THE UNIVERSITY OF ALBERTA

COMPARATIVE PERCEPTIONS OF EDUCATIONAL GOALS

by

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A THESIS

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ABSTRACT

The purpose of this study was to investigate the comparative perceptions of parents, teachers and students concerning both actual and preferred educational goals, for a Senior High school.

Data were collected from parents, teachers and students through the use of a questionnaire developed by the researcher, which contained 18 educational goal statements.

Descriptive and inferential statistics were employed to analyze the data, and statistical significance was reported when the obtained probability was not greater than .05.

The first section of the data analysis focused upon differences in perceptions of educational goals among the three groups of respondents. Generally, it was found that there was high agreement among the three groups of respondents concerning the four educational goals that they perceived as currently receiving the greatest and the least emphasis in the development of school programs and activities. Furthermore, parents, teachers and students also displayed a high level of agreement concerning the highest priorities they associated with preferred educational goals. Alternatively, there was very little agreement among the three groups concerning the preferred educational goals to which they attributed least importance.

The analysis of variance procedure employed, disclosed that at least two of the groups of respondents reported significantly different mean scores for 15 of the actual educational goals, but only eight of the preferred educational goals.

Secondly, the analysis focused upon differences in perceptions of educational goals within each group. All three groups revealed a desire for increased emphasis upon almost every educational goal in the school program; there was a fairly low degree of consensus within each of the three groups concerning the educational goals that contained the highest discrepancies. Only one educational goal, Consumer Awareness, was included among the four highest goal discrepancy ratings by all three groups, but there was relatively higher agreement among the three groups concerning the educational goals that displayed the lowest discrepancies. Two educational goals, Rationality and Vocational Preparation, were included amongst the four lowest discrepancies of all three groups. Also, two other educational goals, namely Communication and Cultural Appreciation, were included among the four lowest discrepancies of two groups of respondents.

Finally, it was found that the personal characteristics of respondents were generally not significantly related to their perceptions of actual and preferred educational goals.

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DEFINITION AND DISCUSSION OF THE PROBLEM

> When a man does not know what harbour he is making for no wind is the right wind.
>
> Seneca

INTRODUCTION

The goals of education have been the subject of continuing controversy throughout history. From the time of Plato to the present, both educators and philosophers have debated the subject of educational goals, but they have been unable to present a statement regarding educational goals to which all of the public will subscribe.

Education, particularly at the secondary and tertiary levels, is currently being subjected to considerable criticism from many segments of society, and terms such as 'relevance' are becoming absorbed into the educational administrators' vocabulary. Ebel (1972:7), commenting on education in the United States, wrote:

> Public education in America today is in trouble. Though many conditions contribute to our present difficulties, the fundamental cause is our own confusions concerning the central purpose of our activities.

This quotation, although directed at education in the United States, could also help explain public dissatisfaction with education in many western countries today.

Generally, it is evident that western society is undergoing a period of accelerated change. This study focused upon comparative perceptions of educational goals and examined some of the possible

implications of this dynamic change for the direction of education today, and in the future.

Considerable criticism has been levied at the goals of the contemporary educational system and these critics consider that current educational goals are often irrelevant and ineffective in servicing the demands of this rapidly changing society. Toffler (1971:399) stated:

> Our schools face backwards towards a dying system, rather than forward toward the emerging new society. Their vast energies are applied to cranking out Industrial Men - people tooled for survival in a system that will be dead before they are.

Further criticism can be found in The Report of the Committee on Educational Planning in Alberta (1972:45) where it is stated:

> Schooling has been influenced by a kind of residual theory. According to this theory an educational system ought to do those things that other institutions like the home and the church are unable to do, or have relinquished . . . . Hence, schooling has not been a cause of society but a consequence of society . . . . In the future these tendencies are likely to be modified or changed . . . . Greater attention will be given to efforts intended to articulate change.

Common to many of these criticisms is the perceived divergence between the demands made by contemporary society on our schools and the tasks being performed by the schools to service the demands society makes upon them. It is suggested by such critics that if the school is to survive as a relevant organization in the future, then some of the educational goals must be changed to adapt to the new requests society makes on the school.

An opposing point of view was presented by Ebel (1972:3) who considers that schools are not social research agencies, to which society can properly delegate responsibility for the discovery of solutions that are currently troubling the society. He believed that the fundamental goal of education in secondary schools should be to gain

useful knowledge. Thus, Ebel strongly emphasizes cognitive development, with little emphasis on the affective development of the individual.

One group of critics consider that the goals of secondary education are not encompassing enough to meet the current demands of society. On the other hand, critics such as Ebel consider that the goals of secondary education are too broad and attainment of all of these is virtually impossible. Therefore, schools should concentrate only on cognitive goals.

Such divergent criticism of the goals of education is not new, as educational goal statements have been presented from Plato to Rousseau, to Brameld today. Throughout this period all the general public have not subscribed to any one existing educational philosophy, and there has been considerable disagreement upon which goals are fundamentally important to education.

Today, because of the knowledge explosion and the technological revolution, the questions "Where are we going?" and "Where should we be going?" are frequently asked when discussing varied aspects of contemporary society. These two questions provided the framework for analysing the various groups of respondents' perceptions of educational goals.

General Statement of the Problem

The major purpose of this study was to examine the comparative perceptions of educational goals of various sub-groups, chosen from the larger society or community. A list of goals developed from the literature was presented to the respondents. The respondents were asked to react to each individual goal statement in two different ways:

1. In your opinion IS THE SCHOOL NOW attempting to achieve

this goal?

2. In your opinion SHOULD THE SCHOOL be attempting to achieve this goal?

The basic problem was to determine the extent of agreement of the respondents' perceptions of educational goals. This problem was approached in two ways. Firstly, the various sub-groups of respondents were examined to determine if there were any significant differences in their perceptions of the actual educational goals. The actual educational goals are the goals that are currently providing direction for the school's educational program and activities. Secondly, the various sub-groups of respondents were examined to determine if there were any significant differences in their perceptions of preferred educational goals. Preferred goals are those goals that they consider should provide direction for the school's program and activities.

Specific Statement of the Sub-Problems

From the foregoing general discussion of the problem, the following specific statements were developed. These statements were used to provide direction for the general development of the study.

1. To what extent do parents, students, and teachers agree on the importance of actual educational goals? To what extent can actual educational goals be identified upon which the groups generally agree?
2. To what extent do parents, students and teachers agree on the importance of preferred educational goals? To what extent can preferred educational goals be identified upon which the groups generally agree?

3. To what extent are there statistically significant differences between groups concerning the mean perceptions of actual educational goals?

4. To what extent are there statistically significant differences between groups concerning the mean perceptions of preferred educational goals?

5. To what extent do the groups agree on the discrepancy ranking (difference between mean score for actual and preferred educational goals) for each of the educational goals?

6. To what extent is the perception of goal statements related to certain variables descriptive of parent, teacher and student groups? This research question can be stated in more detail as follows:

   A. Is there a relationship between student perceptions of goal statements and each of the following variables:

      a) Personal variables: Age, sex

      b) Social variables: Number of children in family
         Marital status of parents

      c) Economic variables: Income of parents
         Employment status of parents

      d) Educational variables: Type of program studied
         Knowledge of school activities

   B. Is there a relationship between parental perceptions of goal statements and each of the following variables:

      a) Personal variables: Age, sex

      b) Social variables: Number of children in family

Marital status

c) Economic variables: Income received
Employment status

d) Educational variables: Type of formal education
Knowledge of school activities

C. Is there a relationship between teachers' perceptions of goal statements and each of the following variables:

a) Personal variables: Age, sex

b) Social variables: Number of children in family
Marital status

c) Economic variables: Income received
Employment status

d) Educational variables: Years of teaching experience
Knowledge of school activities
Time allocation in teaching or administration
Years of teacher training

ASSUMPTIONS

The researcher made the following assumptions regarding the research design and data analysis utilized in this research project. Firstly, it was assumed that the questionnaire developed to measure comparative perceptions of educational goals obtained valid and accurate measurements of the variables being studied. Problems caused by goal distortion were assumed to be a minimum.

Secondly, it was assumed that the respondents' replies to the questionnaire were independent judgments and truly reflect their own opinion.

Thirdly, it was assumed that the size of the samples of parent,

teacher and student groups was adequate to reveal statistically significant results.

Fourthly, it was assumed that the Likert-type scale has interval properties. This was required for the statistical analysis of the data gathered.

Finally, it was assumed that the results obtained from the groups constituting the selected samples were representative of the teacher, student and parent perceptions of educational goals for the school being studied.

LIMITATIONS

One limitation arose because of the varied nature of goal statements themselves. If a classification of learning objectives such as Bloom's (1956:V.1) were applied to the broader area of educational goals then a distinction could be made between goal statements directing the cognitive, affective and psychomotor domains of education or learning. Measuring the degree of attainment of goals in the cognitive and psychomotor domain is perhaps more easily undertaken than measurement of achievement of educational goals in the affective domain. The fact that some goals are more readily measurable than others could influence the perceptions of respondents who regarded the more readily measured goals as the most important ones.

Finally, because this study was concerned with perceptions of educational goals, it was necessary to be aware of some of the problems involved in perception. Enns (1966:1) stated:

> Perceptions are not simple accurate reproductions of objective reality. Rather they are usually distorted, colored, incomplete and highly subjective versions of reality.

The difficulty in avoiding distortion in perception needs to be stressed and it is quite probable that different members in an organization, perceiving the same event, perceive the event differently. In this study, this limitation applies to the perception of educational goals.

DEFINITION OF TERMS

Organizational Goal*

Etzioni (1964:6) defined an organizational goal as the desired state of affairs the organization as a collectivity attempts to realize. Emphasis here was placed on the goals of the majority of organizational participants, as distinct from personal or individual goals.

Official Goal

Perrow (1961:856) defined official goals as those goal statements located in formal statements and company reports outlining suggested organizational direction. Etzioni (1964:7) used a similar definition.

Operative Goal

Perrow (1961:856) defined operative goals as those goals that are embedded in the major operating policies and personnel practices within the organization. A similar definition was used by Etzioni (1964:7) who referred to operative goals as the real goals of the organization.

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*For the purpose of this study the terms, goals, aims, and purposes of education are regarded as synonymous.

Perception

Perception refers to the process by which one attributes significance to his immediate environmental situation as influenced by characteristics of the perceiver, characteristics of the perceived and the situational influences in which the perception occurs.

Goal Distortion

Etzioni (1964:7) stated that goal distortion occurs when the respondent masks the real goal the organization sets out to achieve. For example, a private school may function primarily to make a profit whereas the respondent stated that the organizational goal was to be a non-profit making organization. Such distortion could be deliberate or accidental as a result of incomplete information being made available to the respondent.

Actual Educational Goal

Actual goal refers to the educational goals that are currently providing direction for the school's educational program and activities.

Preferred Educational Goal

Preferred goal refers to those educational goals that the respondent considers should provide direction for the school's program and activities.

Goal Discrepancy

Discrepancy refers to the absolute value of the difference between the actual mean score and the preferred mean score, for a group of respondents for a particular educational goal. It provides some indication of the respondent's satisfaction concerning the emphasis of

an educational goal within the school program.

ORGANIZATION OF THE THESIS

A summary of the literature is presented in the following chapter. Attention was focused upon some of the important goal formulations presented in the various Canadian provinces, and also some of the research studies that have examined educational goals. This is followed in Chapter 3 by a discussion of the research design and the characteristics of the respondents involved in the study. Chapters 4 and 5 are concerned with analysis of the data and research findings. Finally, Chapter 6 presents a summary, conclusions, implications and recommendations for future research.

Chapter 2

A REVIEW OF THE RELATED LITERATURE

A review of the literature concerning the goals of education is presented in this chapter. This chapter is divided into three major sections. The first section examines the relationship between societal change and the goals of education.

Secondly, this chapter focuses upon an examination of some official goal statements. This includes some interprovincial comparisons of educational goal statements in Canada, as well as an examination of some of the important goal formulations in the United States.

Finally, some of the research studies that have focused upon educational goals are reviewed.

SOCIAL CHANGE AND EDUCATIONAL GOALS

Currently we are experiencing perhaps the greatest period of change in the history of mankind. Not only are we experiencing rapid economic change in advanced societies, but there are also significant social, political and cultural changes occurring simultaneously.

Economic change is perhaps best exemplified by the dramatic acceleration of economic growth of between five to ten per cent in many western nations, which should result in a doubling of the output of goods and services almost every fifteen years. Associated with this rapid increase in output we have the development of planned obsolescence, and the start of the rental revolution that is re-shaping the relationship between man and his material possessions.

Social and cultural changes are evident in the shift in contemporary attitudes towards issues such as: marriage, divorce, religion, family planning, women's liberation and drug culture. Studies by Packard (1972) showed that almost twenty per cent of North Americans change their residence each year, and as a result many of the traditional or permanent social relations are continually being re-appraised by this highly mobile society.

To understand the significance of this change for the goals of education it is essential to have a clear understanding of the relationships between the aims of society and the goals of education.

Relationship Between Social Aims and Educational Goals

Bent and Kronenberg (1970:31) stated that all educational aims are social but not all social aims are educational. Since educational aims are social aims, as society changes some of these educational aims must change, be re-defined or at least shifted in emphasis. These statements are based on the assumption that educational goals must express the needs and sentiments of society as public education would not long be supported if society did not approve of its goals.

This relationship between societal goals and educational goals can be further explained if we regard the school as only one of the agencies available to achieve the goals of society. A particular social goal may not be accepted by schools as an educational goal so long as the goal is attained better by some other agency. For example, today sex education is a controversial educational goal that the schools are to some degree reluctant to accept. On the other hand, the traditional agent for sex education, the home, in some areas is reluctant to transfer

this goal to educational institutions.

Wesley (1958:73) gave four principles for determining whether the school as an institution can accept some of the aims of society as educational goals. These four principles included: (1) They must have the approval of society or at least some articulate group, (2) They must be capable of being achieved through instruction, (3) They must suggest activities that are within the capacity of the school population, and (4) They must be accepted and actually undertaken by the school. Wesley stated that goals that fail to meet these objectives may be goals of society but not educational goals.

The goals of education must be directly related to the goals of society, but education is not to be considered the only agent for achieving the goals of society. Also, some of the goals of society are not considered by the public to be appropriate educational goals as they are more effectively attainable by some other agency.

Educational Goals in a Dynamic Society

If educational goals are to be directly related to the demands society makes upon educational institutions, then the question arises "What are the goals society perceives as appropriate to educational institutions?" If society were static then perhaps it would be easier to arrive at some degree of consensus upon which educational institutions should be directed. But in a dynamic society, it seems more rational to accept the belief that as society changes some of the goals of educational institutions must change or be modified. This view was presented by Downey (1960:2) who suggested: "It should be recognized that education, like society itself, is a dynamic changing thing, its tasks cannot be fixed for all situations or for all time." This view

was also presented by Hilda Taba (1962:15) who supported the need for continued re-adjustment of educational goals:

> If society and culture are changing, then it is the task of the school to play a constructive role in the change. Education must adjust its aims and program to the changing conditions, and, if possible foreshadow them, especially under conditions of rapid change introduced by modern technology. Without a continual re-orientation to changing conditions education becomes unreal and in a sense useless because it doesn't prepare youth for life's problems and responsibilities. To meet changing conditions means, of course, that both the aims of education and the program devised to implement these aims, including the orientation brought to bear on the materials used, must be changed also.

