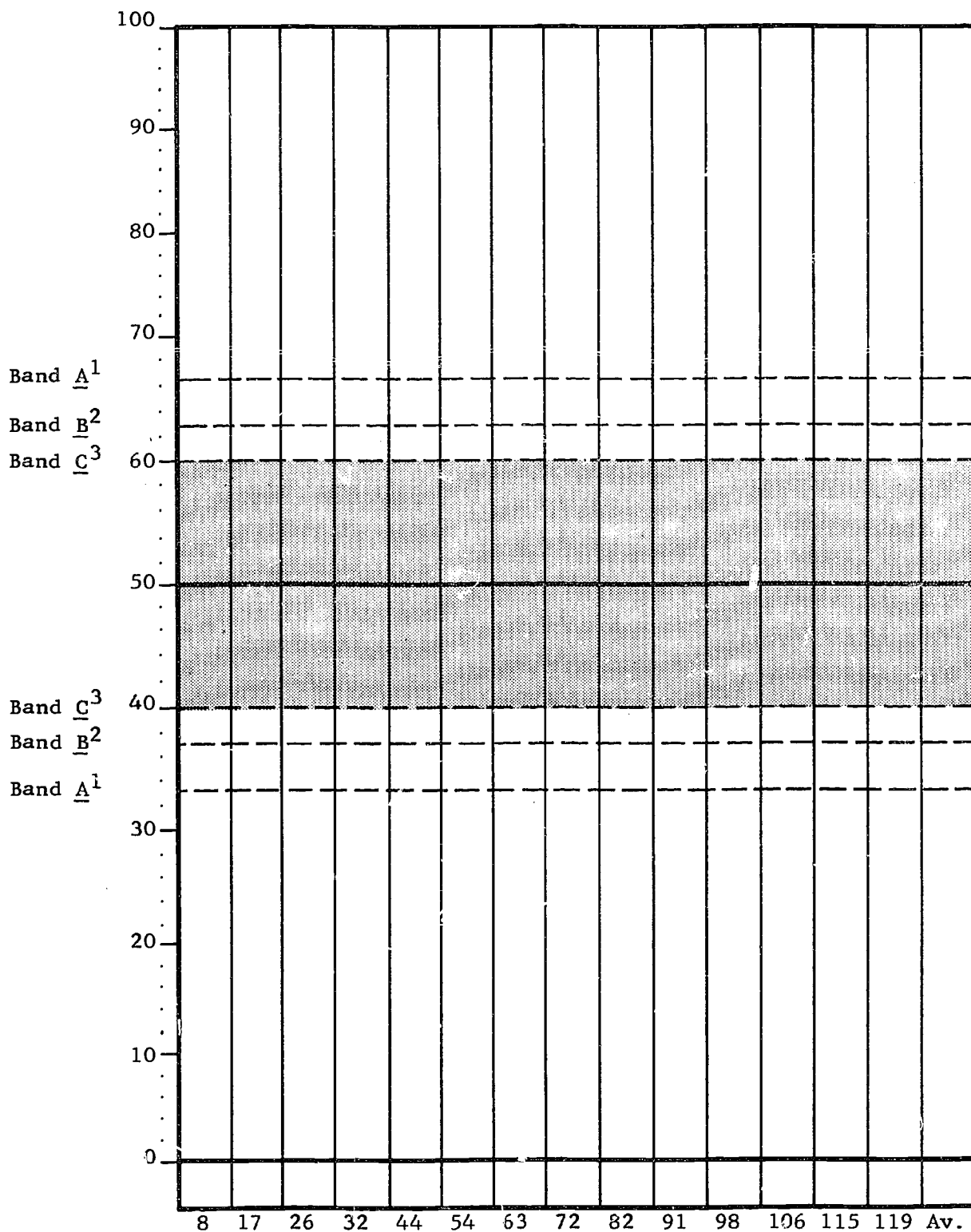
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS

(N = 5124)



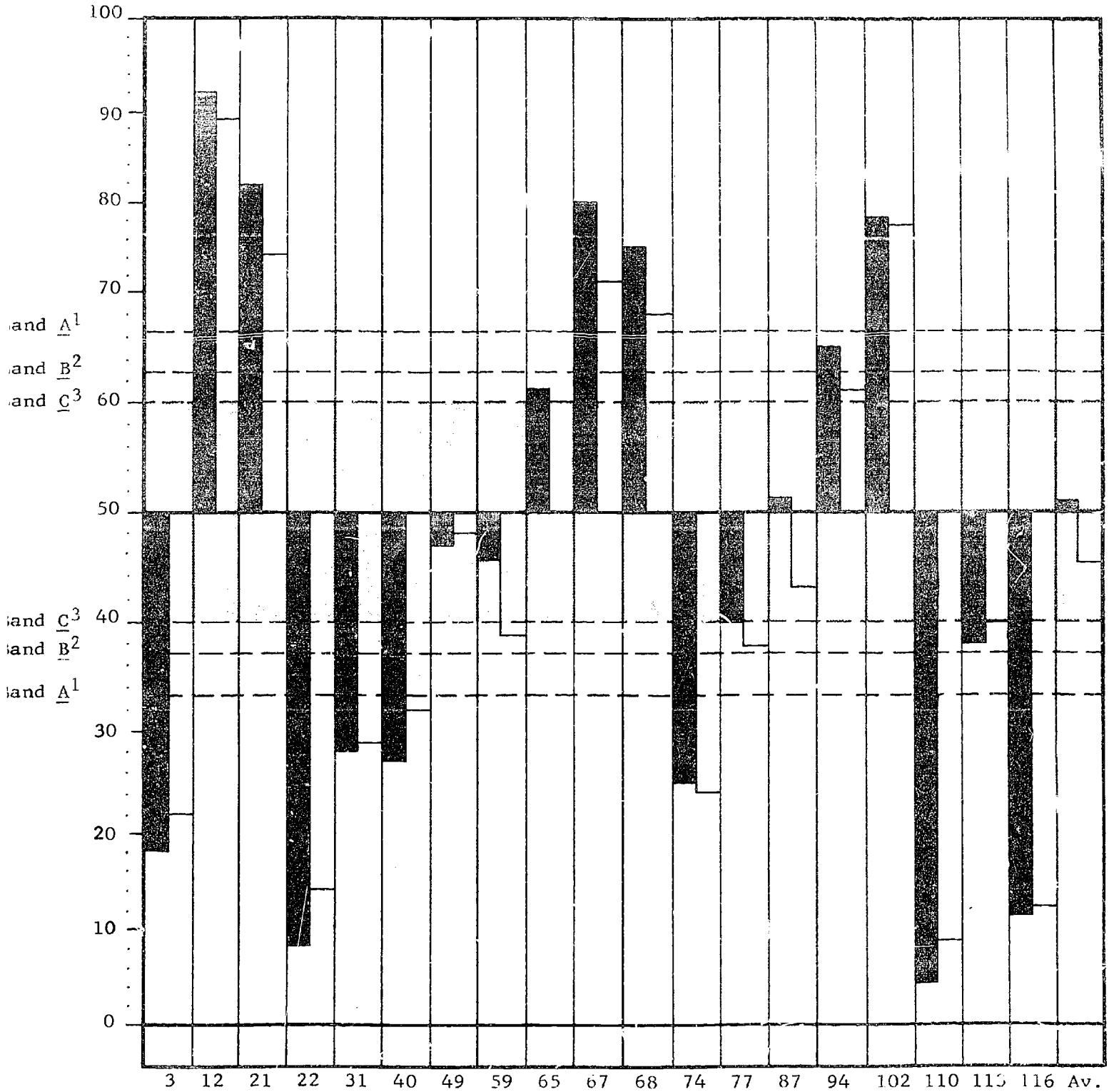
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



¹ Significant at .001 level
 ² Significant at .01 level
 ³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



and A¹
and B²
and C³

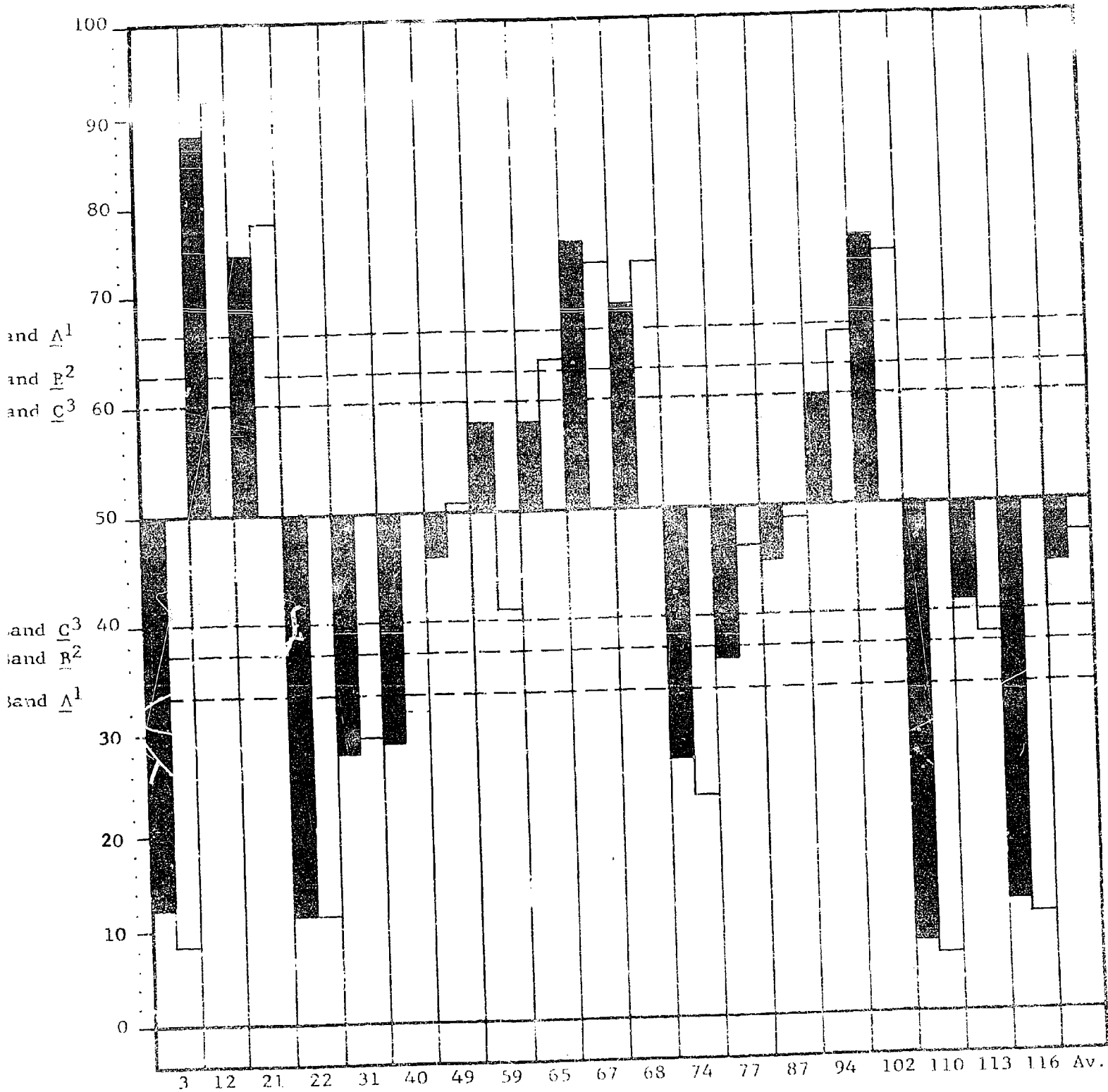
and C³
and B²
and A¹

5th (N=2021)