This approach to educational goals was considered fundamental to this study. The purpose of this study was not to obtain a measure of the perceived importance of goal statements that could assist in the development of an educational philosophy that would last indefinitely. Rather, the researcher was attempting to provide information that could assist in the formulation of goal statements and could be relevant for the immediate future. The study was undertaken with the belief that perhaps in the near future, as society changes, some new dimension could have important implications for education, and some of these findings may become obsolete. The researcher considers that the continuing re-adjustment of educational goals is fundamental if schools are to survive as effective social institutions.

Downey (1960:2) emphasized that no matter how much study is devoted to the study of educational goals, complete societal consensus would never be achieved. Despite this obvious limitation, Downey suggested that efforts directed towards the study of educational goals should not be abandoned. Downey (1960:2) stressed the importance of direction in education because of the changing role of education in contemporary society. "Whereas education was formerly considered an instrument of social progress, it is now perceived as an instrument of

national survival." More recently Downey (1971:157) stated:

> Education is potentially, the most effective of the non-violent forms of intervention in the course of human affairs. Accordingly, education should take note of those glimpses into the probable future of society; such a statement should reflect not only the need for education to adapt to the future, but also education's responsibility to intervene in the shaping of the future.

Despite the problems involved, writers such as Downey, Bloom, Taba and others suggested that research into the field of educational goals was of critical importance to educational institutions.

Dumas and Beckner (1968:142) perhaps best summarized the need for the study of educational goals in a dynamic society when they wrote:

> A sense of direction, then, seems to be the most important reason for establishing purposes and objectives in education. Without this sense of direction the teacher or administrator will soon become lost in a sea of criticism and doubt, blown in all directions by the vocal winds of self styled educational experts and well meaning but uninformed citizens.

Determination of the Goals of the School

As stated previously, the goals of education are directly related to the aims of society. To state that society determines the goals of education, does not really illustrate the complexity of the segments of society that attempt, or have attempted to influence the goals of education. Dumas and Beckner (1968:145) pointed out that there is no shortage of groups, agencies and individuals willing to assume the task of establishing goals for education. Those which were cited as active and influential in education in the United States include:

1. The federal government, including Congress, high-level administrators, and the United States Office of Education.
2. State governments, their agents and agencies.
3. Local governmental bodies, including the local school board, city, and county authorities.

4. Educators -- a term which is adopted by college, elementary, and secondary school teachers, administrators of various types, writers and an assortment of others, some with questionable interests in education.
5. Parent-teacher associations and other groups promoting an array of worthy causes.
6. Political parties, groups and organizations.
7. Individuals and organizations representing labour, business and industry.
8. Various religious groups.
9. A galaxy of individual 'authorities,' urging educational objectives appropriate to their own interests and convictions.

In a decentralized school system, such as that found in Canada and the United States, the publication of official goal statements is usually undertaken by the provincial or state departments of education. Local school boards and individual schools can also participate, as agencies involved in this process. Collectively, all these agencies must attempt to represent the opinions of the varied segments of the public outlined above, in their formulations. To reduce the varied demands of this complex network of sub-publics to practical goals for the school is a very difficult task. Downey (1962:4) stated:

> In answer to the demands of influential minorities, the public school has expanded its sphere of interest to such a degree that its tasks have no definable limits. Being everything to everybody has placed it in an untenable position and has caused it to become the scapegoat for most of the deficiencies in our society.

This study was undertaken with the assumption that the school cannot respond to all the demands made by these various sub-publics, and eventually some basis of priority must be established upon which the majority of society agree, in the short run. To facilitate such

consideration, some measure must be available of the various publics' perception of educational goals. This study was designed to examine some of the sub-publics involved, namely parents, teachers and students.

Saylor and Alexander (1966:123-158) emphasized that the determination of goals for education should incorporate an examination of the students' abilities and needs, together with the demands these various segments of society make on educational institutions. It is the capacities, talents and potentialities of the students themselves that fix parameters for growth and development and the achievement of goals.

In Figure 1, a model developed by Saylor and Alexander (1966:138) is presented to illustrate the relationship between the demands of society and the needs of the individual in the determination of educational goals. To understand this model completely it is necessary to distinguish between ultimate (or general) goals and immediate (or specific) goals. The former are what we eventually expected as desired outcomes, while the latter will determine the specific activities for achieving the general outcomes.

Bloom (1956:V.1) developed a classification of educational objectives, which are applicable to his cognitive, affective and psychomotor domains of learning. These objectives developed by Bloom can be considered as immediate or specific goals. For example, citizenship is an ultimate aim, but respect for law and knowledge of laws are immediate goals (or specific behavioural objectives).

Goals cannot be thought of as mere abstractions; they must be broken down into specific learning outcomes which can be achieved through proper activities in the school. Figure 1 attempts to show the relationship between the goals of society, with consideration for the

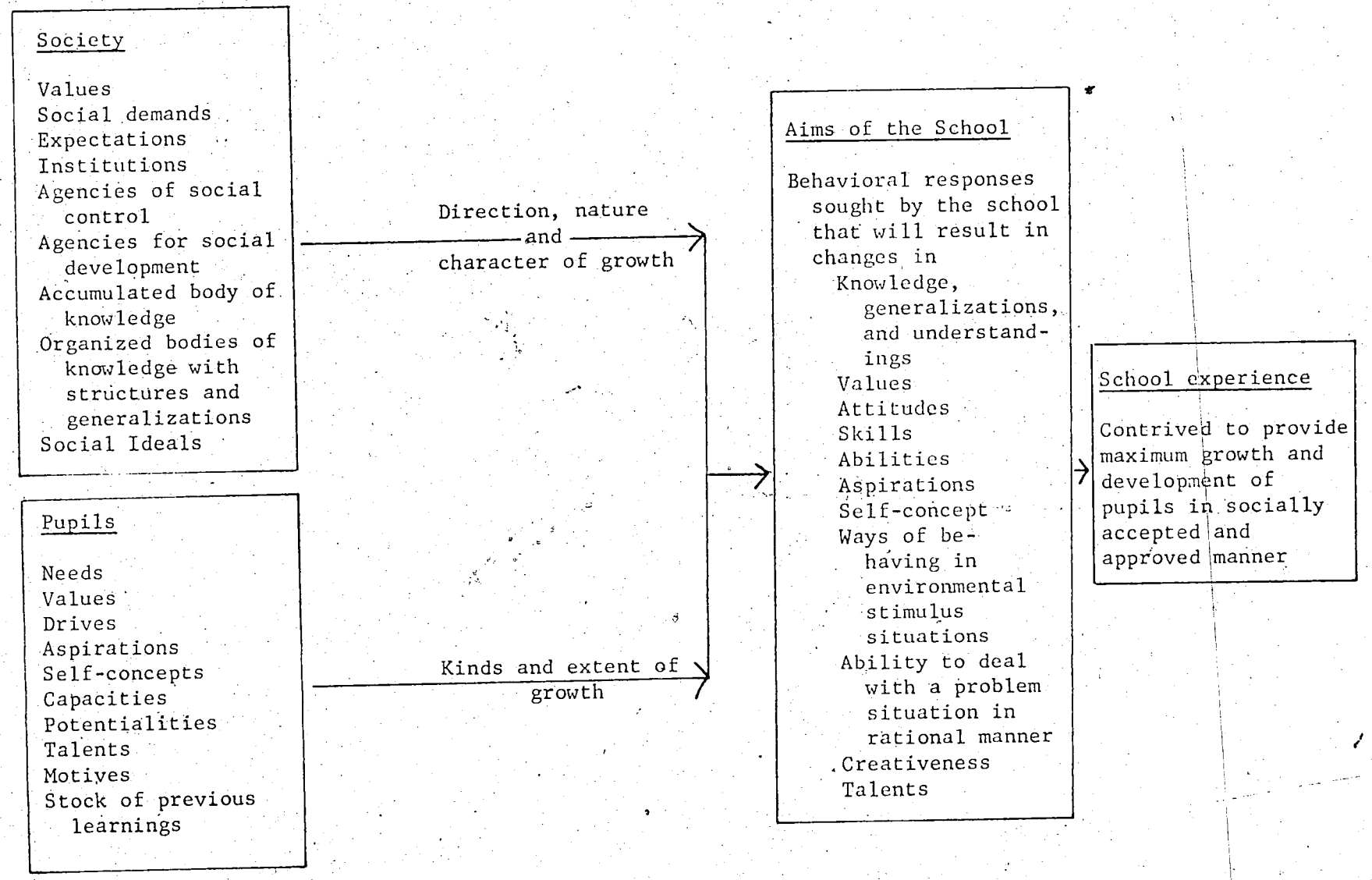

Figure 1: A Model for the Formulation of Aims for the School

capabilities of the learner, and the resultant immediate goals (or behavioural objectives) sought by the school. Often these behavioural objectives are published in curriculum guides, whereas the general (or ultimate) goal statements appear in various governmental publications.

Importance of Educational Goals to the Functioning of the School as an Organization

Etzioni (1964:6) defined an organizational goal as "the desired state of affairs which the organization as a collectivity attempts to realize." Therefore, for an organization such as a school, goals provide direction for activities and programs.

Saylor and Alexander (1966:157) emphasized the importance of educational goals in providing a basis for all planning and teaching. To summarize, they stated that provided educational goals reflect the demands of society, and the capabilities of the pupil, then clarification of educational goals is important because:

1. Clarify the role of the school: The statement of aims will define the responsibilities and functions accepted by the school. It will enable parents and citizens to ascertain the sets of behavioural responses the school believes to be desirable and which it assumes responsibility for teaching.
2. Guide decision making: In determining school policy reference to the statement of the aims of the school will constitute a basis for making decisions.
3. Determine the selection of units of school learning experience: Selection from among the almost unlimited range of units of experience that could be contrived by the school

is, of course, necessary. Choices are determined by the outcomes to be sought by the school. There is no other way in which to select school experience, whether the aims are stated or are implicit in the behaviour itself.

4. Set the parameters for the school experiences of pupils: As the teacher directs the behaviour of pupils, the bases for such direction are the outcomes the teacher expects. The parameters of all those experiences for pupils that are guided and directed by a teacher are the aims of education.

5. Serve as a guide for the development of pupil motives: The teacher will use all his professional skill to elicit in all pupils participating in a unit of school experience the motives that promise to result in the behavioural responses that he strives for.

6. Provide the basis for evaluating the curriculum of the school: Evaluation of the school will be done by many persons. Teachers should determine the extent to which pupils in the school build into learning the desired behavioural responses. Administrators and the board of education will appraise the work of the school to determine the extent to which it is attaining the ends envisioned. The citizens themselves will judge the effectiveness of the school in some degree at least by observing and analyzing the behaviours of the pupils of the school. Aims thus become the basis for all such evaluations. If these objectives have been formally defined and have been approved by teachers, board members, administrators, and

citizens, evaluations will be more valid, thorough, and significant for further planning and decision making.

7. Enable the staff and the board of education to improve the curriculum: Improvement is impossible unless there is some determination of what constitutes goodness. Any changes in the program and structure of the school, therefore, should be in the direction of trying to achieve more effectively the ends sought through school experience.

AN EXAMINATION OF SOME OFFICIAL GOAL STATEMENTS

Western nations generally accept the concept of universal secondary education and regard it as a right of every young student who completes elementary school. But, within these various countries there exist diverse ranges of opinion regarding appropriate goals for secondary education. Governments, educators, and public citizens have provided vast amounts of literature outlining the official goals that should provide direction for education. It is not possible to examine all of these official goal statements, so the researcher has limited the investigation to: (a) Some interprovincial comparisons of official educational goal statements in Canada, and (b) Some official educational goal statements in the United States.

Some Interprovincial Comparisons of Educational Goal Statements in Canada

Usually, the various departments of education include in the curriculum for the secondary school, a statement of the philosophy of education and a list of the goals of secondary education. These official

goal statements provide the rationale for the curriculum, and at the government level serve as the approved goals of secondary education. Many of the official goal statements presented below were obtained from various governmental publications in the respective provinces.

Alberta. The results of the enquiry into education in Alberta in 1972, "A Choice of Futures," emphasized that a futures perspective be maintained when defining the goals for education. Worth (1972:37-63) outlined the following goals to guide the direction of education in Alberta:

1. Personal autonomy. To nurture growth toward selfhood and individual freedom.
2. Social competence. To nurture the capacity for satisfying relations with others.
3. Ethical discretion. To nurture the development of personal values and a social conscience.
4. Creative capacity. To nurture the growth of broad leisure and recreational interests and skills.
5. Career proficiency. To nurture the development and maintenance of occupational competence.
6. Intellectual power. To nurture the use and extension of intellectual and aesthetic abilities.

A position paper on educational goals published by the Curriculum Branch of the Education Department of Alberta (1972:1-17) suggested the following goal-statements as a basis for education in that province:

> It is urgent that all secondary students be provided opportunities to engage in experiences which will promote their continuing growth toward:

1. Attitudes, skills and knowledge essential for effective living in a changing world.
2. Knowledge, attitudes, skills and self-understanding regarding their physical and mental health.
3. A philosophy which stresses regard for human worth and for the values conducive to ethical and moral behaviour.
4. Effectiveness in communicating ideas and feelings.
5. Confidence in their own abilities, their sense of responsibility, and their satisfaction and enjoyment of life.
6. An understanding and appreciation of the use of leisure time.

Ontario. In 1968 a Provincial Committee on Aims and Objectives in the schools of Ontario published a comprehensive report entitled "Living and Learning" (Hall-Dennis report). Emphasis was placed on goals related to the child's growth and development. This Ontario study, the Hall-Dennis report (1968:67-73), presented the following statement of goals* based on this developmental concept:

1. To develop capacity to apprehend and practice basic virtues.
2. To develop the power to think clearly, independently and courageously.
3. To develop talent to understand the views of others and to express one's own views effectively.
4. To develop competence for a suitable occupation.
5. To develop good health.
6. To develop aptitude for recreation.

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*These goal statements originally appeared in the Report of the Royal Commission on Education in Ontario, 1950.

7. To develop capacity for happy family relations.

8. To develop good citizenship.

9. To develop the concept that education is a continuing process beyond the school.

The Hall-Dennis report (1968:70) made the following comment on these goals:

> The Committee is in general agreement with these aims and with the emphasis on development. It believes, however, that the important aim, 1) needs to be made definite by designating just what virtues the school, and more precisely the public school can and should develop; that, 6), should be more definitive; and that, 4) on the other hand be less definitive. The above criticism is not intended as a reflection on an excellent statement of aims. It is meant only to indicate differences in thinking fifteen to twenty years later.

Saskatchewan. Gathercole (1962:12) stated that the purposes of secondary education in Saskatchewan have been set forth in the following words:

> The role of the modern high school, then, may be briefly summarized as follows:
>
> 1. To provide for the optimal development of every youth who can profit by the instruction given, regardless of social or economic status.
>
> 2. To provide students with a rich experience in democratic living through the various areas of subject matter necessary to his becoming a useful citizen. This implies active participation in the planning of units of work within the scope of the authorized outlines as well as continuous participation in lessons.
>
> 3. To help each student develop the highest degree of physical and mental health, the latter considered as greatly dependent upon the achievement of satisfying goals.
>
> 4. To provide an environment in which critical thinking is stimulated and in which complete passive acceptance of the conclusions of others is discouraged.
>
> 5. To stimulate each student to discover and extend his interests and abilities in order to meet his needs and then

to weave them into a consistent, unified pattern, which will provide a standard of values for effective living.

6. To help each student achieve an understanding of our democratic culture through the intelligent examination of the varying and sometimes conflicting values and practices within the local and wider community.

Manitoba. Speaking of educational aims, the Manitoba Royal Commission (1959:145-7) observed that in any education imposed by the state, no aim appeared legitimate except the development in each child of the capacity and desire to become a worthy and acceptable member of a society of free men. As a means to achieving this aim, the Commission included greater ability to think, capacity to earn a living, critical appreciation of our cultural heritage and above all, the faith that in life there is some noble purpose that requires and justifies effort, strain, and struggle for self improvement.

Quebec. The Report of the Royal Commission of Enquiry on Education (1963:75) stated:

114. Like every other country throughout the world, the Province of Quebec must examine the educational problems confronting it in the light of objectives which originate in its own economic and social development and from modern trends in education generally. While taking full account of the special problems arising from its own traditions and history, the Province must seek with clarity of vision and practical good sense to endow its educational system with a structure suited to its present needs.	Introduction
115. In modern societies the educational system has a threefold goal: to afford everyone the opportunity to learn; to make available to each the type of education best suited to his	Threefold goal of the educational system

aptitudes and interests; to prepare the individual for life in society.

Gathercole* (1963:16), commenting on the goals of education in Quebec, emphasized the central role of the Roman Catholic church in education in that province:

For the French Catholic secondary schools a triple purpose has been defined:

1. To continue the development of personality: . . . In terms of the present order of Providence, that is to say since God has revealed in His only Son, who alone is the Way, the Truth and the Life, there can be no thorough and perfect education other than a Christian education. (Encyclical on Education). The personality which the secondary school should continue to form, therefore, is the Christian personality, that which - through free choice, thought, and decision - acts with constancy and conviction in terms of right reason illumined by faith.

2. To offer as fully as possible the advantages of higher education: The secondary school should enlarge the knowledge of its students and above all, teach them how to learn. The objective is double: to instruct, to form character.

3. To provide for the needs of society: The secondary school should provide as many intellectual workers and high-grade manual workers as society needs.

British Columbia. The Report of the Royal Commission on Education (Chant report) (1960:11) issued the following statements regarding educational goals:

The people of this Province have established schools for the primary purposes of developing the character of our young people, training them to be good citizens and teaching them the fundamental skills of learning necessary for further education and adult life.

The Chant report (1960:12) continued to define these goals more specifically:

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*This quotation was selected from: Comite Catholique du Conseil de l'Instruction Publique, Program d' Etudes des Ecoles Secondaries. Quebec. The Queen's Printer, 1957, pp. 11-13.

To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.

To help all pupils to develop healthy minds and bodies.

To help pupils become familiar with that which is great and valuable in history, science and the arts.

To guide pupils in the development of such qualities of character and citizenship as good personal habits, willingness to work with others, honesty, obedience and self-control.

To co-operate with parents in guiding the growth and development of their children.

To teach each pupil to do his best work by maintaining high standards of performance in all phases of the school programme.

To instil in all pupils respect for high standards of work and an appreciation for the efforts of others.

To develop in all pupils an understanding of the responsibilities and privileges of life in a democracy.

To encourage self-discipline in pupils by requiring acceptable standards of performance and behaviour in all phases of the school programme.

To teach pupils some common manual skills as a means of helping them to become practical and useful citizens.

To give pupils some guidance in the choice of a career and some opportunity to begin preparation for occupational life.

To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and overcoming or adjusting to handicaps or weaknesses.

Some Official Goal Formulations in The United States

Rather than examine all the official goal statements that have been published by the various states, attention will be focused on goal formulations that have been expounded by some of the nationally established educational organizations in the United States.

The National Education Association. The N.E.A. has carried out many comprehensive and influential formulations related to educational

goals. Firstly in 1918, the N.E.A. appointed a commission on the re-organization of secondary education. The commission determined the main objectives from an analysis of the individual, and presented the Cardinal Principles of Secondary Education in 1918. The seven stated goals were: health, command of fundamental processes, vocation, worthy home membership, citizenship, worthy use of leisure and ethical character.

A further study conducted by the Educational Policies Commission in 1938 divided the goals of secondary education in the U.S.A. into four categories. The more specific objectives included in each category are stated in terms of an analysis of an educated person. The four categories were:

1. The objectives of self realization. The specific objectives stressed under self realization are those pertaining to speech, reading, writing, numbers, health, sight and hearing, recreation, intellectual and aesthetic interests and formation of character.
2. The objectives of human relationships. This category includes respect for humanity, friendships, cooperation, courtesy and appreciation of the home and home making.
3. The objectives of economic efficiency. This category includes objectives pertaining to occupational information, personal economics, consumer judgment and respect for good workmanship.
4. The objectives of civic responsibility. Within this category are included objectives related to social justice, social activity, critical judgment, tolerance, conservation, world citizenship, law observance and devotion to democracy.

In addition to these formulations, the N.E.A. (1961:4-12) attempted to unify the aims of education. They undertook a comprehensive study of aims to determine if, in their opinion, there was "one aim for all aims." They concluded that the one central aim was "the development of the rational powers of all pupils." The N.E.A. regarded this as the common thread of education and the aims toward which the school must be orientated if it is to accomplish its tasks.

National Association of Secondary School Principals. Risk (1951: 112) noted that in 1951 the National Association of Secondary School Principals published a bulletin entitled "Planning for American Youth," which was based on some statements made by the Educational Policies Commission in 1944. The list of needs was intended to provide a basis for the direction of education. The statements emphasized:

1. Society needs to be organized and governed so that differences will be respected and peace and political stability shall prevail among all nations.
2. Society needs a free economic system which supplies the basic needs of people without interruption.
3. Society needs to develop a condition which facilitates co-operation among labour, government, farmers and industry; which promotes free discussion of differences; and which enables them to reach agreements for co-operative planning and action.
4. Society needs to make it possible for organized business and labour to share the benefits of production on terms reached by bargaining among themselves.
5. Society needs to provide opportunities for individuals to

work continuously at living wages and enjoy security after they have passed their productive period in life.

6. Society needs to develop loyalty to the principles of democracy, to protect individual freedom of thought and expression, to assure justice to all citizens, and to develop independent people free from harmful propaganda and uniformity.
7. Society needs to make it possible for people of all races, colours and creeds to be respected, with equal opportunities for work, legal protection, and education.
8. Society needs a strong popular government to protect the welfare of all its citizens from illegal practices or irresponsible groups.
9. Society needs to protect and replenish its natural resources so that they may not be wasted or exhausted.
10. Society needs to preserve the basic social institutions of home and family and church and school so that fundamental social, moral, and spiritual values may be learned, cherished and perpetuated.

Contributions of Individuals

Finally, it is important to recognize some of the contributions made to the study of educational goals by educators and philosophers. One researcher in the area of educational goals has been Lawrence Downey. Downey conducted studies in Alberta in 1959, and in Chicago, Illinois in 1960. In addition to his research, Downey has written numerous articles contributing to the development of goal research and a recent paper (1971) emphasized the goals of education for the future.

To summarize, Downey's future goals included:

1. To educate for the survival of the individual, for the survival of a tolerable physical and cultural environment, and for the survival of some form of social order.
2. To educate for the fullest use and extension of man's intellectual powers -- at first through established approaches to the substance and modes of thought of existing domains of knowledge, and, ultimately, through higher and higher modes of scholarly enquiry, as yet unspecified.
3. To educate for a leisure oriented society -- in which what work there is will take the form of service to mankind and in which increased leisure may become the opportunity to live the full life.
4. To educate for the development of self-actualized, autonomous individuals -- competent in both the cognitive and the affective approaches to social phenomena and disposed to be both accomodating and assimilating of the social environment.
5. To education for the development of a social conscience, a desire on the part of the individual to do all that he can to preserve the environment in which man lives.

Synthesis of Goal Statements

The official goal statements that have been presented from Canada and the United States represent a small sample from the vast amount of literature in this field. These statements were chosen for two reasons. Firstly, the Canadian goal statements represent some of the most recent and influential goal formulations from the respective

provinces. Secondly, the statements chosen from the United States represent some of the most frequently reported influential goal statements in the United States.

These goal statements were examined to assist in the development of a framework for assessing educational goals. An overall review of these goal statements revealed that some goal statements are common to most of these official goal pronouncements, whereas others made individual contributions. For example, goal statements related to the development of students' intellectual ability, social communication, and vocational preparation appear in most of the Royal Commission reports in Canada and the goal formulations examined from the United States. On the other hand, the article described by Downey (1971) made significant contributions to this study, by emphasizing the futures perspective of educational goals. Downey suggested that development of a social conscience, and the need for the survival of the individual and protection of the environment, could be important educational goals in the future.

One attempt to summarize the important educational goals specifically in the North West Territories and Alberta was undertaken by Hodgson (1969:1-12). The following chart, developed by Hodgson, (see Figure 2) shows the changing importance of educational goals in Alberta over time, and also supports the view that as society changes, educational goals may be modified, or in fact, disappear altogether.

Collectively, these goal statements, together with the Accountability Attainment Model developed by the Northern California Program Development Centre (1971), contributed to the development of the instrument used in this study to measure comparative perceptions of

	1885-1892	1892-* 1912	1912-1922	1922-1936	1936-1945	1945-1969
Intellectual Development						
Three R's	Major	Major	Major	Major	Major	Major
Body of Knowledge	Major	Major	Major	Major	Major	Major
General Principles	Minor	Major	Major	Major	Major	Major
Reasoning Power and Clear Thinking	Minor	Major	Major	Major	Major	Major
Powers of Observation	Major	Major	Major			
Critical Thinking				Major	Major	Major
Creativity				Major	Major	Major
Mental Discipline		Major	Major			
Transfer of Training				Major	Major	Major
Physical Health	Major	Major	Major	Major	Major	Major
Aesthetic Development	Minor	Major	Major	Major	Major	Major
Religious Development	Major	Minor	Minor	Major	Minor	Major
Vocational Preparation	Minor	Minor	Major	Major	Major	Major
Preparation for Leisure				Major	Major	Major
Mental Health	Minor				Major	Major
Good Character	Major	Major	Major	Major	Major	Major
Social Development	Major	Major	Major	Major	Major	Major
Family Life	Minor	Minor	Minor	Major	Major	Major
Citizenship	Major	Major	Major	Major	Major	Major

* 1892 contains the periods of 1892-1901, 1901-1905, 1905-1912.

Source: E.D. Hodgson, "Charting Direction for Change," edited by E.A. Torgunrude, (1969:12).

Figure 2

Aims for the School - North West Territories and Alberta

educational goals.

RESEARCH STUDIES ON EDUCATIONAL GOALS

Alberta Study on Tasks of Education

This study, conducted by the Division of Educational Administration at the University of Alberta (1959:247-57), sought to determine public opinion, and the opinion of pertinent professional groups regarding the desirability of tasks which might be performed by the elementary and high schools of Alberta. The instrument used to measure the respondent's opinions on tasks for the school was the "Task of Public Education (T.P.E.) Opinionnaire" constructed by the Midwest Administration Center of the University of Chicago. The personal data gained from respondents in this study included information regarding occupation, income level, age, sex, race, religious preference, years of education, number of children in family, and present and past contacts with the public school. The group examined in the study included a stratified random sample of the general public (2,999), a sample of high school teachers (210) and elementary teachers (216), and three smaller samples consisting of provincial and urban school superintendents (63), professors at the Faculty of Education at the University of Alberta (41), and professors in other faculties at the University of Alberta (114), respectively.

The conclusions offered by the researchers in this study were as follows:

Firstly, there was a considerable amount of agreement between all groups included in the study as to the relative importance of different tasks of the elementary school and of the high school. This

was illustrated by the fact that all groups agreed on the three most important tasks for the elementary school and for the high school.

Secondly, at the high school level the most important tasks were: (a) efficient use of the 3 R's -- the basic tools for acquiring and communicating knowledge; (b) a continuing desire for knowledge -- the enquiring mind, and (c) the habit of weighing facts and applying them to solutions of problems. The three most important tasks perceived were similar for both elementary and high schools.

Thirdly, there was often considerable disagreement within the groups. There was not one task that was not placed both first and last by some respondent in the public sample. On the other hand, school superintendents and professors in the Faculty of Education had very strong consensus as to the ranking of tasks for the schools. Public opinion favoured increased emphasis on non-academic, practical, occupational tasks and less emphasis on tasks related to cultural activities, citizenship, and intellectual development. Teachers, on the other hand, responded with emphasis in the reverse direction to the public in ranking the tasks.

Finally, opinions were found to be related to personal characteristics such as: occupation, income, age, sex, religion, amount of education and ethnic origin. Of these variables, the one most highly related to opinions on school goals was amount of education. To summarize the relationship between personal characteristics and ranking of tasks, the study commented (1959:261):

> The ideal type who emphasizes the academic objectives of the schools is a person who has high occupational status (if a woman her husband has such status), has a higher income, is young, is female, is Protestant, has a large amount of formal education, and the native language of his or her father is English.

> On the other hand, the ideal type who emphasizes the non-academic objectives of the school is a person who has low occupational status, has low income, is old, is male, is Catholic, has little formal education, and the native language of his or her father is French or Polish.

Downey's Study on Tasks of Public Education

This study was undertaken at the University of Chicago in 1960. Specifically, Downey's study sought to answer two basic questions: (1) What are the dimensions of the task of public education? and (2) To what extent does the public perceive these dimensions as important aspects of schooling? This study focused ultimately upon public perception. The sampling procedure involved the selection of four geographical areas in the United States (the New England States, the Deep South, the Midwest, and the West Coast) and one area in Canada (Alberta). Within each geographical region, a particular state or locale was selected. Finally, within each locale or state, three sub-communities were selected to respectively represent a residential suburb, an independent industrial city, and an independent farm town.

The major findings of Downey's study could be summarized as follows:

Firstly, the five regions differed in their perceptions of the tasks of the public school. There were more significant differences observed between Canada and the United States than between any of the four regions in the United States. Downey (1960:44) stated:

> Canadians appeared to believe more emphatically than did Americans, that the public school should serve the individual. Americans believed on the other hand, that it should serve society. Canadians as a group assigned considerably higher priority than did Americans to knowledge, scholarly attitudes, creative skills, aesthetic appreciation and morality, as outcomes of schooling. Americans emphasized physical development, citizenship, patriotism, social skills and family living much more than Canadians.

Secondly, non-educators considered non-intellectual items such as vocational guidance, job training and consumer education and home and family living to be more important than did educators. Professional educators assigned a significantly higher priority of importance to the intellectual components than did non-educators. They also placed greater emphasis on emotional stability, aesthetic appreciation, citizenship and world citizenship. Educators, as a group, agreed more closely with one another than did any lay group.

Thirdly, occupation and amount of schooling were the best predictors of perceptions of tasks of public education.

Finally, variables such as age, race, religion and community type were found to be associated with perceptions of the tasks of public education, whereas income and sex variables did not prove to be closely associated to perceptions of educational tasks.

Auçoin's Study on Principals' Perceptions of Goals (1967)

The main purpose of this study was to determine the importance assigned to each task of the secondary school by principals in the province of Alberta. A second purpose was to establish how the rankings of the high school tasks were related to variables of the principals and the schools.

The instrument used in this study was the Tasks of Public Education Opinionnaire, together with an "Educational Personal-Information Sheet." Included in this personal information sheet were questions related to the following variables: age, sex, ethnic origin, religious preference, marital status, age group of offspring, number of years of professional and academic training, recency of formal

education, academic majors, years of teaching experience, years of experience as a principal, type of school, type of district.