6th (N=2873)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



Boys (N=2667)

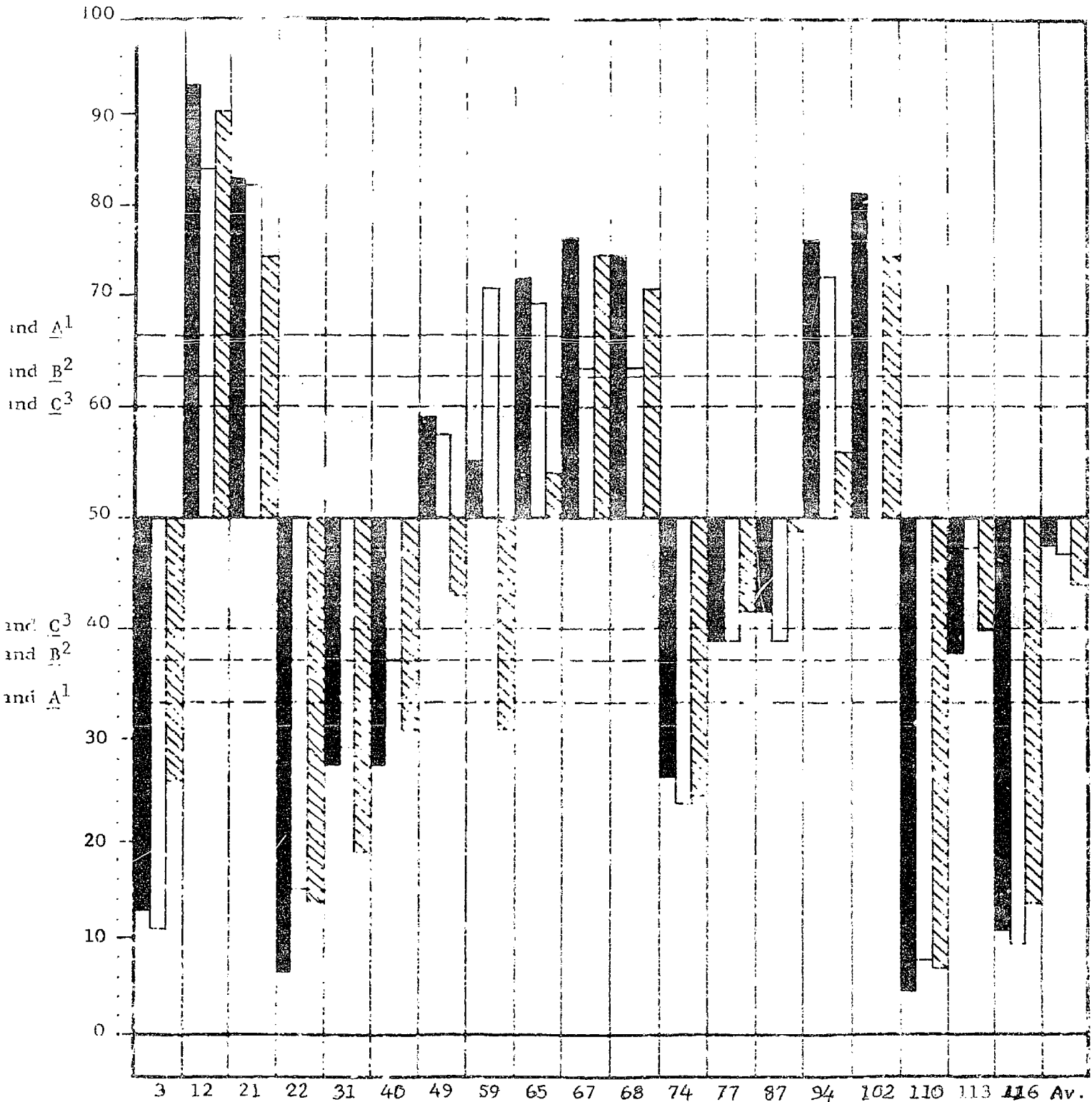
¹Significant at .001 level

²Significant at .01 level

³Significant at .05 level

ERIC Girls (N=2444)