Briefly, the major findings of the study were as follows: A considerable amount of agreement existed among principals on the ranking of tasks. Intellectual tasks, in general, were assigned higher priority than tasks in other dimensions. Religious preference, years of training, years of experience and the type of school district in which the principal was employed were found to be the best predictors of the educational viewpoint of the principal.

Eshpeter's Study on Objectives of Catholic Religious Education (1970)

This study sought to determine the importance assigned to objectives of Catholic religious education by parents and teachers, and to determine the ranking of objectives in terms of the degree of emphasis placed upon them in the classroom by religion teachers. This study also sought to determine which objectives were ranked significantly differently by the parent and teacher groups and sub-groups.

The instrument was developed by the researcher. The sixteen objectives which the respondents were asked to rank were drawn from the literature concerned with the aims of religious education. The sample of respondents was drawn from Edmonton and Lethbridge and included parent and teacher groups.

To determine if any of the respondents' personal characteristics were associated with the importance they assigned to the objectives of Catholic religious education, the following variables were examined. Parent variables included sex, age, attendance at Catholic schools, level of education, religious denomination, and area of residence. For

the teacher group, variables examined were sex, age, attendance at Catholic schools, whether or not the teacher was a member of a religious order, area of employment, grade level taught, amount of experience in Catholic schools, and the training the teacher had to teach religion.

The findings of Eshpeter's study can be summarized briefly as follows. Firstly, two objectives generally rated high by both parents and teachers were: (1) awaken a sense of God in the child, and (2) develop feeling of responsibility for others. Secondly, three objectives rated low by both parents and teachers were: (1) foster vocations to the priesthood and religious life; (2) develop a knowledge of human sexuality, and (3) develop a moral attitude towards sex. In no case was there any significant difference between the perceived importance of an objective by teachers and the emphasis placed upon it in class. Parent variables, such as location of residence, attendance at Catholic schools, religious preference and years of schooling, were found to be significantly associated with perceptions of educational objectives.

Robin's Study on Community College Goals (1972)

This study was developed to consider estimates of goal importance and goal achievement in the Lethbridge Community College, located in southern Alber Canada. The instrument used was designed by the researcher. The ument included a separate personal information sheet developed for: (1) employers, (2) college faculty and secondary school counsellors, (3) potential students, (4) college students, college graduates and college withdrawals, and (5) adult education students, parents and general public.

In the section relating to personal characteristics of the respondents, some of the variables examined were as follows. Employers' variables included: type of institution attended, attendance at this particular college, and course criteria used by employers to select graduates. Similarly, college faculty and secondary school counsellors' variables included: connection with this particular college, subject area taught, type of high school working in (rural/urban), opinion on university transfer and vocational training courses in college. Similar variables were selected for the other groups of respondents.

Further questions were designed to examine respondents' variables such as: degree of usefulness of community college education, opinion on overall college program, opinion on tuition fees, sex, marital status, age and opinion on additional college programs.

A second section contained a list of 30 goal statements to which the respondent was asked to supply two types of responses:

(a) In your opinion, how important is that statement as a goal towards which the college should be striving;

(b) In your opinion, how well is the college actually reaching the goal stated.

The ten groups selected for the sample were chosen on the basis of their interaction with the co[illegible]e, and included: college faculty, secondary school counsellors, college students and potential students, college graduates, withdrawals, adult education students, parents and general public. A total of 306 participants were chosen, using random sampling procedures.

Briefly, Robin's study revealed the following results:

(1) Perceived goal importance was found to be significantly greater than

the perceived goal achievements in many of the 30 goal areas under review; (2) A number of significant contrasts were revealed in the analysis of responses by the ten groups; (3) The greatest differences occurred between students and professional educators with a lesser number of significant differences involving the adult groups; (4) The combined student group tended to record higher estimates of goal importance and higher perceptions of goal achievement than did the professional educators; (5) The adult composite groups revealed a more conservative view of goal importance and a higher perception of goal achievements than either of the other two groups.

CHAPTER SUMMARY

A review of the literature related to this study, was presented in this chapter. Attention was focused upon some of the official goal formulations from Canada and the United States, and a number of research studies that had been conducted within this field. The literature presented a diverse range of educational goals and indicated the difficulty in establishing appropriate educational goals for Canadian schools.

It was emphasized that educational agencies need to examine the needs of society, and the capabilities of the learner, before educational goals are formulated. It is impossible to satisfy the wishes of every group in society when formulating educational goals, but the goals of education need to be carefully examined, and continually re-adjusted to meet the most important demands of this rapidly changing society.

Chapter 3

RESEARCH DESIGN AND DESCRIPTION OF SAMPLE

The research design used in this study is outlined in this chapter. The development of the instrumentation and the methods used in the collection of data are described. A brief reference is made to the statistical techniques used in analyzing the data, and the chapter concludes with a description of the characteristics of the respondents that comprised the samples studied. The purpose of the study was outlined in Chapter 1, and attention will now be focused upon the development of the instrumentation, identification of populations, method of data collection, and the characteristics of the respondents.

DEVELOPMENT OF THE INSTRUMENT

The instrument used in this study was a questionnaire entitled Goals of Education (Appendix B). The instrument was modified for this study from an instrument developed by the Northern California Program Development Center (1971) called an Accountability Attainment Model (see Appendix A). This Accountability Attainment Model contained a list of 18 goal statements. Alongside each of the goal statements contained in the list, three or four similar goal statements were provided to further clarify each particular goal. This technique of providing a list of goal statements, in conjunction with a number of similar goal statements which serve to clarify each particular goal, was incorporated as the basic structure for the Goals of Education questionnaire.

An important modification to this Accountability Attainment

Model was the inclusion of some additional goal statements, and the exclusion or modification of some other goal statements. Additional goals were included by the researcher, after completing the review of the literature outlined in Chapter 2. For example, Downey's (1971) paper emphasized future goals of education and the researcher included the following two goals outlined by Downey into the instrument: (1) to educate for a tolerable physical environment and, (2) to educate for the development of a social conscience.

Other modifications to the instrument included the addition of a key word (or phrase) to focus attention upon the important issue presented in each goal statement. For example, the goal statement "To develop the student's ability to communicate ideas freely and effectively" was preceded by the key word, 'communication' in the Goals of Education questionnaire.

The first draft of the questionnaire was evaluated in a graduate student seminar by members of the master's program in Educational Administration. Similarly, this draft of the questionnaire was piloted on a small group of three parents and three students. As a result of these procedures several suggestions for improvement were made.

The 18 goal statements presented in the Goals of Education questionnaire were as follows:

1. Communication: Develop the student's ability to communicate ideas freely and effectively.
2. Rationality: Develop the student's skills to think logically.
3. Preservation of the Environment: Develop the student's understanding of the importance of preserving our

environment.

4. Lifelong Commitment to Education: To develop the student's desire for lifelong learning.
5. Adaptability: To develop the student's ability to adjust to the changing demands of society.
6. Self Actualization: Help students develop a pride in their achievements.
7. Character Development: Develop the student's standards of personal character and ideas.
8. Cultural Appreciation: Help students appreciate culture and beauty in their world.
9. Effective Use of Leisure: Develop in students a positive attitude toward participation in a wide range of leisure time activities (physical, intellectual and creative).
10. Occupational Selection: Promote growth in self understanding or self direction in relation to students' occupational desires.
11. Personal Health: Establish sound personal health habits for students.
12. Cultural Understanding: Develop the students' awareness of the interdependence of persons, creeds, nations and cultures.
13. Vocational Preparation: Prepare students to enter the world of work.
14. Human Relations: Develop the students' appreciation for the worth of individuals.
15. Citizenship: Develop the students' awareness of civic rights and responsibilities in a democracy.

16. Family Responsibilities: Develop students' attitudes leading to acceptance of responsibilities as family members.
17. Consumer Awareness: Enable students to learn how to be good managers of time, money and property.
18. Social Conscience: Develop a desire on the part of the student to do all that he can to improve the society in which he lives.

For each of these 18 goal statements the respondents were asked to express their opinions in two ways: (a) In your opinion IS THE SCHOOL NOW attempting to achieve this goal? (b) In your opinion SHOULD THE SCHOOL be attempting to achieve this goal? These responses were recorded on a five category response Likert scale. The five categories were: Strongly Disagree; Disagree, Undecided, Agree, Strongly Agree.

Finally, the instrument contained a personal data sheet with a number of multiple choice questions. The variables contained in this section of the questionnaire for each group of respondents, are summarized in Table 1.

SELECTION OF THE SAMPLE AND DATA COLLECTION

This study focused upon community perceptions of educational goals for Jasper Place High School. This senior high school was selected by the Edmonton Public School Board, so that the data obtained from this study would provide important information for the Educational Planning by the System Approach Study (E.P.S.A.), that was being conducted by the school board over a period of four years. Community in this context is defined in its broadest terms as meaning all those individuals within the geographic boundaries of this particular school organization who will be affected by the educational processes taking place within that

Table 1

Summary of Parent, Teacher and Student Variables Examined in this Study

Variables	Parents	Teachers	Students
Sex	X	X	X
Marital Status	X	X	X[a]
Age	X	X	X
Employment Status	X	X	X[a]
Income	X	X	X[a]
Family Size	X	X	X
Knowledge of School Activities	X	X	X
Type of School Program	-	-	X
Previous Teaching Experience	X	-	-
Highest Level of Formal Education	X	-	-
Years of Teacher Training	-	X	-
Years of Teaching Experience	-	X	-
Time Allocation Teaching/Administration	-	X	-

[a]refers to parents of students

organization. In an attempt to measure community opinion, a number of different populations could be identified within a school organization. One criterion that could be used to determine different populations within a community would be on the basis of direct involvement in education within the school organization. One category could include persons who are directly involved in the education process, such as: (1) teachers and administrators and (2) students. A second category could include persons who are not directly involved in the education process, such as parents, community leaders, and various other ethnic and socio-economic groups. For the purpose of this study the following groups were selected: parents of students enrolled at Jasper Place High School; teachers and administrators at Jasper Place High School, and students in Grades 10 and 12 at Jasper Place High School.

The random selection of the sample and the method of collection

of data were facilitated by the co-operation of the research department of the Edmonton Public School Board, and the administration at Jasper Place High School. The student and parent samples were obtained with the assistance of the Computing Science Department of the Edmonton Public School Board. A random sample of 500 students chosen from Grades 10 and 12, and 500 parents, was generated from a list of student enrollments at Jasper Place High School. It was decided to survey all 106 teachers at Jasper Place High School.

Student Sample

The student population was defined as all students enrolled in courses at the Grade 10 and Grade 12 level at Jasper Place High School in 1973. A random sample of 500 students was selected from the total population of all students enrolled in Grades 10 and 12 at Jasper Place High School. It was found that only 376 of these students would be available for the study because the student enrollment list was compiled in 1972, and adjustment had not been made for some of the students that were no longer at school. Student lists were compiled and distributed to all teachers of Grade 10 and 12 students with the request that these students were to be sent at specified times to a designated location within the school to complete the questionnaire. A total of 236, or 61.6 per cent of the students selected, completed the questionnaire. Later discussion with teachers and students disclosed that some students did not complete the questionnaire for the following reasons: student absence on the day concerned, lack of communication between teacher and student, or students simply decided not to attend the meeting.

Parent Sample

The parent population was defined as the parents of all children who were attending Jasper Place High School in 1973. A random sample of 500 parents was selected from a list of all students enrolled at Jasper Place High School. The parents of those students who were selected in this sample were mailed a copy of the questionnaire at the addresses obtained from student information available within the school. The total number of questionnaires returned was 139, a return rate of 27.8 per cent. One hundred and thirty-four of the questionnaires returned were useable, representing 96.5 per cent of the total returned.

Teacher Sample

The teacher population was defined as all teachers and administrators that were involved in education at Jasper Place High School in 1973. Early in the study some consideration was given to using a representative sample of teachers for the study, but because the total teacher population was only 106 it was decided to survey all teachers. All teachers received a copy of the questionnaire through the school's internal mail system. Eighty-two questionnaires were returned, representing 77.3 per cent of the total number of questionnaires issued to teacher respondents.

STATISTICAL TREATMENT OF THE DATA

The statistical analysis undertaken for this study involved the use of both descriptive and inferential statistics. Descriptive statistics simply involve the numerical description of a group, and no conclusions may be extended beyond the group. Descriptive statistics, such as frequencies and percentage distributions, were employed to

analyze the personal characteristics of each group of respondents. On the other hand, inferential analysis uses a statistic computed from a sample to estimate the parameter of a population. It is assumed that within a margin of error the randomly selected sample approximates the population.

The importance of inferential statistics is outlined by Ferguson (1971:10):

> Unless the intention is to generalize from a sample to a population, unless the procedures are such as to enable such generalizations, justifiably to be made, and unless some estimate of error can be obtained, the conduct of experiments is without point.

For the purposes of this study random samples were selected from three populations, namely parents, teachers and students and inferential statistics were employed with the intent of making inferences about the population parameters on the basis of sample statistics.

Information obtained from inferential statistics always involves the possibility of sampling error. Sampling error arises when the characteristics of one sample are not identical with due characteristics of the population. To overcome this problem, the researcher can apply a test of statistical significance, which indicates the probability with which the differences between samples can be attributed to differences in the population rather than sampling error. To be objective the significance level should be set before the statistical analysis is undertaken. The setting of a significance level is an individual matter for the researcher, and it depends upon the type of situation and the importance and practical significance of the findings. For the purposes of this study findings that differed between groups with a probability level less than or equal to .05 were reported as being 'significant.'

This infers that there is a 95 per cent chance that differences indicated on the samples did not arise as a result of chance error in random sampling, but rather the differences could be inferred to exist in the population. Probability levels were also reported at the .01 level of significance.

In the computer analyses of the data the NONP 10 statistical program (Division of Educational Research Services) was used to determine the frequency and percentage of responses for each item of the questionnaire, for each group of respondents.

An analysis of variance ANOV 15 (Division of Educational Research Services) was applied to the data to determine the mean scores and variances for each groups' responses to each goal statement. Scheffe multiple comparison of means test was used to determine significant differences between the groups' responses of each goal statement. If the variance for these means is not homogeneous, caution should be exercised when examining significant differences between means. In this study the obtained homogeneity of variance chi-square and the associated probability were discussed when the variance was found not to be homogeneous.

For each group of respondents the DESTO 5 statistical program (Division of Educational Research Services) was used to calculate Pearson r correlation co-efficients for the continuous variables from the personal data section of the questionnaire, with each of the goal statements. For the dichotomous variables contained in the personal data section of the questionnaire, bi-serial r correlation coefficients were calculated by using the DESTO 4 statistical program (Division of Educational Research Services).

Within each sample the ANOV 10 statistical program was used for t-tests to calculate significant differences between the mean score for actual and preferred goals.

The statistical program NONP 05 was used to indicate the relationship between actual and preferred goals, when the data was expressed in rank order for each of the three groups of respondents in the study.

DESCRIPTION OF THE SAMPLE

The response categories for the items included in the personal data sheets for each group of respondents were considered to be ordinal in nature. Frequency and percentage distributions were determined for all groups of respondents for each response category within each item. The percentage distribution of responses can be used to provide an indication of the strength and direction of the responses for each of the variables included in the personal data section of the questionnaire.

A clause was included on the front page of the questionnaire that stated if any question was considered to be an invasion of privacy by the respondent, then that particular item could be left unanswered. For this reason within each group the number in the sample that responded to any particular question in the personal data sheet could vary. In the following tables that describe the characteristics of the respondents, the size of the sample (N) has been reported in all cases.