PERCENTAGE OF PUPILS RESPONDING TO ACCEPTANCE PRESSURE



and A¹

and B²

and C³

and C³

and B²

and A¹

Mexican American

Afro-American

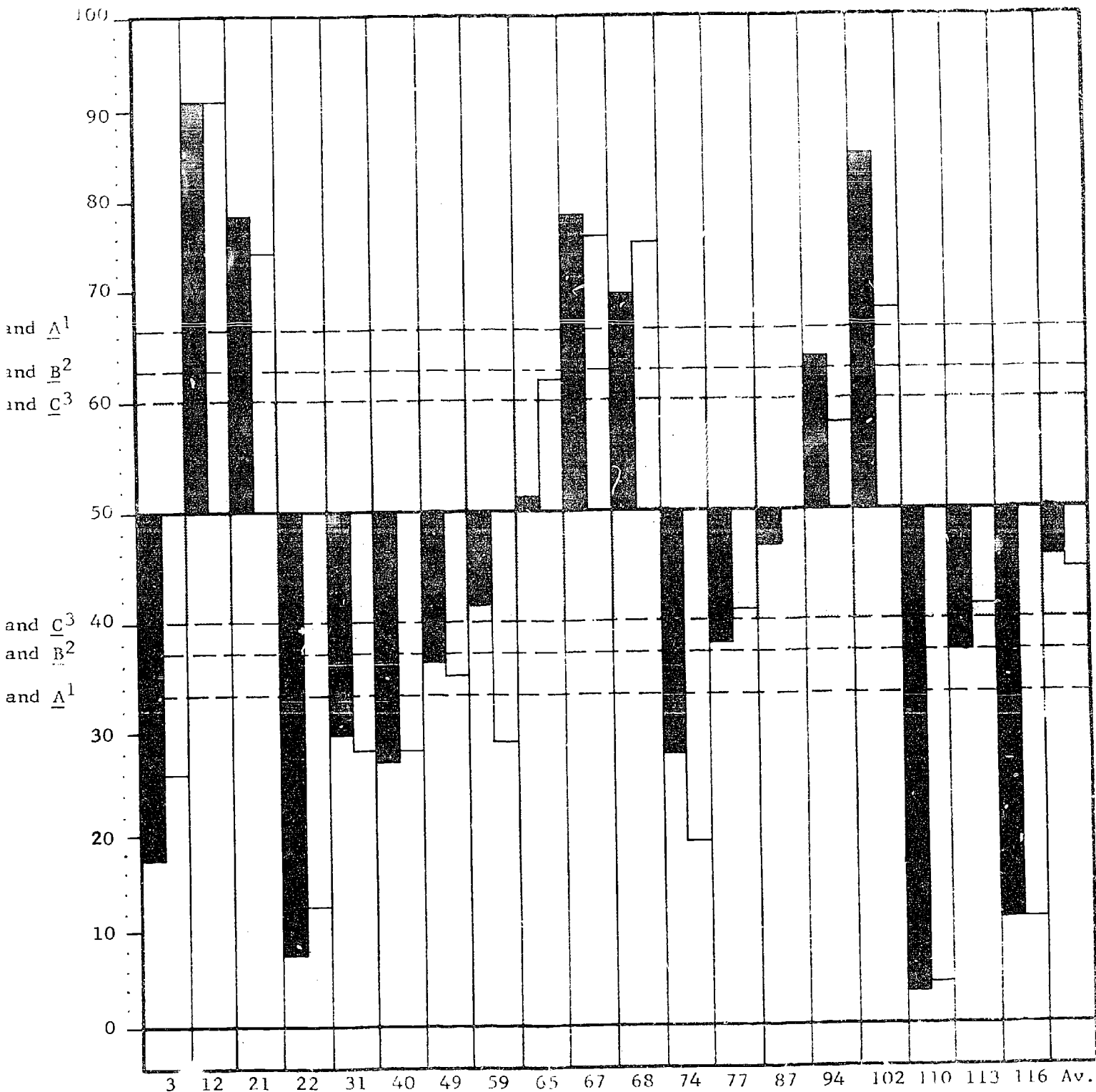
Anglo American

¹significant at .001 level

²significant at .01 level

³significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



and \underline{A}^1
and \underline{B}^2
and \underline{C}^3

and \underline{C}^3
and \underline{B}^2
and \underline{A}^1

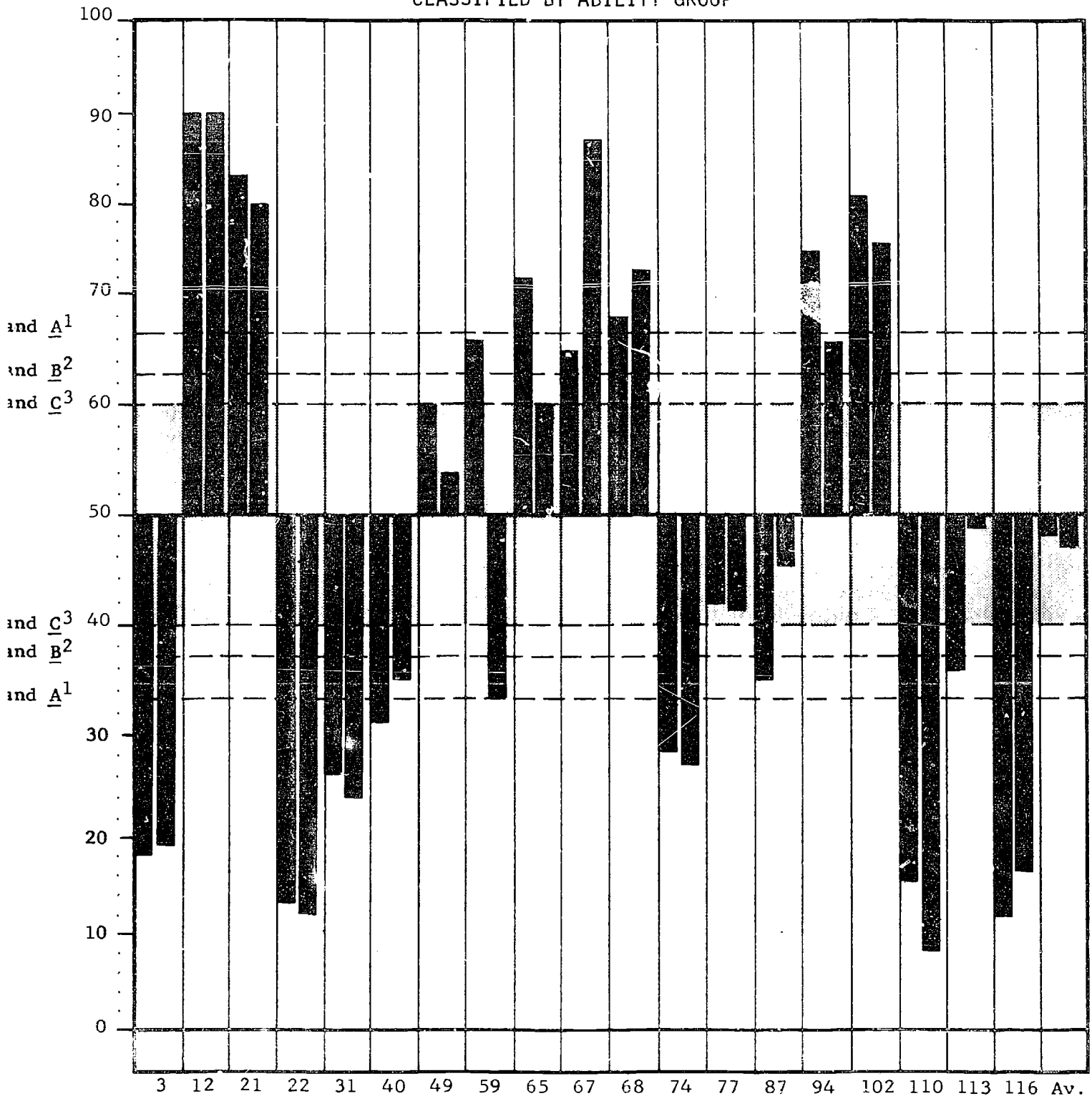
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

Title I (N=2622)

Non-Title I (N=2051)



PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS
CLASSIFIED BY ABILITY GROUP

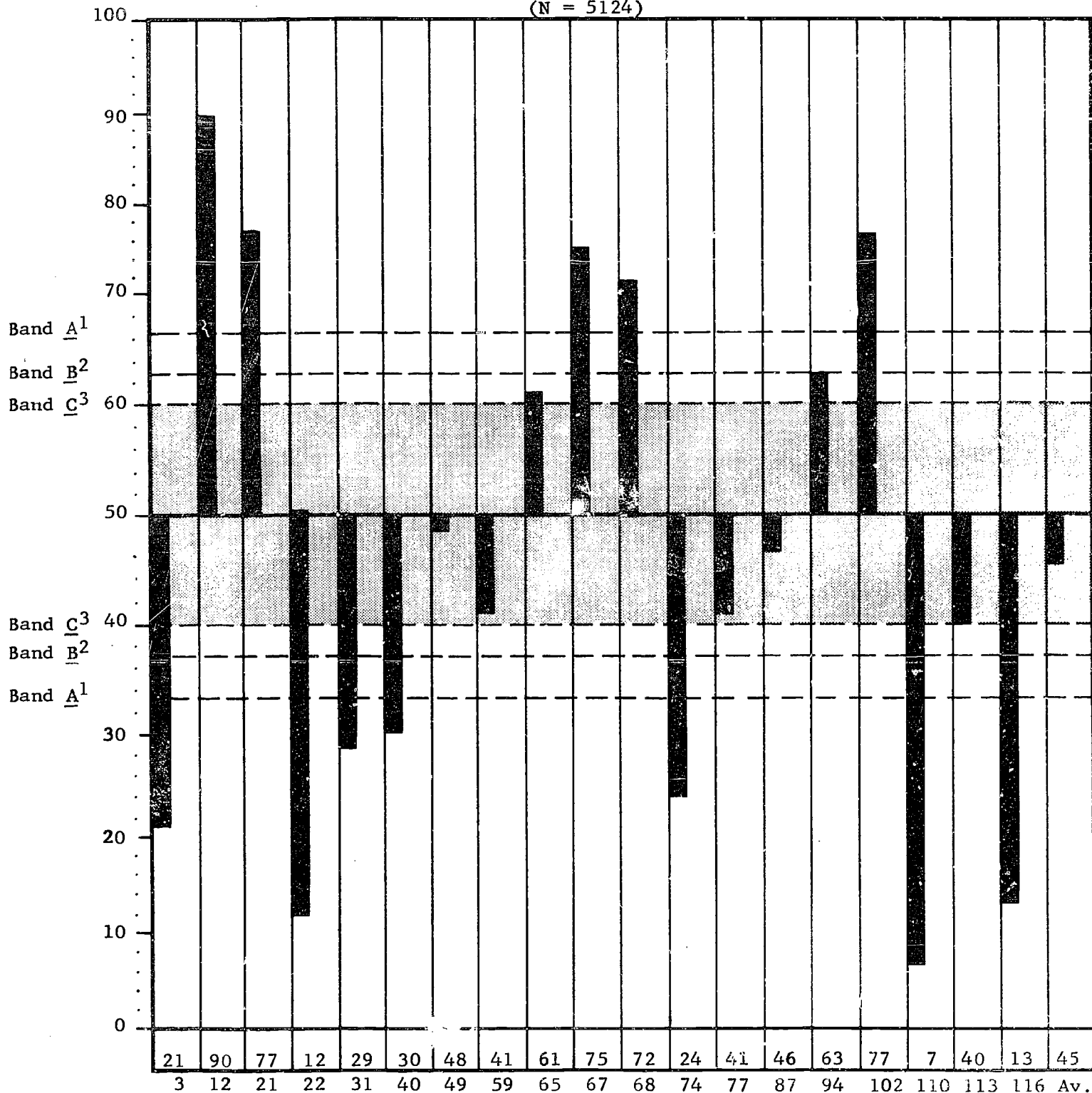


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

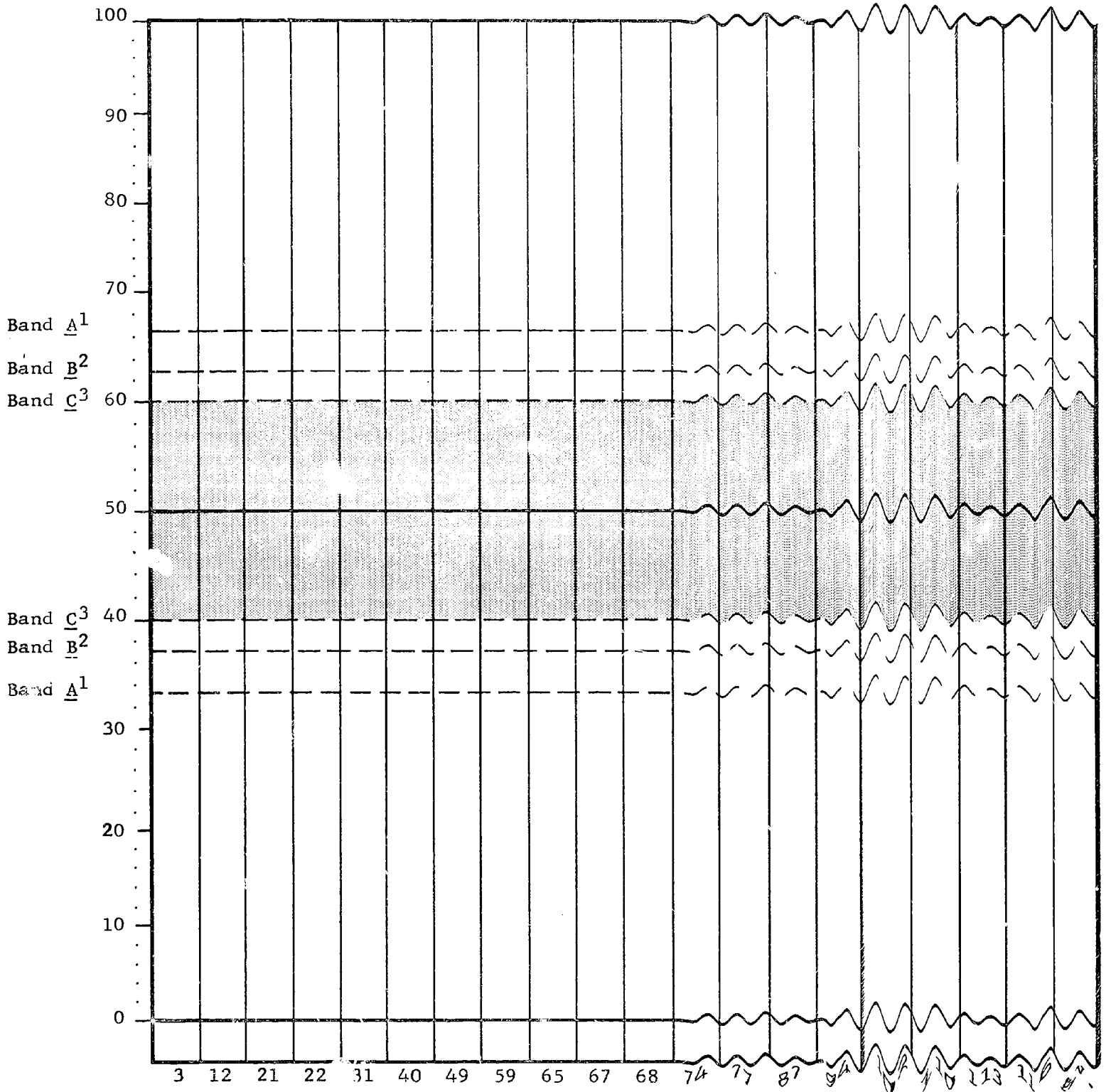
PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS

(N = 5124)



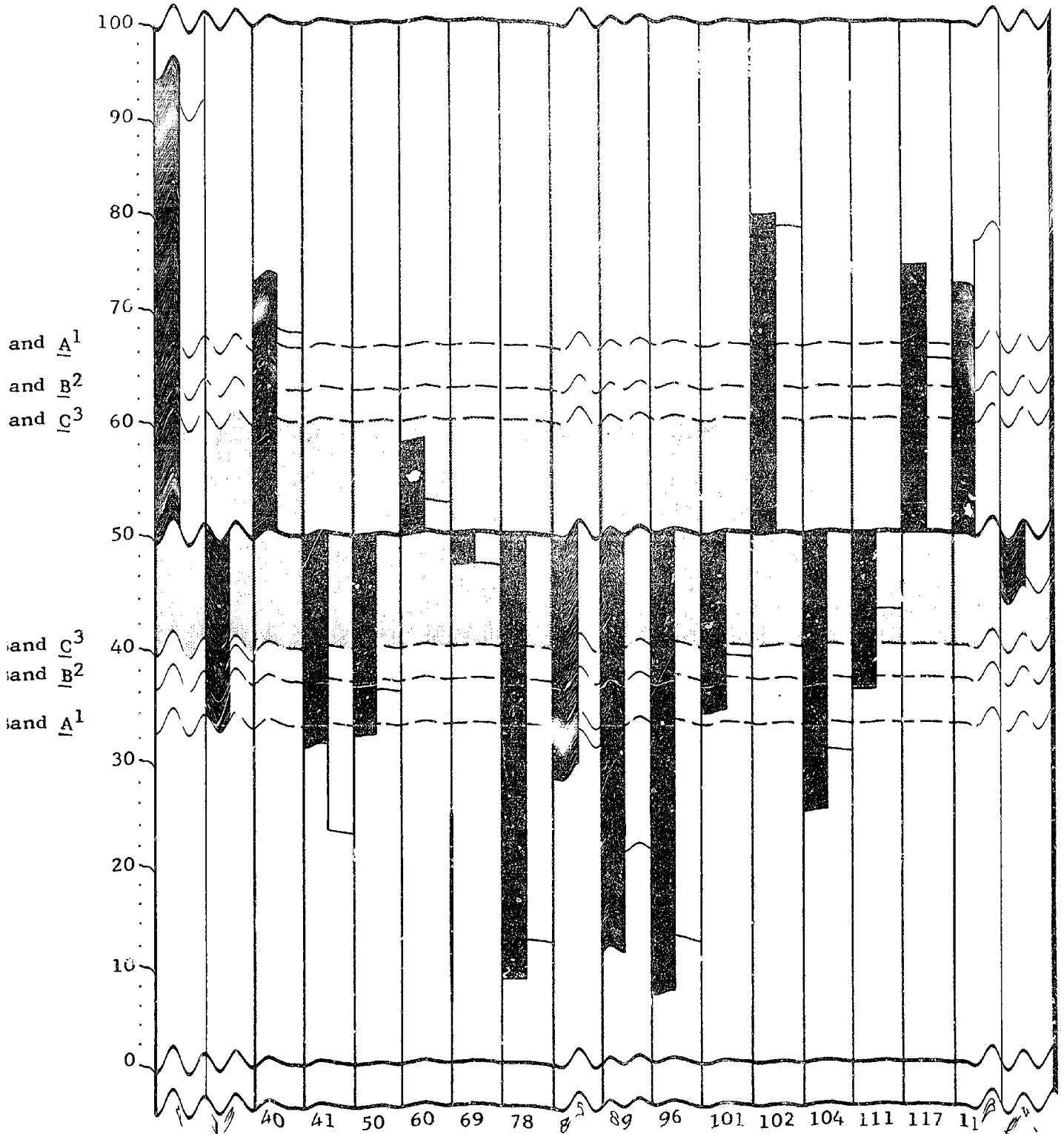
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



1 Significant at .001 level
 2 Significant at .01 level
 3 Significant at .05 level

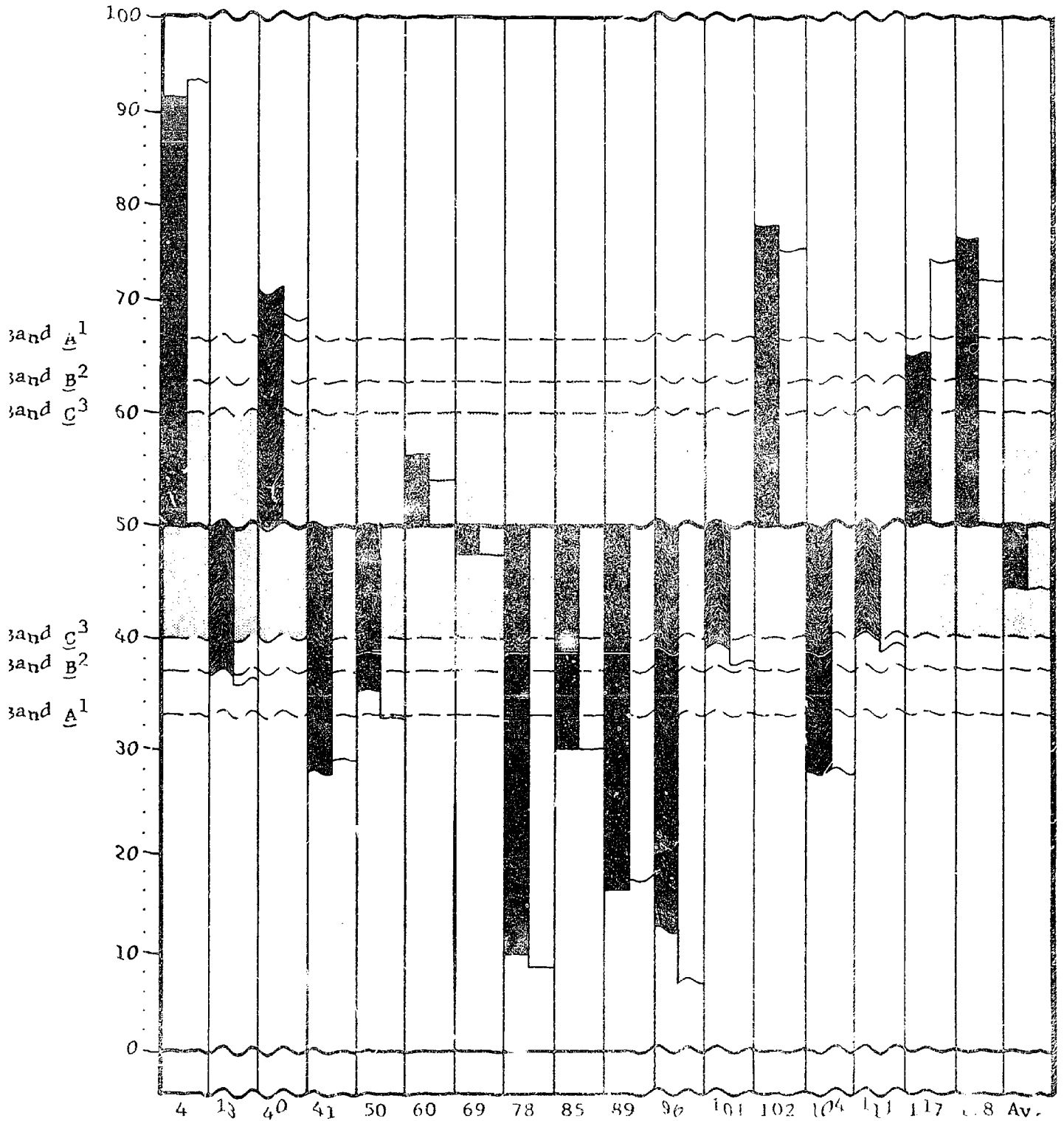
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



5th (A¹)
6th (A¹)

1 significant at .001 level
2 significant at .01 level
3 significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO INDEPENDENCE PRESS



Boys (N:2067)

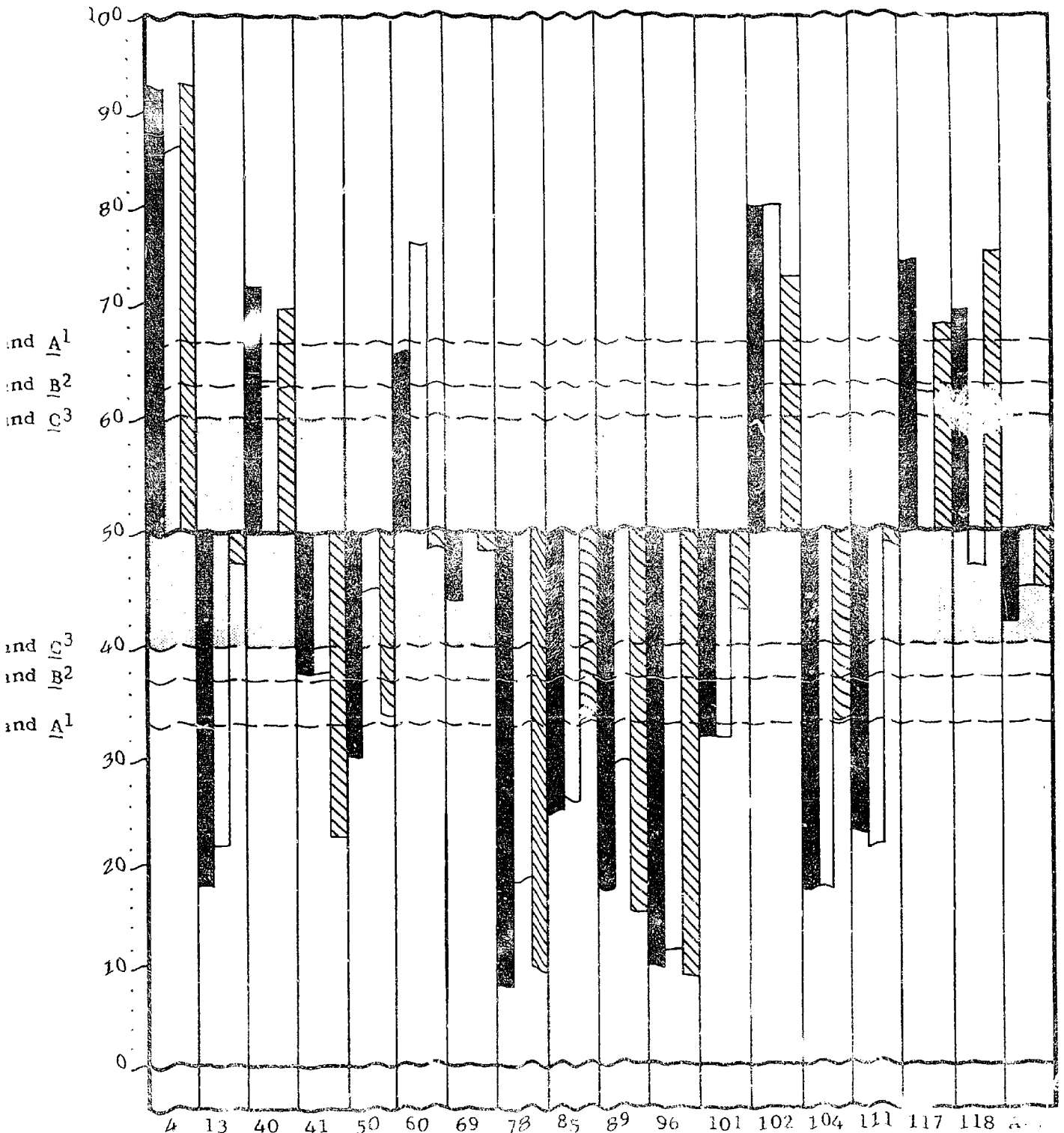
Girls (N:2444)