Characteristics of Parent Respondents

The total parent sample comprised 134 respondents. The frequency and percentage distributions for male and female respondents is presented in Table 2. There were more females in the sample than males, as there

Table 2

Frequency and Percentage Distribution of
Female and Male Respondents

Sex	Parents		Teachers		Students	
	f	%	f	%	f	%
Female	75	56.0	28	34.6	121	51.3
Male	59	44.0	53	65.4	115	48.7
N	134	100	81	100	236	100

were 59 males representing 44 per cent of the sample, as opposed to 75 females, comprising 56 per cent of the sample.

Table 3 showed that only 6.7 per cent, or nine of the parents surveyed, were separated, widowed or divorced. Also, two, or 1.3 per cent of the sample, reported that they were single.

An examination of Table 4 revealed that 52.1 per cent of the parents had an annual income between $12,000 to $23,999. In the income category of more than $23,999 there were 13 parents, or 10.7 per cent of the sample.

The information obtained from the respondents concerning family size is presented in Table 5. There were only nine parents, or 6.8 per cent of the sample with only one child in their family. It was found that for parents with between two to four children, the number of respondents in each category was similar. There were 26 parents with two children, 33 parents with three children and 28 parents with four children. On the other hand, only 16.5 per cent of the sample, or 22 parents, reported that they had five children, and 15 parents, or 11.3 per cent of the sample, stated that they had more than five children in their family.

Table 6 showed that 60 parents, or 44.8 per cent of the sample, considered that they were fairly well informed about the programs and activities conducted within the schools. Another 54 parents, comprising 40.3 per cent of the sample, stated that they had some information about school activities and programs. At the two extremes, eight parents, or 6 per cent of the sample, considered that they were not well informed, whereas 12 parents, or 9 per cent of the parents, believed that they were extremely well informed about school programs and activities.

Table 3

Frequency and Percentage Distributions for the Marital Status of Each Group of Respondents

Marital Status	Parents		Teachers		Students*	
	f	%	f	%	f	%
Married	123	91.8	70	85.4	189	85.1
Separated, Widowed, Divorced	9	6.7	6	7.3	33	14.9
Single	2	1.5	6	7.3	-	-
N	134	100	82	100	222	100

* Marital Status of Parents of Student Respondents

Table 4

Frequency and Percentage Distribution for the Income Categories for Each Group of Respondents

Income Category	Parents f	Parents %	Teachers f	Teachers %	Students* f	Students* %
Less than $12,000	46	37.2	18	24.0	44	19.5
$12,000 - 23,999	64	52.1	50	66.7	55	24.4
$24,000 or more	13	10.7	7	9.3	26	11.7
Do not know	-	-	-	-	100	44.4
N	123	100	75	100	225	100

*Refers to parents of students

Table 5

Frequency and Percentage Distribution of the Number of Children in Families for Each Group of Respondents

Number of Children	Parents		Teachers		Students	
	f	%	f	%	f	%
None	-	-	24	30.0	-	-
One	9	6.8	13	16.2	10	4.4
Two	26	19.5	21	26.4	44	18.6
Three	33	24.8	13	16.2	68	28.8
Four	28	21.1	6	7.5	51	21.6
Five	22	16.5	1	1.2	29	12.3
More than 5	15	11.3	2	2.5	34	14.4
N	134	100	80	100	236	100

Table 6

Classification of the Knowledge of School Activities for Each Group of Respondents

Classification	Parents		Teachers		Students	
	f	%	f	%	f	%
Not well informed	8	6.0	1	1.2	21	8.9
Some information	54	40.3	7	8.6	91	38.6
Fairly well informed	60	44.8	56	69.1	110	46.6
Extremely well informed	12	9.0	17	21.0	14	5.9
N	134	100	81	100	236	100

An examination of Table 7 revealed that 79 of the parents, representing 59.4 per cent of the sample, were included in the age range from 40 to 49 years old. In the age categories of less than 40 years old, there were 29 parents, comprising 21.8 per cent of the sample.

The frequencies and percentage distributions for parents that have had previous teaching experience in a public school system are presented in Table 8. It was found that only 21 parents, representing 15.7 per cent of the sample, had previously taught in a public school.

Not only had few of the parents any previous teaching experience, but also Table 9 showed that 55.9 per cent of the parents had not received any post secondary education. Only 37 parents, or 27.6 per cent of the sample, had attended university.

Table 10 examined the employment status of parents. It was found that for 54.1 per cent of the sample, the husband only was employed. In circumstances where both husband and wife were employed full time there were 21 parents, comprising 15.8 per cent of the sample. It was also found that in the category of husband employed full-time and wife part-time there were 32 parents or 24.1 per cent of the sample.

Characteristics of Teacher Respondents

An examination of Table 2 disclosed that there were more males than females amongst the teacher respondents; the 53 male teachers represented 66.4 per cent of the sample.

Table 3 showed that most of the teachers were married, as there were 70 married teachers, comprising 85.4 per cent of the sample, and only six single teachers representing 7.3 per cent of the sample.

Table 4 showed that 50 teachers, representing 66.7 per cent of the sample, received a total annual income of between $12,000 to

Table 7

Frequency and Percentage Distribution for the Age Categories of Parent and Teacher Respondents*

Age Category	Parents f	Parents %	Teachers f	Teachers %
< 30 Years	4	3.0	18	22.4
30 - 39 Years	25	18.8	33	41.2
40 - 49 Years	79	59.4	16	20.0
50 - 59 Years	25	18.8	13	16.2
N	133	100	80	100

* Age at March 1st, 1973

Table 8

Frequency and Percentage Distribution for Public School Teaching Experience of Parents

Teaching Experience	Frequency	Percentage
Yes	21	15.7
No	113	84.3
N	134	100

Table 9

Frequency and Percentage Distribution for the Highest Level of Formal Education of Parents

Highest Level of Formal Education	Frequency	Percentage
Elementary (Grades 1-6)	2	1.5
Junior High (Grades 7-9)	18	13.4
Senior High (Grades 10 - 12)	55	41.0
Technical College	7	5.2
Community College	3	2.2
University	37	27.6
Other	12	9.0
N	134	100

Table 10

Frequency and Percentage Distribution for the Employment Status of Each Group of Respondents

Employment Status	Parents f	Parents %	Teachers f	Teachers %	Students* f	Students* %
Husband and wife both full-time employment	21	15.8	35	43.2	47	20.3
Husband only employed	72	54.1	21	25.9	103	44.4
Wife only employed	3	2.3	3	3.7	11	4.7
Husband employed full-time, and wife part-time	32	24.1	10	12.3	71	30.6
Single and employed	5	3.8	12	14.8	-	-
N	134	100	81	100	232	100

* Parents' employment status

$23,999. Only seven teachers, or 9.3 per of the sample, reported a total annual income in excess of $23,99

The information presented in Tabl disclosed that 47 teachers, or 58.6 per cent of the sample, had three dren or less in their family. Only two teachers, or 2.5 per cent of the teacher sample, had more than five children in their family.

An examination of Table 6 revealed that 56 teachers, representing 69.1 per cent of the sample, considered that they were fairly well informed about the programs and activities conducted within the school. Seventeen teachers, comprising 21 per cent of the sample, considered that they were extremely well informed about programs and activities undertaken at this school. Thus, less than 10 per cent of the teachers considered that they were not well informed about the school's educational program.

The information presented in Table 7 revealed that 33 teachers, or 41.2 per cent of the sample, were in the 30-39 years old age group. Also 29 teachers, or 36.2 per cent of the teachers, were 40 years old or more, and 18 teachers, or 22.4 per cent of the sample were less than 30 years old.

Table 10 reported on the employment status of teacher respondents. It was found that for 35 teachers, comprising 43.2 per cent of the sample, both husband and wife worked full time. Alternatively, 21 teachers, or 25.9 per cent of the sample, stated that the husband was the only person employed full time. A further 12 teachers, representing 14.8 per cent of the sample, stated that they were single and employed full time.

There were no teacher respondents at this school with only one year of teaching experience, and as Table 11 showed, only one teacher

Table 11

Frequency and Percentage Distribution for Years of Experience of Teacher Respondents

Years Teaching Experience	Frequency	Percentage
One or Two	1	1.3
Three or Four	15	19.2
Five or Six	15	19.2
Seven or Eight	8	10.3
Nine or Ten	13	16.7
Eleven to 15	15	19.2
Sixteen to 20	6	7.7
More than 20	5	6.4
N	78	100

Table 12

Frequency and Percentage Distribution for Time Allocation of Teacher Respondents

Time Allocation	Frequency	Percentage
Majority Time in Teaching	74	90.2
Majority Time in Administration	8	9.8
N	82	100

had two years of teaching experience. There were between five to fifteen teachers in all the remaining categories of teaching experience. Generally, the teachers had received considerable experience in the field of formal education, and this should facilitate their understanding and perceptions of actual and preferred educational goals.

The information contained in Table 12 reported that only eight respondents, or 9.8 per cent of the sample allocated the majority of their time to administrative duties within the school.

Finally, the information presented in Table 13 showed that the majority of teachers had four years or more of teacher training. Only four teachers, comprising 5.2 per cent of the sample, had less than four years of teacher training.

Characteristics of Student Respondents

Frequency and percentage distributions of the sex of student respondents are presented in Table 2. An examination of Table 2 showed that approximately equal numbers of female and male students were included in the sample, comprising 121 females and 115 males. Furthermore, Table 3 revealed that approximately 15 per cent of the respondents indicated that their parents were either separated, widowed or divorced.

Table 4 disclosed that 100 of the students, or 44.4 per cent of the sample, reported that they did not know the income of their parents. Fifty-five students stated that the combined income of their parents was between $12,000 to $23,999. On the other hand, 44 students, or 19.5 per cent of the students, reported that the combined income of their parents was below $12,000 per annum. Those results concerning income levels differed markedly from the information obtained from the parent

Table 13

Frequency and Percentage Distribution for Years of Training of Teacher Respondents

Years of Training	Frequency	Percentage
Two	3	3.9
Three	1	1.3
Four	28	36.4
Five	28	36.4
Six	17	22.1
N	77	100

sample. Parents reported that 37.2 per cent of the sample had incomes less than $12,000. This discrepancy could be caused by many factors, such as parents providing extremely conservative estimates of their income, or students that inflated estimates of their parents' income.

Table 5 revealed that 163 respondents, or 69 per cent of the sample, came from families that have from two to four children. It was found that 26.7 per cent of the students came from families with five or more children.

It was found that only 14 students, or 5.9 per cent of the sample, considered that they were extremely well informed concerning the activities and programs conducted within the school. On the other hand, only 8.9 per cent, or 21 students, suggested that they were not well informed about the activities and programs conducted within the school. This information is presented in Table 6.

The information presented in Table 10 showed the employment status of the parents of student respondents. It was found that only 20.3 per cent of the students reported that both of their parents were employed full time. Alternatively, 44.4 per cent of the student sample pointed out that their father was the only parent that was employed full time. On the other hand, 71 students, or 30.6 per cent of the sample, stated that their father worked full time and their mother part time.

The frequency and percentage distribution of the type of school programs undertaken by students is shown in Table 14. One hundred and fifty nine students, representing 67.4 per cent of the sample, were enrolled in the Matriculation Program offered at this school. With the exception of four students, or 1.7 per cent of the sample, the

Table 14

Frequency and Percentage Distribution for School Programs Undertaken by Students

Type of Program	Frequency	Percentage
Matriculation Program	159	67.4
High School Diploma:		
General Education	41	17.4
Business Education	14	5.9
Vocational Education	18	7.6
Other	4	1.7
N	236	100

remainder of the sample were enrolled in various High School Diploma Programs. The largest enrollment in the High School Diploma Program was found in General Education where 41 students, or 7.4 per cent of the sample, were taking courses.

Finally, the frequency and percentage distribution for the age categories of students is presented in Table 15. Approximately 83 per cent of the students were included in the range 15 to 17 years of age. Only 35 students, or 15 per cent of the sample, were 18 years old, or older.

CHAPTER SUMMARY

This chapter focused upon the research design and procedures adopted for this study. The method used for the construction of the instrument was outlined, and a description of the instrument used in the study was provided. The populations from which samples were drawn were identified and the method used to select the sample was discussed. The samples of respondents used in the study consisted of 134 parents, 236 students, and 82 teachers.

The method of data collection was explained, and the statistical treatment of the data outlined.

Finally, the personal characteristics of each group of respondents were analyzed by applying descriptive statistics to the data.

Table 15

Frequency and Percentage Distribution for the Age Categories of Student Respondents

Age Category	Frequency	Percentage
14 Years	5	2.1
15 Years	78	33.1
16 Years	46	19.5
17 Years	72	30.5
18 Years	28	11.9
> 18 Years	7	2.9
N	236	100

Chapter 4

RESEARCH FINDINGS: INTRA-GROUP COMPARISONS OF ACTUAL AND PREFERRED EDUCATIONAL GOALS

This is the first of two chapters that deal with the analysis of the data and it is divided into two sections. The first section examines the comparative rank ordered importance of parents', teachers', and students' mean scores for both actual and preferred educational goals. The second section focuses upon the significant differences of mean scores between all groups of respondents for both actual and preferred educational goals.

Analysis of the data in Chapter 6 focuses upon inter-group differences concerning perceptions of actual and preferred educational goals.

PRIORITIES OF PARENTS, TEACHERS AND STUDENTS FOR ACTUAL EDUCATIONAL GOALS

The first phase of the empirical analysis was directed towards an examination of the rank ordering of mean scores determined by the respondents' perceptions of actual and preferred educational goals.

Initially, attention was focused upon parent, teacher and student perceptions of actual educational goals. There was also an intra-group comparison of the rank ordered importance attached to actual educational goals.

Secondly, the study examined parent, teacher and student perceptions of preferred educational goals. Included in this section there was also an intra-group comparison of the rank ordered importance

of the means for preferred educational goals.

Parent Priorities for Actual Educational Goals

The rank order of means for all of the actual educational goals as determined by parent responses is displayed in Table 16. In order of priority, the four most important actual goals as perceived by parents were: (1) Rationality, (2) Communication, (3) Cultural Understanding, and (4) Preservation of the Environment.

Alternatively, in order of priority the four least important actual educational goals as determined by parent responses were: (1) Lifelong Commitment to Education, (2) Consumer Awareness, (3) Effective Use of Leisure and (4) Self Actualization.

Teacher Priorities for Actual Educational Goals

The rank order of mean scores as determined by teacher responses for actual educational goals is presented in Table 16. The four most important actual educational goals as perceived by teachers in order of priority were: (1) Rationality, (2) Communication, (3) Vocational Preparation and (4) Preservation of the Environment.

On the other hand, the four least important actual educational goals in order of priority according to teacher respondents were: (1) Family Responsibilities, (2) Lifelong Commitment to Education, (3) Effective Use of Leisure, Social Conscience and Consumer Awareness. These last three actual educational goals, namely, Effective Use of Leisure, Social Conscience and Consumer Awareness, were perceived to be of equal importance by teacher respondents. This resulted in tied ranks when ranking the means in descending order for actual educational

Table 16

Means, Standard Deviations and Rank Order of Means
of Actual Educational Goals

Goal Statements	Parents (N = 134) Mean	S. Dev.	Rank Order of Means	Teachers (N = 82) Mean	S. Dev.	Rank Order of Means	Students (N = 236) Mean	S. Dev.	Rank Order of Means
1. Communication	3.55	1.13	2	3.94	.89	2	3.92	.96	1
2. Rationality	3.66	.96	1	4.01	.81	1	3.64	.10	3
3. Preservation of Environment	3.45	1.15	4	3.67	.96	4	2.88	1.33	10
4. Lifelong Commitment to Education	2.57	1.12	18	2.67	1.18	17	2.67	1.26	15
5. Adaptability	2.94	1.14	12	3.38	1.04	8	2.91	1.27	8.5
6. Self Actualization	2.81	1.22	15	3.35	1.20	9	2.86	1.29	11.5
7. Character Development	2.93	1.17	13	3.17	1.18	12	2.95	1.53	6
8. Cultural Appreciation	3.37	1.02	5	3.21	1.11	11	2.93	1.28	7
9. Effective Use of Leisure	2.76	1.13	16	3.01	1.25	15	2.52	1.31	17
10. Occupational Selection	3.05	1.25	10	3.43	1.66	6	3.21	1.26	4
11. Personal Health	3.22	1.11	7.5	3.09	1.17	13	2.73	1.25	13.5
12. Cultural Understanding	3.51	1.02	3	3.39	1.15	7	2.86	1.24	11.5
13. Vocational Preparation	3.31	1.15	6	3.81	1.11	3	3.66	1.29	2
14. Human Relations	3.22	1.08	7.5	3.46	1.07	5	2.98	1.23	5
15. Citizenship	3.13	1.13	9	3.33	1.15	10	2.91	1.25	8.5
16. Family Responsibilities	2.89	1.06	14	2.59	1.09	18	2.00	1.05	18
17. Consumer Awareness	2.66	1.19	17	3.01	1.19	15	2.56	1.21	16
18. Social Conscience	3.04	1.07	11	3.01	1.25	15	2.73	1.20	13.5

goals. Therefore, all three goals have been reported.

Student Priorities for Actual Educational Goals

Further reference to Table 16 disclosed the ranked order of means for students' perceptions of actual educational goals. In order of priority, students considered that the four most important goals currently providing direction for education within the school were: (1) Communication, (2) Vocational Preparation, (3) Rationality, and (4) Occupational Selection.

Furthermore, students considered that in order of priority the actual educational goals that were of least importance in currently providing direction for education within the school were: (1) Family Responsibilities, (2) Effective Use of Leisure, (3) Consumer Awareness and (4) Lifelong Commitment to Education.

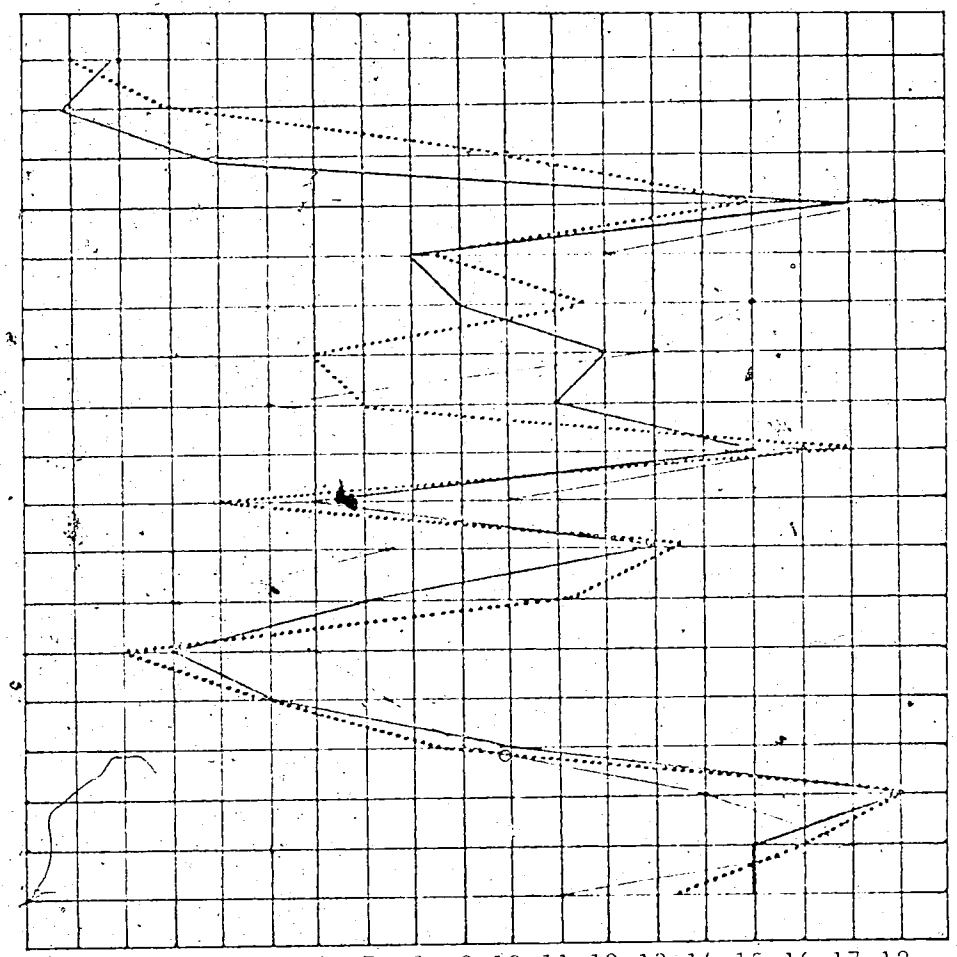
Comparative Analysis of the Mean Importance of Actual Educational Goals

The information presented in Figure 3 shows a profile of parent, teacher and student mean priorities for actual educational goals.

High priorities for actual educational goals. There was high consensus amongst all groups with regard to the four most important actual educational goals. Figure 3 showed both parents and teachers rated Rationality as the most important actual educational goal, whereas students rated Rationality third in order of importance. Communication was ranked as the number one priority by students, but it was ranked second in importance by parents and teachers.

Furthermore, Vocational Preparation was perceived as being the

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience



——— Parents
——— Teachers
····· Students

Figure 3

A Profile of Parent, Teacher and Student Priorities for Actual Educational Goals

second most important actual educational goal by students and the third most important by parent respondents.

Similarly, Preservation of the Environment was perceived as being the fourth most important actual educational goal by both parents and teachers. Students, on the other hand, did not agree that this was emphasized as an educational goal, and this was reflected by students ranking Preservation of the Environment as tenth in order of priority.

Students considered Occupational Selection to be the fourth most important actual educational goal, but parents and teachers did not attach such high priority to this goal.

Finally, parents perceived Cultural Understanding as being the third most important actual educational goal, but the other groups did not attach similar importance to this goal.

Low priorities for actual educational goals. An examination of the lowest priority actual educational goals, as presented in Figure 3, also revealed fairly high consensus amongst all three groups.

All three groups included Lifelong Commitment to Education, Consumer Awareness and Effective Use of Leisure, among the four goals they considered were currently being given least emphasis in education within the school.

Both teachers and students indicated that Family Responsibilities was the least emphasized goal directing educational activities within the school. Although parents did not include Family Responsibilities within their four lowest priorities for actual educational goals, they showed a tendency to agree with the opinion of the other two groups. Parents rated Family Responsibilities as the fifth least important actual educational goal.

Parents included Self Actualization as a low priority actual goal, but the other two groups did not perceive such low emphasis upon this goal within the school. Similarly, teachers indicated that the Development of a Social Conscience in the student was a goal that was given very little importance in the school's education program, but the other groups did not attach the same low priority to this goal.

Summary. In general there was a high degree of consensus between parent, teacher and student respondents concerning the actual educational goals that were given high and low priority in the educational program presented in the school.

Actual educational goals that were perceived as being most important by all groups included: (1) Rationality, (2) Communication, (3) Vocational Preparation and (4) Preservation of the Environment.

On the other hand, actual educational goals that were perceived as being least important included: (1) Lifelong Commitment to Education, (2) Consumer Awareness, (3) Effective Use of Leisure, and (4) Family Responsibilities.

PRIORITIES OF PARENTS, TEACHERS AND STUDENTS FOR PREFERRED EDUCATIONAL GOALS

Parent Priorities for Preferred Educational Goals

Table 17 presented the rank ordering of the means for parent responses concerning preferred educational goals. Parents indicated that in order of priority, the four educational goals that they considered most important were: (1) Self Actualization, (2) Communication, (3) Rationality and (4) Occupational Selection.

Further examination of Table 17 revealed that in order of

Table 17

Means, Standard Deviations and Rank Order of Means of Preferred Educational Goals

Goal Statements	Parents (N = 134) Mean	S. Dev.	Rank Order of Means	Teachers (N = 82) Mean	S. Dev.	Rank Order of Means	Students (N = 236) Mean	S. Dev.	Rank Order of Means
1. Communication	4.61	.73	2	4.73	.67	1	4.53	.76	4.5
2. Rationality	4.54	.74	3	4.68	.74	2	4.53	.73	4.5
3. Preservation of Environment	4.50	.73	5	4.54	.77	4	4.64	.83	1
4. Lifelong Commitment to Education	4.46	.75	7	4.56	.63	3	3.92	1.09	18
5. Adaptability	4.46	.66	7	4.46	.83	8	4.44	.81	9
6. Self Actualization	4.63	.69	1	4.52	.82	5	4.48	.76	7
7. Character Development	4.46	.83	7	4.28	1.02	13	4.14	1.05	14.5
8. Cultural Appreciation	4.16	.90	17	4.43	.75	10	4.11	1.04	16
9. Effective Use of Leisure	4.25	.96	16	4.37	.98	12	4.10	1.15	17
10. Occupational Selection	4.53	.79	4	4.20	1.12	15	4.61	.69	2
11. Personal Health	4.36	.82	11	4.00	1.12	16	4.17	.97	13
12. Cultural Understanding	4.34	.76	13	4.48	.72	6.5	4.46	.77	8
13. Vocational Preparation	4.26	1.01	15	3.98	1.25	17	4.51	.83	6
14. Human Relations	4.45	.81	9	4.48	.81	6.5	4.57	.61	3
15. Citizenship	4.40	.82	10	4.38	.83	11	4.14	.93	14.5
16. Family Responsibilities	4.10	1.07	18	3.46	1.47	18	4.21	1.14	11.5
17. Consumer Awareness	4.35	.90	12	4.26	.94	14	4.30	.84	10
18. Social Conscience	4.32	.80	14	4.44	.79	9	4.21	.90	11.5

priority the four educational goals that were least preferred by parent respondents were: (1) Family Responsibilities, (2) Cultural Appreciation, (3) Effective Use of Leisure, and (4) Vocational Preparation.

Teacher Priorities for Preferred Educational Goals

The ranked order of mean scores, as determined by teacher responses for preferred educational goals, is also presented in Table 17. In order of preference, teachers attached the highest priorities to the following four goals: (1) Communication, (2) Rationality, (3) Lifelong Commitment to Education and (4) Preservation of the Environment.

In contrast with the above emphasis, the four least preferred goals by teachers in order of priority were: (1) Family Responsibilities, (2) Vocational Preparation, (3) Personal Health and (4) Occupational Selection.

Student Priorities for Preferred Educational Goals

Further examination of Table 17 revealed students' preferences for educational goals. In order of preference, students attached most importance to these four educational goals: (1) Preservation of the Environment, (2) Occupational Selection, (3) Human Relations, and (4) Communication and Rationality. The mean score for student responses indicated that students attributed equal importance to Communication and Rationality as preferred educational goals.

In contrast to the above emphasis, the four least preferred educational goals as determined by students' responses were: (1) Lifelong Commitment to Education, (2) Effective Use of Leisure,

(3) Cultural Appreciation and (4) Character Development and Citizenship.

The mean score for students' responses for preferred educational goals presented in Table 17 showed that students attributed equal importance to Character Development and Citizenship, as indicated by mean scores for these preferred goals.

Comparative Analysis of the Mean Importance of Preferred Educational Goals

Figure 4 presents a profile of parent, teacher and student priorities for preferred educational goals.

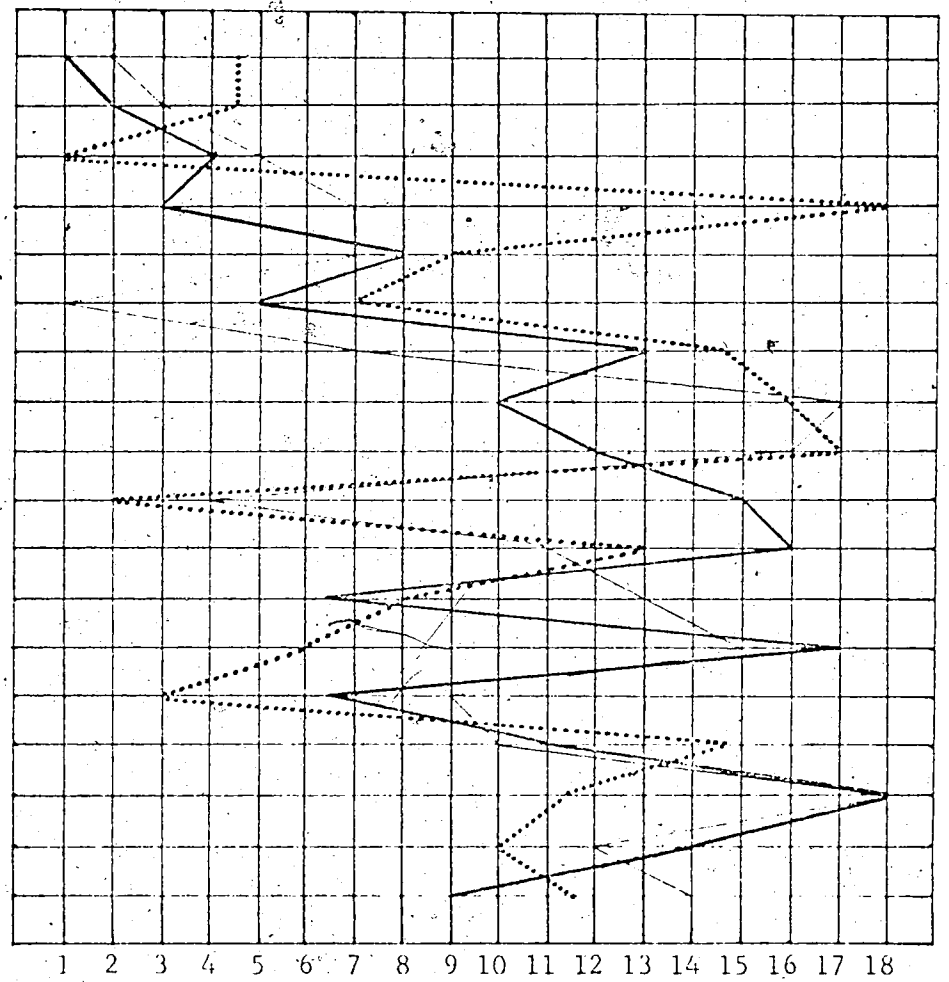
High priorities for preferred educational goals. Figure 4 showed that there was a fairly high degree of consensus among the three groups of respondents concerning the most preferred educational goals. Two goals that were included in the four highest preferences for each group of respondents were Communication and Rationality. The rank order preference of Communication and Rationality as desired educational goals varied from first and second preference for teacher respondents, to fourth preference for student respondents.

The educational goal, Preservation of the Environment, was awarded highest preference by student respondents, and fourth preference by teacher respondents. On the other hand, parents had ranked Preservation of the Environment as fifth in order of preference.

Occupational Selection as a preferred educational goal had been accorded second preference by students and fourth preference by parents. Teachers, in contrast to these other two groups, had ranked Occupational Selection as being the 15th preferred educational goal.