¹Significant at .001 level

²Significant at .01 level

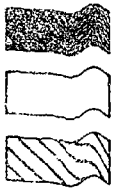
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



ind A¹
ind B²
ind C³

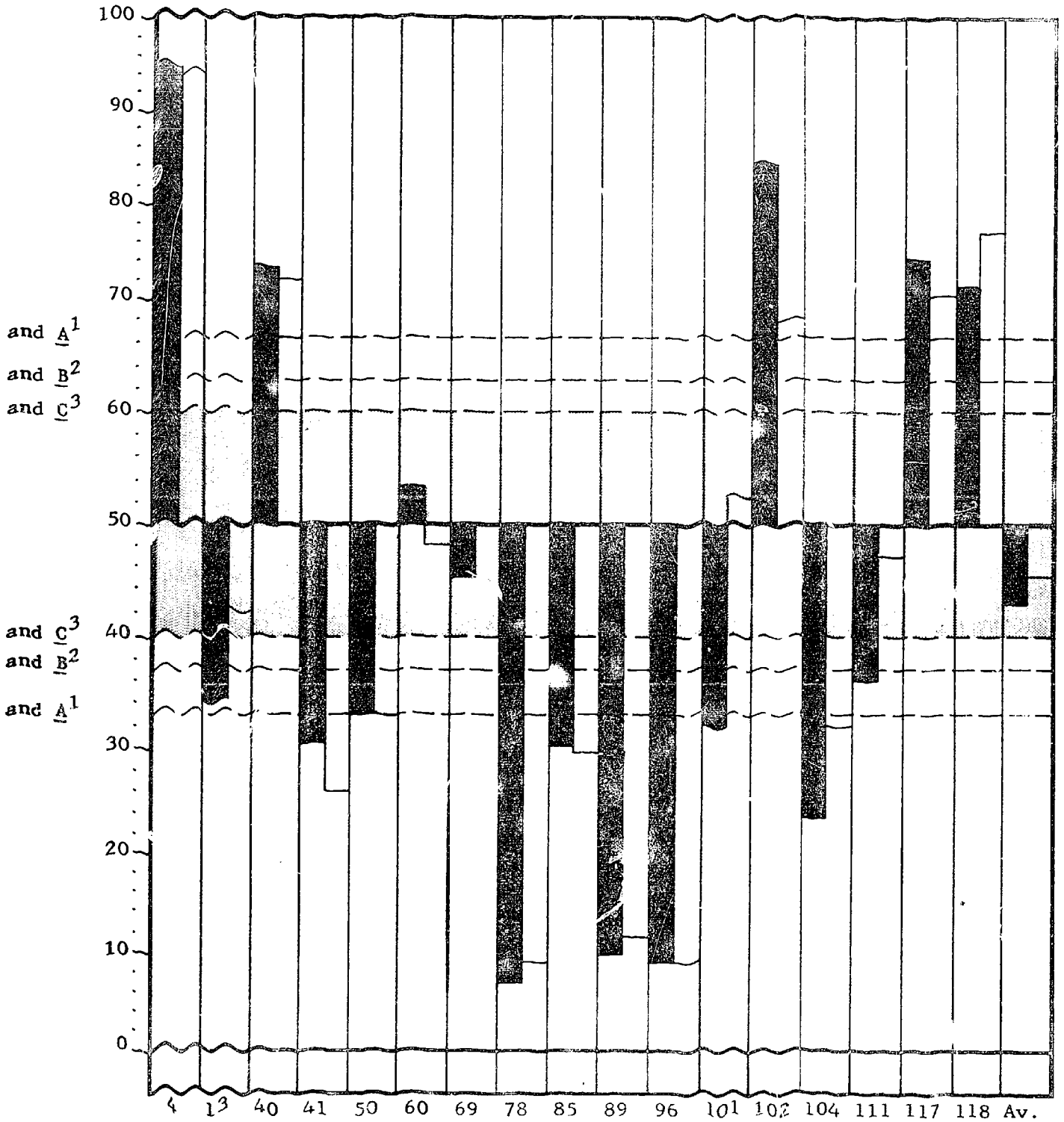
ind C³
ind B²
ind A¹



Mexican American
Afro-American
Anglo American


¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

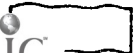
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



and A¹
and B²
and C³

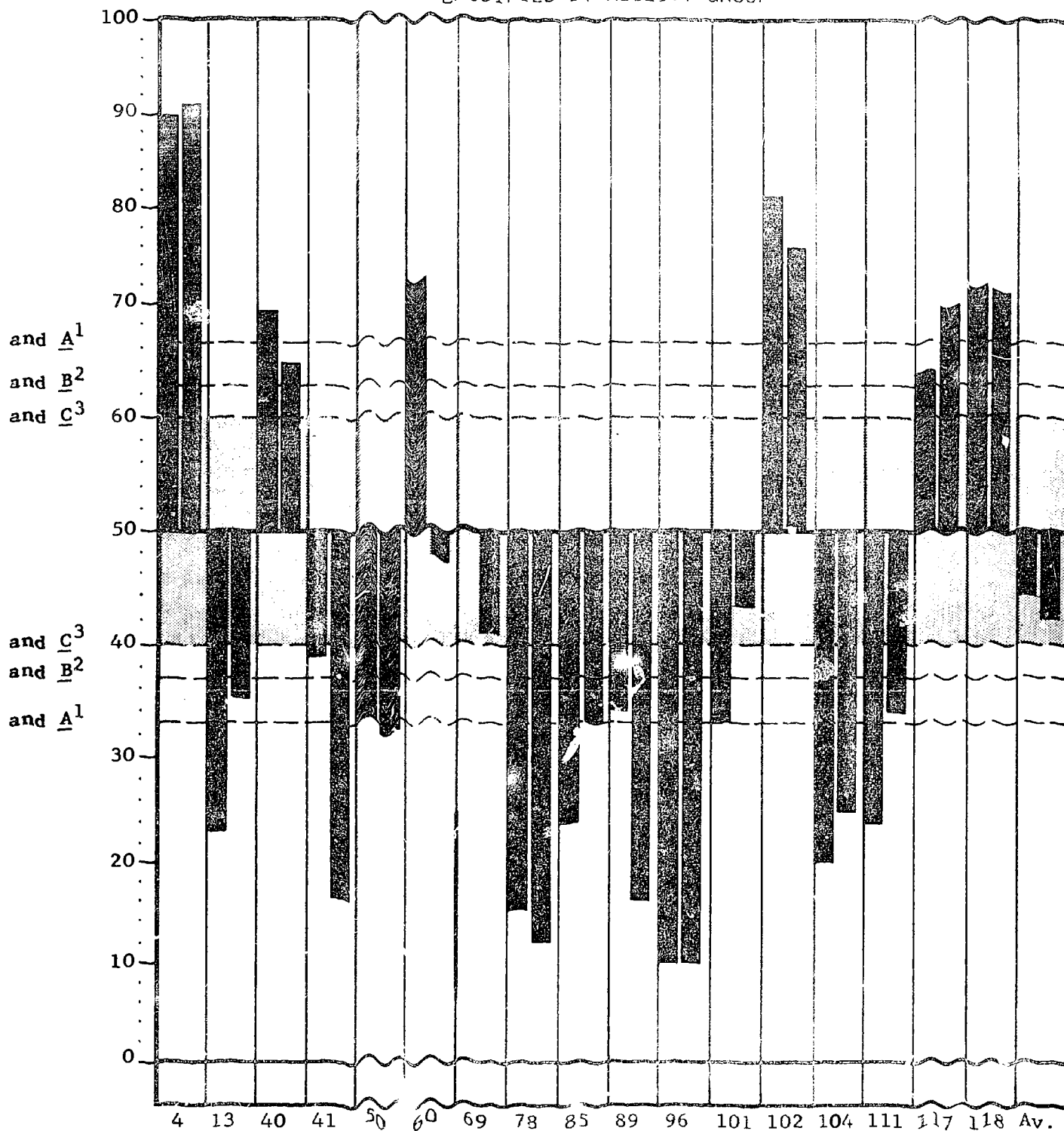
and C³
and B²
and A¹

 Title I (N=2622)

 Non Title I (N=2051)

¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS
CLASSIFIED BY ABILITY GROUP

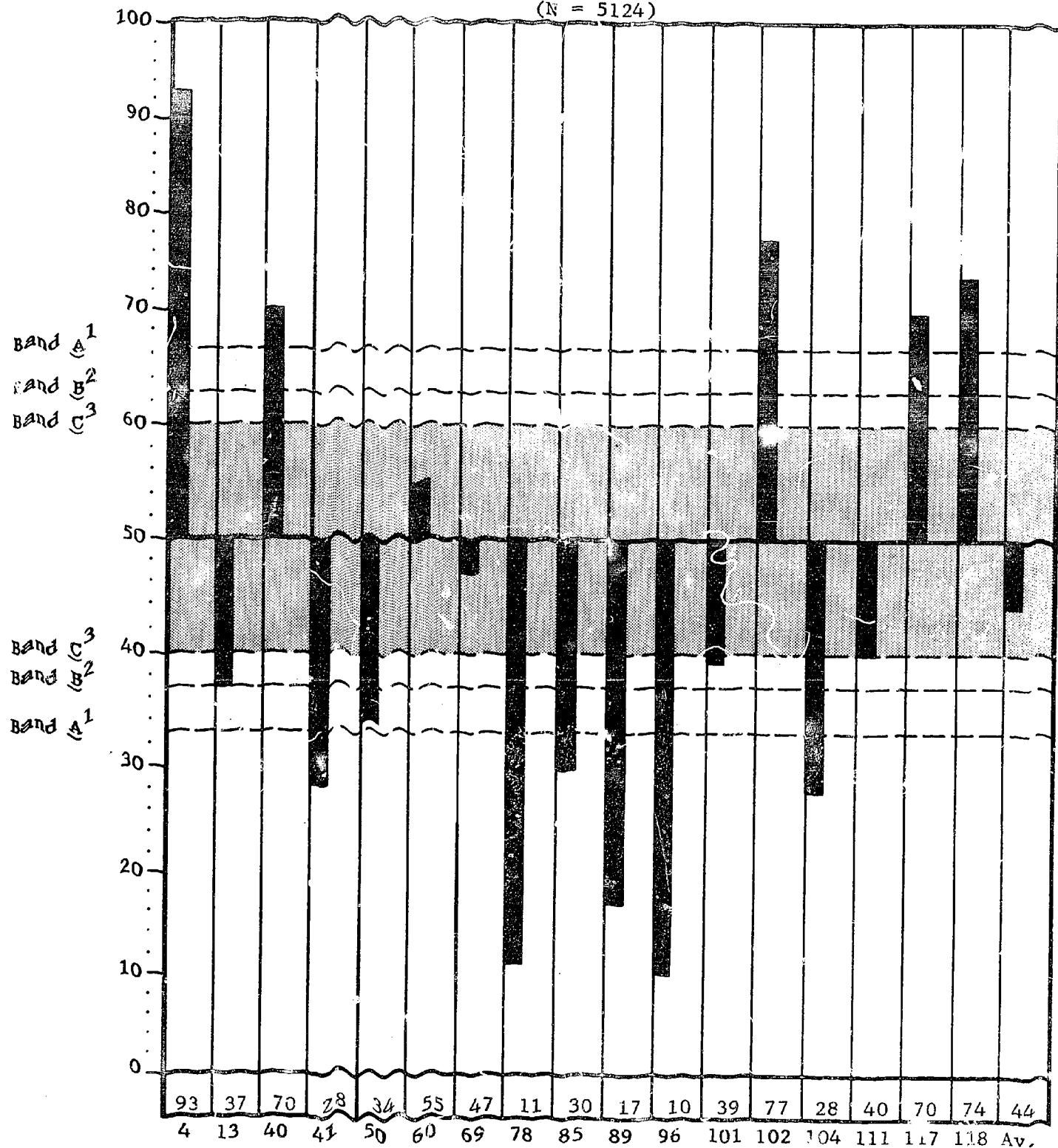


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

1 significant at .001 level
2 significant at .01 level
3 significant at .05 level