Finally, the educational goal Self Actualization had been

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience



——— Teachers
——— Students
····· Parents

Figure 4

A Profile of Parent, Teacher and Student Priorities for Preferred Educational Goals

allocated highest preference by parents, but the students and teachers did not include this goal as one of their four highest preferences. Similarly, Human Relations was the third preference for students as a desired educational goal, but this goal was not included in the four highest preferences of the other two groups of respondents.

Low priorities and preferred educational goals. Further examination of Figure 4 showed that no one educational goal was included amongst the four least preferred goals for all groups of respondents. Despite this general lack of consensus between teachers, parents and students regarding the least preferred educational goals, Figure 4 provided some important information concerning their preferences.

Both parents and teachers considered Family Responsibilities to be the least preferred educational goal. On the other hand, students ranked Family Responsibilities as 11.5 in order of preference.

Furthermore, Effective Use of Leisure was included amongst the four least preferred goals by both parents and students, whereas teachers ranked this educational goal as twelfth in order of preference. Also, the educational goal, Cultural Appreciation, was incorporated as one of the four least preferred goals by both parent and student respondents, but teachers awarded this goal tenth position in order of preference.

In addition, Vocational Preparation was considered to be one of the four least preferred educational goals by both parents and teachers, whereas students accorded this goal sixth position in order of preference. It is interesting to note that students had included the educational goal, Lifelong Commitment to Education, amongst the four educational goals that they least preferred. Teachers, on the other

hand, had included this as their third highest preference for an educational goal.

Finally, students had included Character Development and Citizenship amongst their four least preferred educational goals, whereas the other groups had ranked these two goals higher in order of preference.

Summary. Parents, teachers and students displayed a high level of agreement concerning the highest priorities associated with preferred educational goals. The educational goals that were accorded high preference by all three groups were Rationality, Communication, and Preservation of the Environment.

Further examination of the data disclosed that there was very little agreement among parents, teachers and students concerning the preferred educational goals to which they attributed least importance.

INTRA-GROUP ANALYSIS OF DIFFERENCES BETWEEN MEANS FOR BOTH ACTUAL AND PREFERRED EDUCATIONAL GOALS

The second phase of the empirical analyses was directed towards a statistical comparison of the mean responses for both actual and preferred educational goals, as determined by each group of respondents.

The statistical method employed for this purpose was an analysis of variance procedure using Scheffe multiple comparison of means to determine significant differences. This analysis of variance approach was utilized for two purposes: (a) To determine if there were any statistically significant differences between the mean responses obtained from parents, teachers and students for actual educational goals, and (b) To determine if there were any statistically significant

differences between the mean responses obtained from parents, teachers and students for preferred educational goals.

Throughout this section statistical significance has been reported at the .05 level of probability for the obtained F ratio and statistical significance for any pair of means has been reported at both the .05 and .01 level of probability.

This approach has been applied to each of the 18 goal statements presented in the questionnaire.

Analysis of Variance Goal 1: Communication

The information presented in Table 18 shows the actual and preferred means for each group of respondents, the F ratio and the associated probability, and the Scheffe multiple comparison of means probabilities for significant differences between each pair of means.

Actual means. The probability level of .001 for the obtained F ratio for Communication as an actual educational goal showed that at least one significant difference occurred between the pairs of means of these three groups.

Further inspection of the Scheffe probabilities for each pair of means revealed that statistically significant differences occurred between the mean for parents and the mean for teachers. The mean for parents, 3.55, was significantly lower than the mean of 3.94 for teachers. The means were significantly different at the .02 level of probability.

Significant differences also were obtained at the .003 probability level between the mean score of parents, 3.55, and the mean score of teachers, 3.92.

Table 18

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 1: Communication

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.55	1,2	.020[a]	4.61	1,2	.468
2. Teachers	82	3.94	1,3	.003[b]	4.73	1,3	.611
3. Students	236	3.92	2,3	.989	4.53	2,3	.093
		F Ratio = 6.77		Probability = .001	F Ratio = 2.45		Probability = .087

a Significant at .05 level
b Significant at .01 level

It should be noted that the homogeneity of variance chi square, for the three groups of respondents was 6.75, and the associated probability was .001. This indicated that the variance associated with the mean responses for each group, concerning Communication as an actual educational goal, was not homogeneous.

Preferred means. Table 18 showed that there were no significant differences among the mean scores of parents, teachers and students for Communication as a preferred educational goal.

Analysis of Variance Goal 2: Rationality

Actual means. The obtained F ratio of 4.82, and the associated probability of .009, showed that at least one significant difference occurred between the pairs of means of these three groups. The Scheffe test revealed that significant differences were obtained at the .035 probability level between the mean score for parents of 3.66, and the teachers' mean score of 4.01. Further significant differences were found at the .011 probability level between the teachers' mean of 4.01; and the students' mean of 3.64. These data are presented in Table 19.

Preferred means. Table 19 disclosed that no significant differences were found among the mean scores of parents, teachers and students and Rationality as a preferred educational goal.

Analysis of Variance Goal 3: Preservation of the Environment

Actual means. Table 20 showed that the obtained F ratio had an associated probability of .000. Therefore, significant differences

Table 1

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 2: Rationality

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.66	1,2	.035[a]	4.54	1,2	.368
2. Teachers	82	4.01	1,3	.981	4.68	1,3	.995
3. Students	236	3.64	2,3	.011[a]	4.53	2,3	.266
		F Ratio = 4.82		Probability = .009	F Ratio = 1.42		Probability = .243

a Significant at .05 level

Table 20

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 3: Preservation of the Environment

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.45	1,2	.427	4.50	1,2	.947
2. Teachers	82	3.67	1,3	.000[b]	4.54	1,3	.288
3. Students	236	2.88	2,3	.000[b]	4.64	2,3	.623
		F Ratio = 17.16		Probability = .000	F Ratio = 1.38		Probability = .252

b Significant at .01 level

occurred between at least one pair of means. It was found that significant differences were obtained between the parents' mean score of 3.45 and the students' mean score of 2.88. These means had an associated Scheffe probability of .000.

Furthermore, significant differences were found to exist between the teachers' mean of 3.67 and the students' smaller mean score of 2.88. The associated probability was .000. It was found that the variance was not homogeneous for the mean responses associated with Rationality, as an actual educational goal. The homogeneity of variance chi square was 12.64 and the associated probability was .002.

Preferred means. No statistically significant differences were found among the mean scores for all three groups, concerning the importance they attached to Rationality as a preferred educational goal.

Analysis of Variance Goal 4: Lifelong Commitment to Education

Actual means. The probability level of .726 for the obtained F ratio indicated that there were no significant differences among the mean scores of parents, teachers and students concerning their perceptions of Lifelong Commitment to Education as an actual educational goal (Table 21).

Preferred means. The obtained F ratio of 21.95, and the associated probability of .000, indicated that there was a significant difference between at least one pair of means for the three groups of respondents.

The Scheffe test showed that significant differences occurred at the .000 probability level, between the parents' mean score of 4.46

Table 21

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 4: Lifelong Commitment to Education

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.57	1,2	.829	4.46	1,2	.753
2. Teachers	82	2.67	1,3	.754	4.56	1,3	.000[b]
3. Students	236	2.67	2,3	.999	3.92	2,3	.000[b]
		F Ratio = .32		Probability = .726	F Ratio = 21.95		Probability = .000

b Significant at .01 level

and the students' smaller mean score of 3.92.

Similarly, at the .000 level of probability significant differences were found between the teachers' mean of 4.56 and the students' smaller mean score of 3.92 for Lifelong Commitment to Education as a preferred educational goal.

The homogeneity of variance chi square of 43.11, with an associated probability of .000 for Lifelong Commitment to Education as a preferred educational goal, revealed that the variance associated with the mean responses for each group was not homogeneous (Table 21).

Analysis of Variance Goal 5: Adaptability

Actual means. An examination of Table 22 showed that the F ratio has an associated probability of .006. This indicated that there was at least one significant difference between the pairs of mean responses of the three groups, concerning Adaptability as an actual educational goal.

The Scheffe test revealed that there was a statistically significant difference at the .008 probability level between teachers' mean score of 3.378, and students' mean score of 2.907.

Preferred means. The probability level of .971 for the obtained F ratio of .03 showed that there were no statistically significant differences between the preferred mean scores of all groups for Adaptability as an educational goal.

It was found that the homogeneity of variance chi square value of 8.17, had an associated probability of .017, and this revealed that the variance for the mean responses of all groups, for Adaptability, as a preferred educational goal, were not homogeneous.

Table 22

Scheffe Analy of Variance of Actual and Preferred Goals
Goal 5: Adaptability

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.94	1,2	.033	4.46	1,2	.997
2. Teachers	82	3.38	1,3	.966	4.46	1,3	.985
3. Students	236	2.91	2,3	.008[b]	4.44	2,3	.973
		F Ratio = 5.04		Probability = .006	F Ratio = .03		Probability = .971

b Significant at .01 level

Analysis of Variance Goal 6:
Self Actualization

Actual means. The information presented in Table 23 revealed that the obtained F ratio has an associated probability of .004. This indicated that there was a significant difference between at least one pair of means for parents, teachers and students.

The Scheffe test showed that significant differences were obtained at the .008 probability level, between the parents' mean score, 2.81, and the teachers' higher mean score of 3.35.

Similarly, significant differences were established at the .009 level of probability, between teachers' mean score of 3.35 and students' lower mean score of 2.86.

Preferred means. The probability level of .193 for the obtained F ratio, showed that there were no significant differences in the preferred mean responses of the three groups for Self Actualization as an educational goal (Table 23).

Analysis of Variance Goal 7:
Character Development

Actual means. An examination of Table 24 disclosed that the obtained F ratio had an associated probability of .302. This revealed that there were no significant differences among the mean scores of the groups of respondents concerning their perceptions of Character Development as an actual educational goal.

Preferred means. The probability level of .009 for the obtained F ratio, showed that there was at least one pair of means in which significant differences were obtained (see Table 24).

Table 23

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 6: Self Actualization

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.81	1,2	.008[b]	4.63	1,2	.625
2. Teachers	82	3.35	1,3	.935	4.52	1,3	.193
3. Students	236	2.86	2,3	.009[b]	4.48	2,3	.894
		F Ratio = 5.72		Probability = .004	F Ratio = 1.65		Probability = .193

b Significant at .01 level

Table 24

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 7: Character Development

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.93	1,2	.373	4.46	1,2	.419
2. Teachers	82	3.17	1,3	.992	4.28	1,3	.009[b]
3. Students	236	2.95	2,3	.359	4.14	2,3	.518
		F Ratio = 1.20		Probability = .302	F Ratio = 4.74		Probability = .009

b. Significant at .01 level

The Scheffe test revealed that the mean for parents, 4.46, was significantly higher than the mean for students, 4.14, at the .009 level of probability.

It should be noted that the variances of the means for each group of respondents for this preferred educational goal were not homogeneous. The homogeneity of variance chi square was equal to 9.37, and the associated probability was .009.

Analysis of Variance Goal 8: Cultural Appreciation

Actual means. Table 25 gave a probability level of .002 for the obtained F ratio. This indicated that there was at least one pair of means for which significant differences were obtained.

The Scheffe probabilities showed that the parents' mean, 3.37, was significantly higher than the students' mean of 2.93, at the .003 level of probability.

It should be noted that the variance for these means was not homogeneous. The homogeneity of variance chi square was 9.24, and the associated probability was .010.

Preferred means. Further examination of Table 25 showed that the obtained F ratio for this preferred educational goal had a probability level of .031. This indicated for at least one pair of means that significant differences were obtained.

The Scheffe probabilities showed that at the .032 probability level the mean for teachers of 4.43 was significantly higher than the students' mean score of 4.11.

It should be noted that the homogeneity of variance chi square

Table 25

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 8: Cultural Appreciation

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.37	1,2	.604	4.16	1,2	.145
2. Teachers	82	3.21	1,3	.003[b]	4.43	1,3	.852
3. Students	236	2.93	2,3	.191	4.11	2,3	.032[a]
		F Ratio = 6.32		Probability = .002	F Ratio = 3.49		Probability = .031

a Significant at .05 level
b Significant at .01 level

of 11.84 had an associated probability of .003. Therefore, the variance associated with these means was not homogeneous.

Analysis of Variance Goal 9:
Effective Use of Leisure

Actual means. The probability level of .007 for the obtained F ratio indicated that there was at least one pair of means for which significant differences were recorded.

The Scheffe test, presented in Table 26, showed that the mean for teachers, 3.01, was significantly higher than the mean of 2.52 for students. The associated probability level was .010.

Preferred means. No significant differences were found among the preferred mean scores for parents, teachers and students. The F ratio had an associated probability of .117.

Analysis of Variance Goal 10:
Occupational Selection

Actual means. An examination of Table 27 showed the mean scores for parents', teachers' and students' perceptions for Occupational Selection as an actual educational goal.

The probability level of .104 for the obtained F ratio disclosed that there were no significant differences among the group's perceptions of Occupational Selection as an actual educational goal.

Preferred means. Table 27 showed that there was at least one pair of means for which significant differences were recorded, as the obtained F ratio had an associated probability of .000.

The Scheffe test revealed that significant differences occurred between the parents' mean of 4.53, and the lower mean for teachers

Table 26

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 9: Effective Use of Leisure

	Group	N	Actual Goal			Preferred Goal		
			Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1.	Parents	134	2.76	1,2	.359	4.25	1,2	.756
2.	Teachers	82	3.01	1,3	.207	4.37	1,3	.421
3.	Students	236	2.52	2,3	.010[b]	4.10	2,3	.157
			F Ratio = 5.09		Probability = .007	F Ratio = 2.15		Probability = .117

b Significant at .01 level

Table 27

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 10: Occupational Selection

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.05	1,2	.105	4.53	1,2	.014[a]
2. Teachers	82	3.43	1,3	.502	4.20	1,3	.657
3. Students	236	3.21	2,3	.411	4.61	2,3	.000[b]
		F Ratio = 2.27		Probability = .104	F Ratio = 8.04		Probability = .000

a Significant at .05 level
b Significant at .01 level

of 4.20. The associated probability level was .014.

Similarly, at the .000 probability level, significant differences were obtained between the teachers' mean score of 4.20 and the students' higher mean of 4.61.

The homogeneity of variance chi square value of 32.78 and the associated probability of .000, revealed that the variance corresponding with each of the group's mean scores was not homogeneous.

Analysis of Variance Goal 11: Personal Health

Actual means. The probability level of .000 for the obtained F ratio indicated that there was at least one pair of means for which significant differences were recorded.

The Scheffe test showed that at the .001 level of probability the mean of 3.22 for parents was significantly higher than the mean of 2.73 for students. This information is presented in Table 28.

Preferred means. Further examination of Table 28 showed that the obtained F ratio of 3.71 had an associated probability level of .025. This indicated that for at least one pair of means of the three groups of respondents, significant differences were recorded.

The Scheffe test revealed that at the .001 probability level the mean score of 3.22 for parents was significantly higher than the mean score of 2.73 for students.

It should be noted that the variances associated with these preferred goal means were not homogeneous. The obtained value for the homogeneity of variance chi square was 10.59 and the associated probability was .005.

Table 28

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 11: Personal Health

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.22	1,2	.710	4.36	1,2	.029[a]
2. Teachers	82	3.09	1,3	.001[b]	4.00	1,3	.205
3. Students	236	2.73	2,3	.067	4.17	2,3	.367
		F Ratio = 8.08		Probability = .000	F Ratio = 3.71		Probability = .025

a Significant at .05 level
b Significant at .01 level

Analysis of Variance Goal 12:
Cultural Understanding

Actual means. Table 29 showed the obtained F ratio had a probability of .000. This indicated that there was at least one pair of means that contained significant differences.