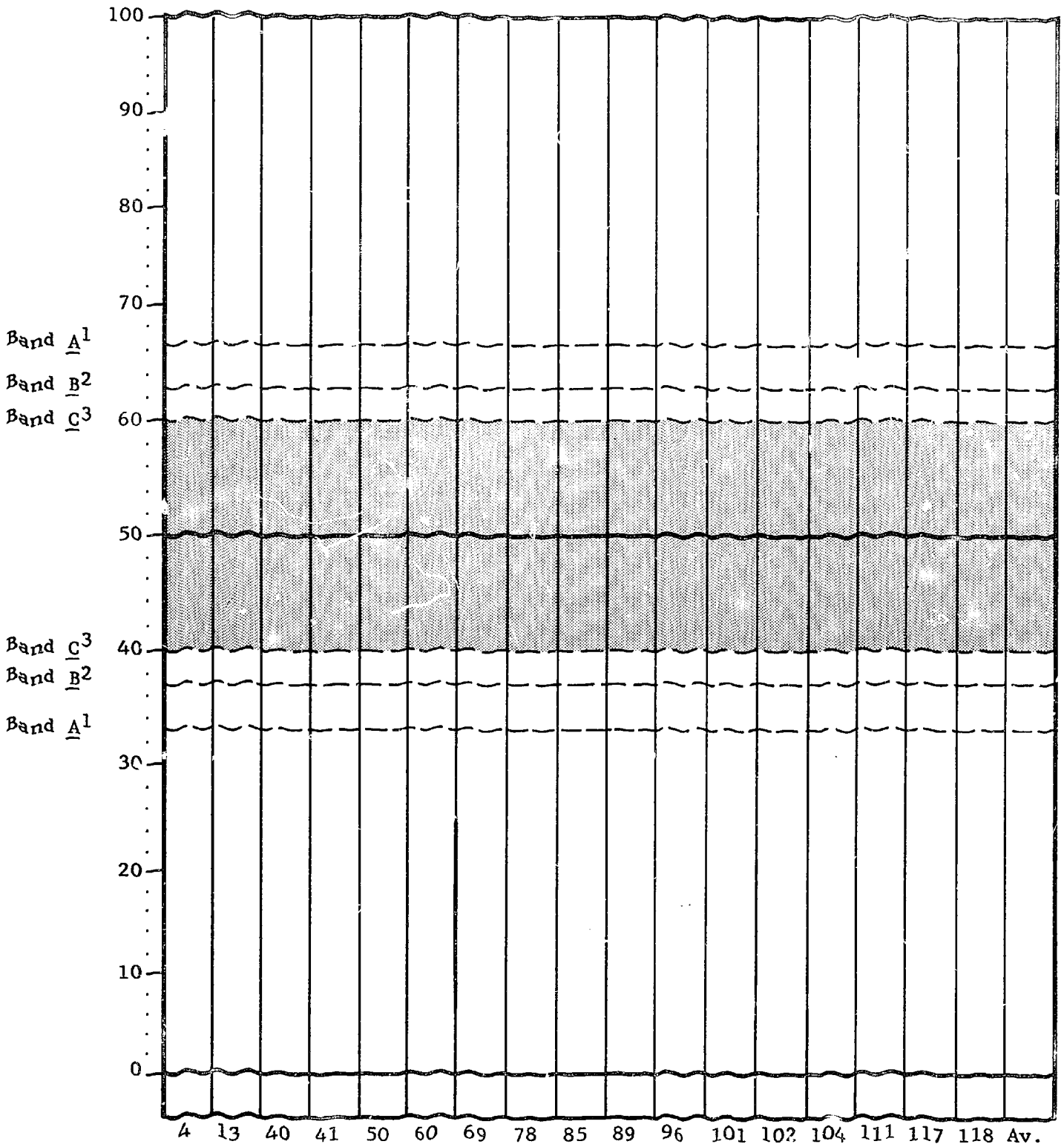
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS

(N = 5124)



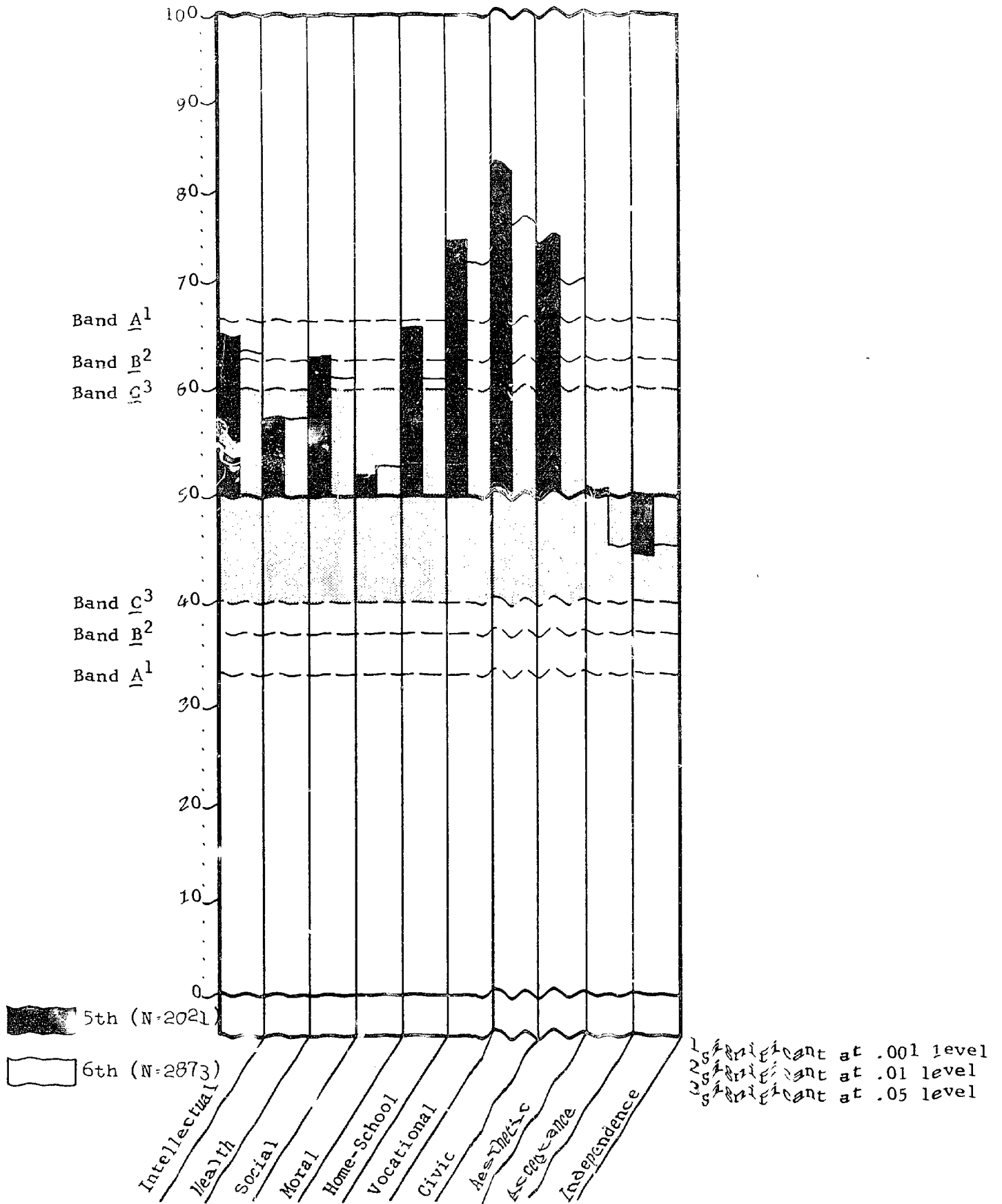
¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS

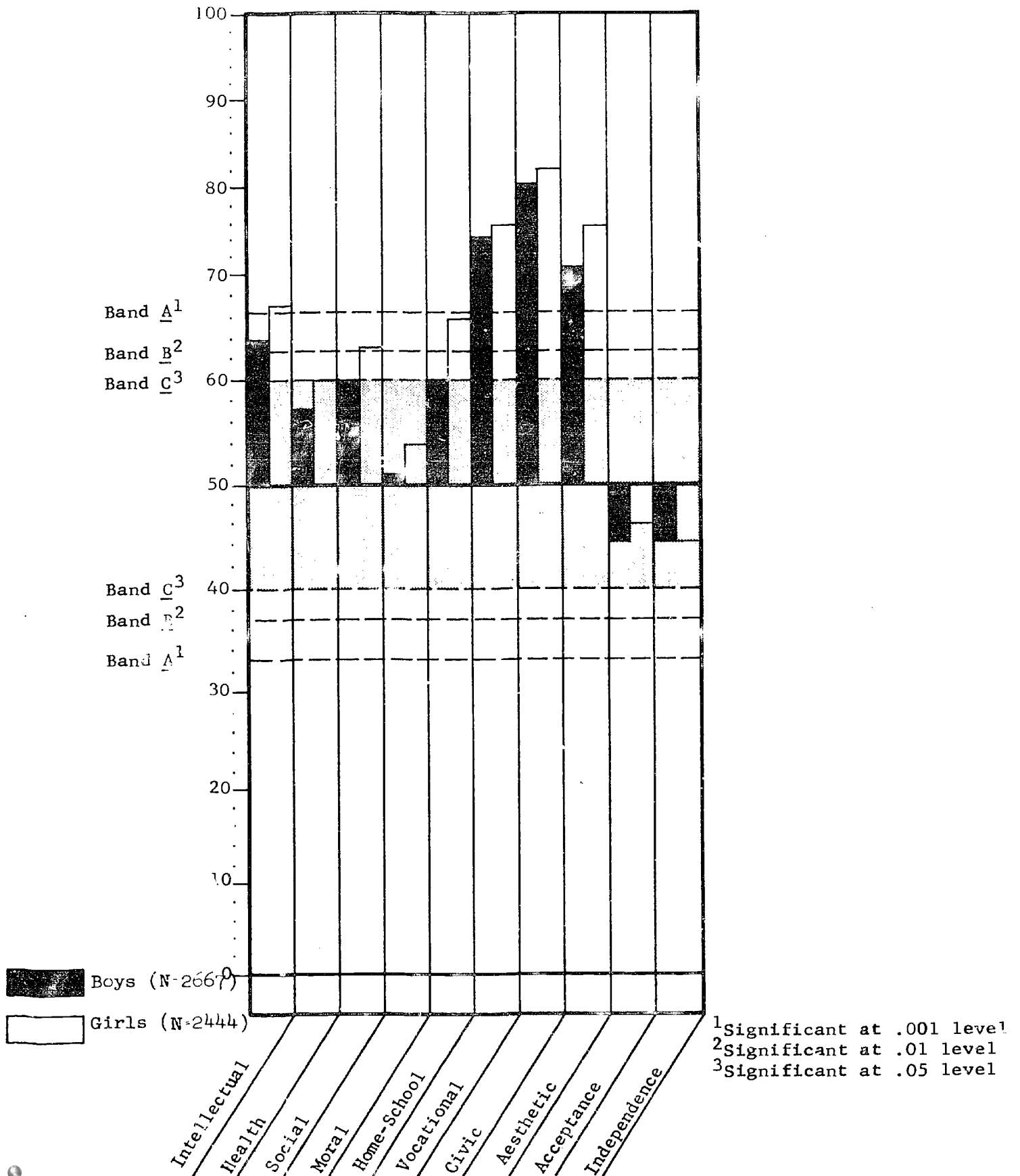


¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESSES

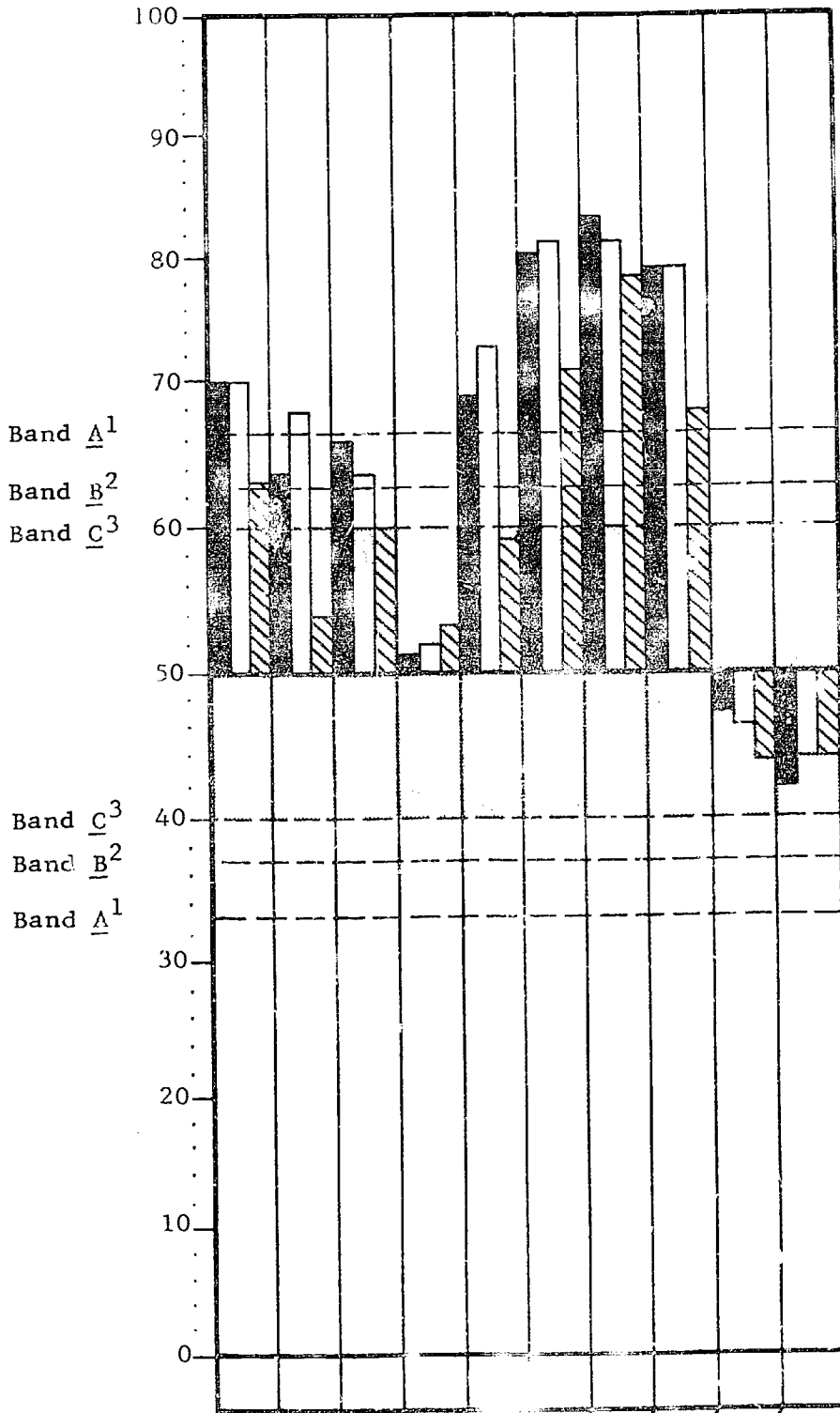



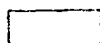

PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

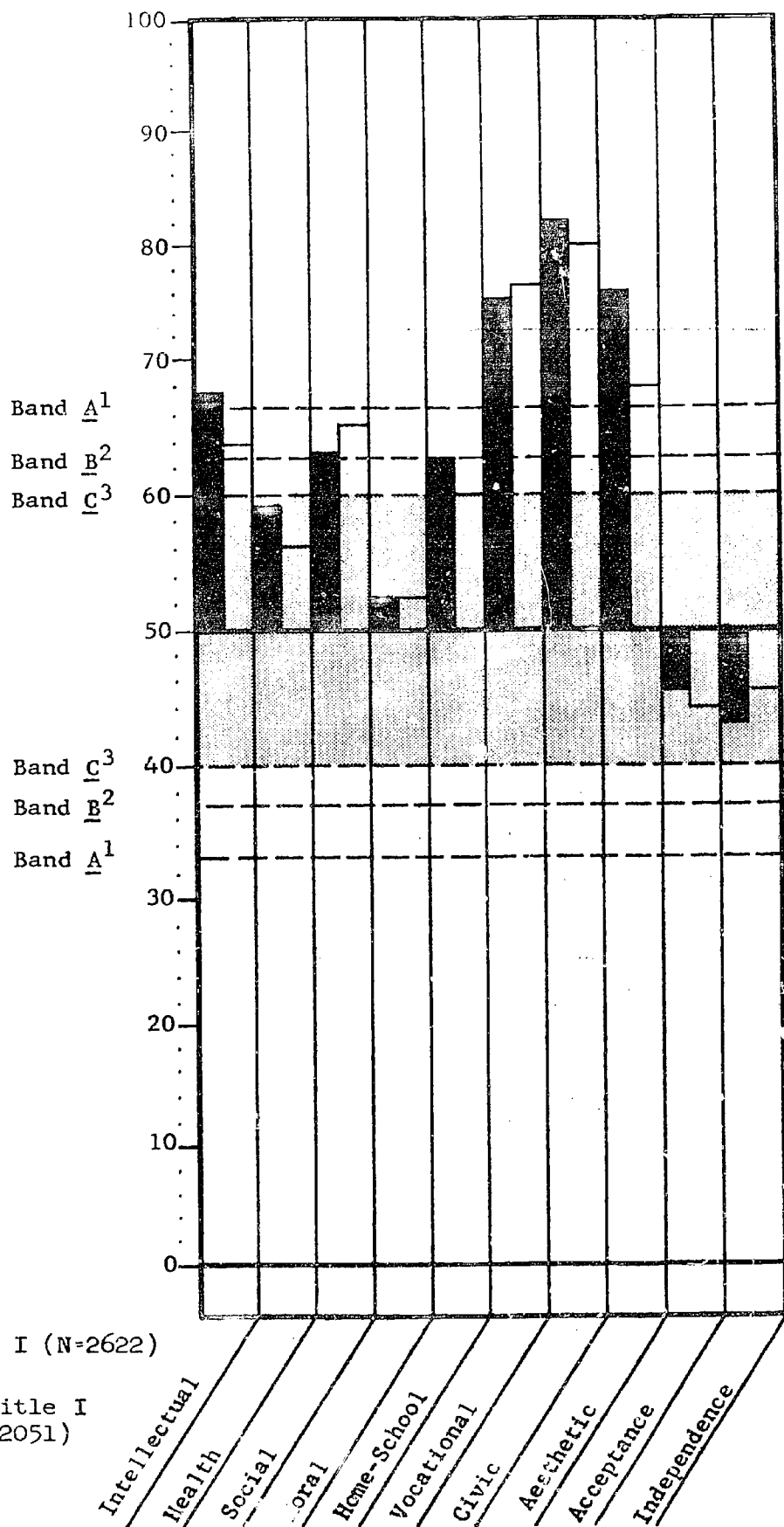
PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS





 Mexican American
 Afro-American
 Anglo American

¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

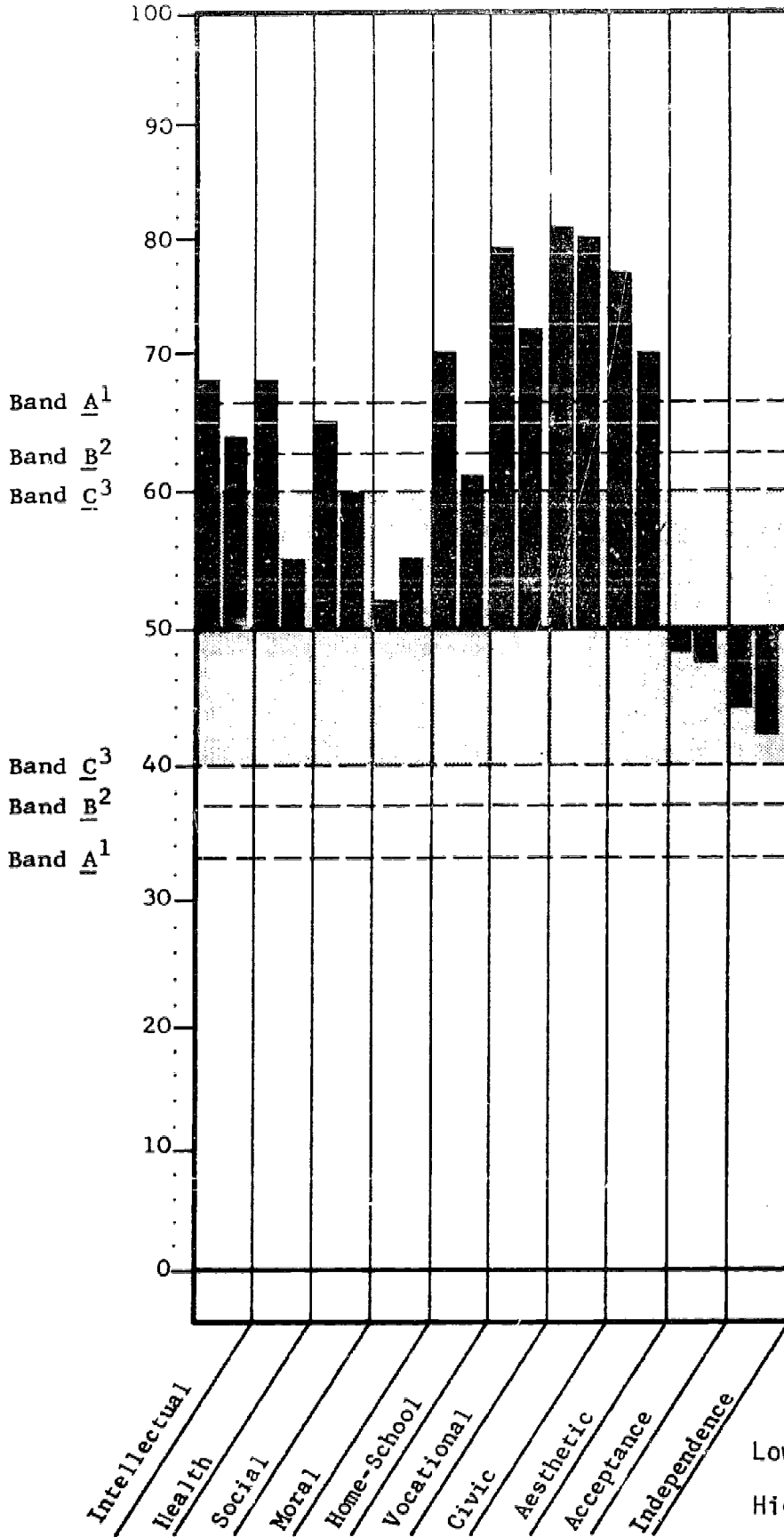
PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



 Title I (N=2622)
 Non-Title I (N=2051)

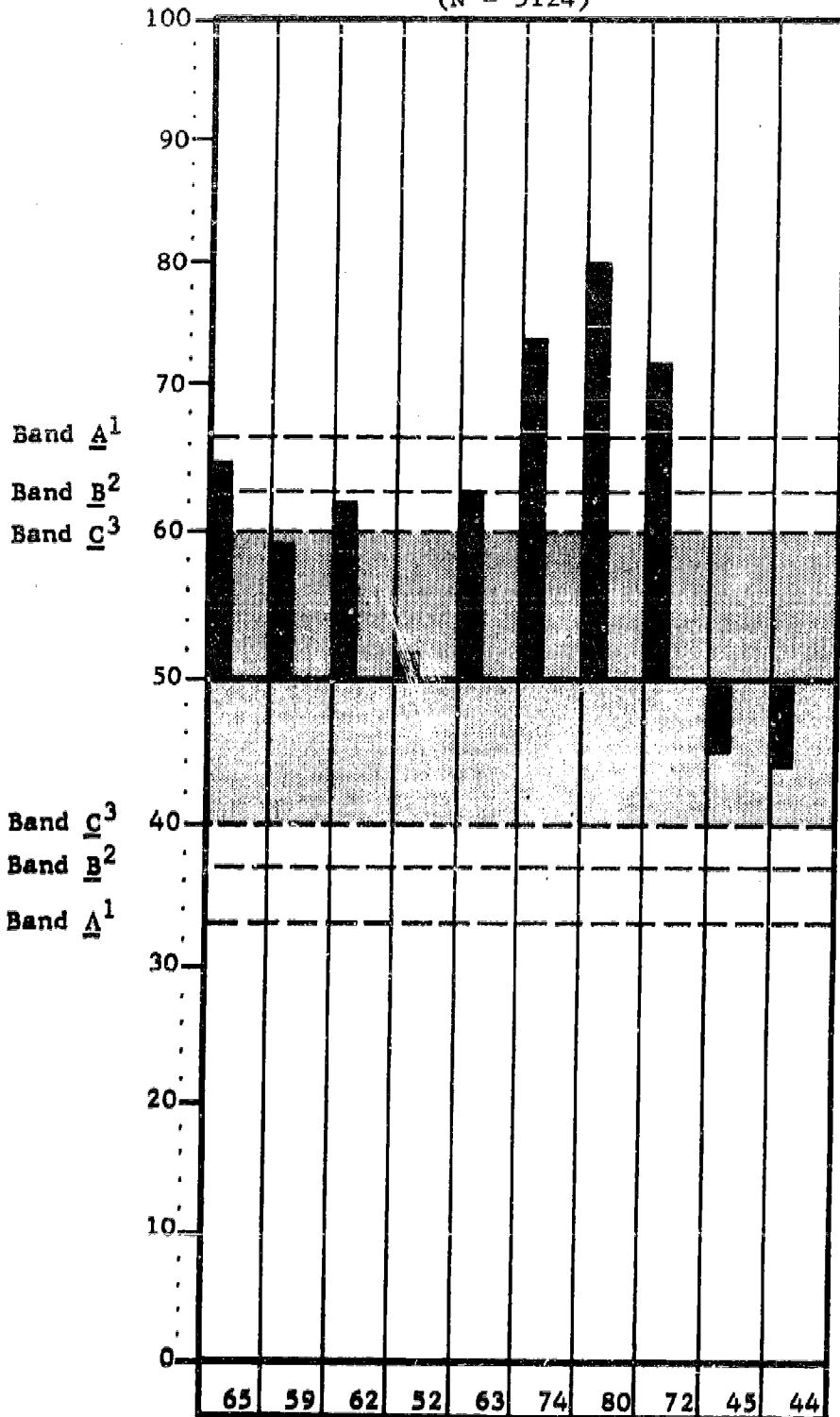
¹ Significant at .001 level
² Significant at .01 level
³ Significant at .05 level

PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS
CLASSIFIED BY ABILITY GROUP



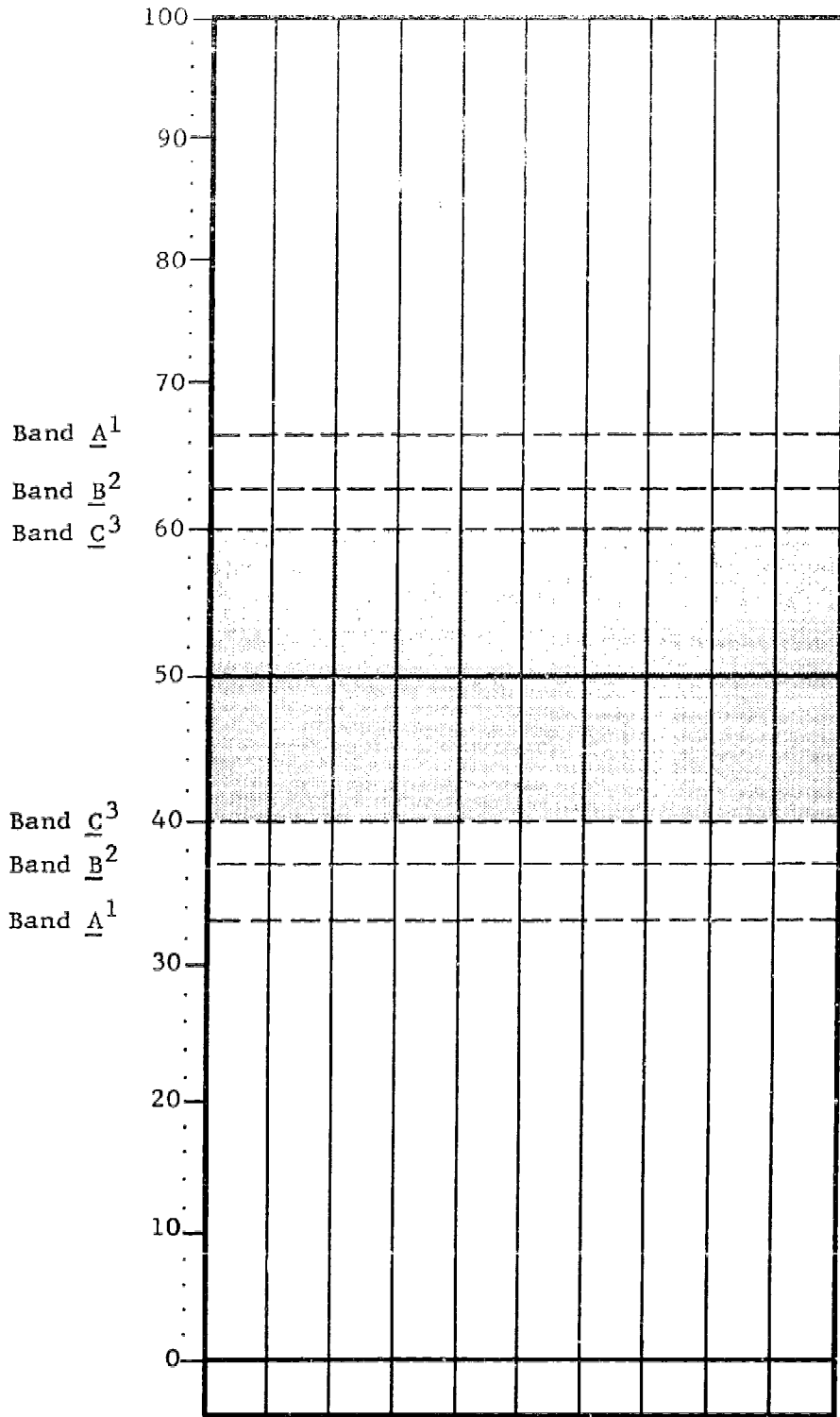
PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS

(N = 5124)



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level

PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



¹Significant at .001 level
²Significant at .01 level
³Significant at .05 level