The Scheffe test showed that at the .000 probability level the mean score for parents of 3.51 was significantly higher than the students' mean score of 2.86. It was also found that at the .002 probability level, the mean score for teachers of 3.39 was significantly higher than the students' mean score of 2.86.

It should be noted that the variances associated with these means were not homogeneous. The homogeneity of variance chi square had a value of 6.12, and an associated probability of .047.

Preferred means. Table 29 showed that the obtained F ratio for goal means had an associated probability of .292. This revealed that there were no significant differences in the mean perceptions of respondents concerning Cultural Understanding as a preferred educational goal.

Analysis of Variance Goal 13:
Vocational Preparation

Actual means. The information presented in Table 30 showed that the obtained F ratio had an associated probability of .006. This indicated that there was at least one pair of means for which significant differences were reported.

The Scheffe test disclosed that at the .016 probability level, the mean for parents, 3.13, was significantly lower than the mean for

Table 29

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 12: Cultural Understanding

	Group	N	Actual Goal			Preferred Goal		
			Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1.	Parents	134	3.51	1,2	.773	4.34	1,2	.460
2.	Teachers	82	3.39	1,3	.000[b]	4.48	1,3	.351
3.	Students	236	2.86	2,3	.002[b]	4.46	2,3	.990
			F Ratio = 15.55		Probability = .000	F Ratio = 1.23		Probability = .292

b Significant at .01 level

Table 30

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 13: Vocational Preparation

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.31	1,2	.016[a]	4.26	1,2	.112
2. Teachers	82	3.81	1,3	.031[a]	3.98	1,3	.058
3. Students	236	3.66	2,3	.653	4.51	2,3	.000[b]
		F Ratio = 5.14		Probability = .006	F Ratio = 9.96		Probability = .000

a Significant at .05 level
b Significant at .01 level

teachers, 3.81

Similarly, at the .031 probability level, significant differences were reported between the mean score of parents, 3.31, and the higher mean of students, 3.66.

Preferred means. The probability level of .000 associated with the F ratio of 9.96 indicated that there were significant differences between at least one pair of means (see Table 30).

The Scheffé multiple comparison of means test showed that at the .000 probability level the mean score for teachers, 3.98, was significantly lower than the mean score for students of 4.51.

The variance associated with these preferred goal means was not homogeneous. The homogeneity of variance chi square of 23.23, had an associated probability of .000.

Analysis of Variance Goal 14:
Human Relations

Actual means. Table 31 gave a probability leve of .003 for the obtained F ratio. This indicated that significant differences were reported for at least one pair of means.

The Scheffe test disclosed that at the .005 probability level the teachers' mean of 3.46 was significantly higher than the students' mean of 2.98.

Preferred means. Further examination of Table 31 showed that no significant differences were reported for parent, teacher and student mean preferences for Human Relations as an educational goal. The obtained F ratio had an associated probability of .252.

The variance for these preferred means was not homogeneous, as

Table 31

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 14: Human Relations

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.22	1,2	.315	4.45	1,2	.962
2. Teachers	82	3.46	1,3	.167	4.48	1,3	.294
3. Students	236	2.98	2,3	.005[b]	4.57	2,3	.598
		F Ratio = 5.77		Probability = .003	F Ratio = 1.38		Probability = .252

b Significant at .01 level

the homogeneity of variance chi square of 18.61, had a probability of .000.

Analysis of Variance Goal 15: Citizenship

Actual means. Table 32 revealed that the obtained F ratio had an associated probability of .016. This indicated a significant difference between at least one pair of means.

The Scheffe multiple comparison of means test showed that at the .023 level of probability, the mean for teachers of 3.33 was significantly different from the obtained mean for students of 2.91.

Preferred means. The proability level of .011 for the obtained F ratio indicated that at least one pair of means were significantly different.

The Scheffe test showed that the parents' mean of 4.40 was significantly higher than the students' mean of 4.14, at the .028 probability level (see Table 32).

Analysis of Variance Goal 16: Family Responsibilities

Actual means. The information presented in Table 33 showed that the obtained F ratio had an associated probability of .000. This showed that at least one significant difference was obtained between the pairs of means for the three groups.

The Scheffe test showed that the parents' mean, 2.89, was significantly higher than the students' mean, 2.00, at the .000 probability level.

Further examination revealed that the teacher's mean, 2.59, was

Table 32

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 15: Citizenship

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.13	1,2	.484	4.40	1,2	.990
2. Teachers	82	3.33	1,3	.237	4.38	1,3	.028[a]
3. Students	236	2.91	2,3	.023[a]	4.14	2,3	.109
		F Ratio =4.20		Probability = .015	F Ratio = 4.52		Probability = .011

a Significant at .05 level

Table 33

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 16: Family Responsibilities

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Scheffe Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.89	1,2	.126	4.10	1,2	.001[b]
2. Teachers	82	2.59	1,3	.000[b]	3.46	1,3	.671
3. Students	236	2.00	2,3	.000[b]	4.21	2,3	.000[b]
		F Ratio = 31.89		Probability = .000	F Ratio = 12.28		Probability = .000

b Significant at .01 level

also significantly higher than the students' mean, 2.00, at the .000 probability level.

Preferred means. Continued examination of Table 33 revealed that for the preferred goal means of parents, teachers and students, the obtained F ratio had an associated probability of .000. This indicated that at least one significant difference occurred between the pairs of means for the three groups.

The Scheffe test further revealed that the mean for parents, 4.10, was significantly higher than the mean for teachers, 3.46, at the .001 probability level.

Furthermore, the mean for teachers, 3.46, was significantly lower than the mean for students, 4.21, with an associated probability of .000.

The variance associated with these preferred means was not homogeneous. The homogeneity of variance chi square was 11.78, and the associated probability was .003.

Analysis of Variance Goal 17: Consumer Awareness

Actual means. An examination of Table 34, revealed that the obtained F ratio had a probability of .014. This indicated that at least one significant difference occurred between pairs of means of the three groups.

The Scheffe multiple comparison of means test showed that at the .014 probability level, the mean score of teachers, 3.01, was significantly higher than the mean score of students, 2.56.

Preferred means. In Table 34, the probability level of .729

Table 34

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 17: Consumer Awareness

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Scheffe Probability	Mean	Pairs of Groups	Probability
1. Parents	134	2.66	1,2	.109	4.35	1,2	.739
2. Teachers	82	3.01	1,3	.755	4.26	1,3	.868
3. Students	236	2.56	2,3	.014[a]	4.30	2,3	.922
		F Ratio = 4.34		Probability = .014	F Ratio = .32		Probability = .729

a Significant at .05 level

for the obtained F ratio showed that no significant differences occurred between any pairs of means for the three groups.

Analysis of Variance Goal 18: Social Conscience

Actual means. Table 35 showed that the obtained F ratio had an associated probability of .029. This indicated that at least one significant difference occurred between the pairs of means for the three groups.

However, the Scheffe test showed that at the .05 level of significance, none of the pairs of means were significantly different.

Table 35 showed that the mean score of parents of 3.04 and students' mean, 2.73, was only significant at the .058 probability level. Glass and Stanley (1970:372) suggested that this situation occurs because the Scheffe multiple comparison of means test gives a conservative estimate when cell sizes or variances are unequal.

Preferred means. Further examination of Table 35 showed that the obtained F ratio had an associated probability of .089. This revealed that no significant differences were found between any of the pairs of means for the three groups of respondents.

Summary. The information contained in Table 36 and Appendix C presented a summary of the significant differences between the obtained means for parents, teachers and students for both actual and preferred goals, as determined by the Scheffe multiple comparison of means test.

An examination of Table 36 revealed that the obtained parents' mean was not significantly higher than the obtained teachers' mean scores for any of the 18 actual goal statements. Furthermore, the

Table 35

Scheffe Analysis of Variance of Actual and Preferred Goals
Goal 18: Social Conscience

Group	N	Actual Goal			Preferred Goal		
		Mean	Pairs of Groups	Scheffe Probability	Mean	Pairs of Groups	Probability
1. Parents	134	3.04	1,2	.988	4.32	1,2	.61
2. Teachers	82	3.01	1,3	.058	4.44	1,3	.47
3. Students	236	2.73	2,3	.179	4.21	2,3	.11
		F Ratio = 3.57		Probability = .029	F Ratio = 2.43		Probability = .089

Table 36

Summary of the Significant Differences Between the Means of Parents, Teachers and Students of Both Actual and Preferred Educational Goals

Pairs of Means	Actual Goals					Preferred Goals		
Parents > Teachers	-	-	-	-		10	11	16
Parents > Students	8	11	12	16		3	7	15
Teachers > Parents	1	2	3	6	13	-	-	-
Teachers > Students	2	3	5	6	12	3	8	-
	14	15	16	17				
Students > Parents	1	13	-	-	-	-	-	-
Students > Teachers	-	-	-	-	-	10	13	16

obtained parent means were only significantly higher than the obtained teacher means for three of the preferred educational goals. These three goals were: Occupational Selection, Personal Health and Family Responsibilities.

On the other hand, the parents' mean score was significantly higher than the students' mean score for four of the actual educational goals. These goals were: Cultural Appreciation, Personal Health, Cultural Understanding and Family Responsibilities. Further examination revealed that the parents' means were significantly higher than the students' means for only three of the preferred educational goals. These three goals were: Preservation of the Environment, Character Development and Citizenship.

Table 36 revealed that the mean score for teachers was significantly higher than the mean score for parents for five of the actual educational goals. These five actual educational goals were: Communication, Rationality, Preservation of the Environment, Self Actualization and Vocational Preparation. Also, the information presented in Table 36 showed that the mean score for teachers was not significantly higher than the mean score for parents for any of the 18 preferred educational goals.

It was found that the mean scores of teachers were significantly higher than the mean scores of students for nine, or 50 per cent, of the actual educational goals. These goals included: Rationality, Preservation of the Environment, Adaptability, Self Actualization, Cultural Understanding, Human Relations, Citizenship, Family Responsibilities and Consumer Awareness. However, an examination of the mean scores for preferred educational goals revealed that the mean score of teachers was only significantly higher than the mean score of students for two of the preferred educational goals. These two goals were: Preservation of the Environment and Cultural Appreciation.

An examination of Table 36 disclosed that students' mean scores were significantly higher than parents' mean scores for two of the actual educational goals. These two goals were Communication and Vocational Preparation. Furthermore, the mean score of students was not significantly higher than the mean score of parents for any of the preferred educational goals.

Finally, Table 36 revealed that the mean score for students was not significantly higher than the mean score for teachers for any of the actual educational goals. On the other hand, the mean score of

students was significantly higher than the mean score of teachers for only three of the preferred educational goals. These three preferred educational goals were Occupational Selection, Vocational Preparation and Family Responsibilities.

CHAPTER SUMMARY

This chapter examined intra-group comparisons of responses concerning both actual and preferred educational goals. The findings disclosed that there was a high degree of consensus between parents, teachers and students concerning the actual educational goals that were given high priority and low priority in the educational program presented in the school.

Furthermore, parents, teachers and students also displayed a high degree of consensus concerning the preferred educational goals to which they attributed highest importance.

On the other hand the three groups of respondents showed little agreement concerning the preferred educational goals to which they attributed least importance.

The analyses of variance procedures employed in this study showed that there were significant differences between the pairs of means for at least two groups of respondents for all of the actual educational goals with the exceptions of Lifelong Commitment to Education, Character Development and Occupational Selection.

Furthermore, the Scheffe multiple comparison of means test showed that significant differences were found between the pairs of means, for at least two groups of respondents, for 11 of the preferred educational goals. The seven preferred goals for which no significant

differences were found were: Communication, Rationality, Adaptability, Self Actualization, Effective Use of Leisure, Cultural Understanding and Human Relations. A summary of these findings is presented in Appendix C.

Chapter 5 will examine inter-group comparisons of the perceived importance of actual and preferred educational goals for each group of respondents.

Chapter 5

RESEARCH FINDINGS: INTER-GROUP COMPARISONS OF ACTUAL AND PREFERRED EDUCATIONAL GOALS

This chapter deals primarily with inter-group comparisons of actual and preferred educational goals. The first section examines the significant differences reported within each separate group concerning the mean perceptions of actual and preferred educational goals. Included in this section is an examination of the obtained discrepancies between the mean perceptions of actual and preferred goals for each group. Also, this section examines the comparative discrepancy rankings between the three groups.

The second section of this chapter deals with the correlations. Correlation coefficients are examined for the variables included in the personal data sheets, as outlined in Chapter 1, and the mean perceptions of actual and preferred educational goals, for each group of respondents.

DIFFERENCES BETWEEN ACTUAL AND PREFERRED EDUCATIONAL GOALS

Comparison of Parents' Actual and Preferred Mean Responses

The information presented in Table 37 showed significant differences between the mean scores for actual and preferred educational goals for parent respondents. It was found that for all of the 18 goals, significant differences were obtained at the .01 probability level between the parents' mean score for the actual educational goal, and

Table 37

Significant Differences Between Actual and Preferred Goals of Parent Respondents

Goal Statements	Actual Mean	Preferred Mean	t	Probability
1. Communication	3.54	4.60	-9.15*	0.00[a]
2. Rationality	3.66	4.54	-8.34*	0.00[a]
3. Preserve Environment	3.45	4.50	-8.91*	0.00[a]
4. Lifelong Education	2.57	4.46	-16.26*	0.00[a]
5. Adaptability	2.94	4.46	-13.37*	0.00[a]
6. Self Actualization	2.81	4.63	-15.01*	0.00[a]
7. Character Development	2.93	4.46	-12.39*	0.00[a]
8. Cultural Appreciation	3.37	4.16	-6.74	0.00[a]
9. Effective Use of Leisure	2.76	4.25	-11.63	0.00[a]
10. Occupational Selection	3.05	4.53	-11.58*	0.00[a]
11. Personal Health	3.22	4.36	-9.54*	0.00[a]
12. Cultural Understanding	3.51	4.34	-7.60*	0.00[a]
13. Vocational Preparation	3.31	4.26	-7.16	0.00[a]
14. Human Relations	3.22	4.45	-10.57*	0.00[a]
15. Citizenship	3.13	4.40	-10.49*	0.00[a]
16. Family Responsibilities	2.89	4.10	-9.30	0.00[a]
17. Consumer Awareness	2.66	4.35	-13.17*	0.00[a]
18. Social Conscience	3.04	4.32	-11.15*	0.00[a]

N = 134

* Welch t prime adjustment of t-test for unequal variances.
a Significant at .01 level
(Spearman Rank Order Coefficient of Correlation .162, not significant at .05 probability level).

their mean score for the same preferred educational goal.

Furthermore, for every goal the parents' mean score for the preferred educational goal was significantly higher than their mean score for the same actual goal. This can be seen in Figure 5 which presented a profile of the parents' mean scores for both actual and preferred educational goals.

Finally, Table 37 showed that the Spearman Rank Order Coefficient of Correlation, .162, for the rank order of the means for actual and preferred educational goals was not significant at the .05, two-tailed level of probability. That is, no significant relationship was found between parents' mean scores for both actual and preferred educational goals.

Discrepancy Analysis for Parents' Mean Scores of Actual and Preferred Educational Goals

The term discrepancy refers to the absolute value of the difference between the obtained mean score for the actual educational goal and the obtained mean score for the preferred educational goal. An examination of Figure 5 showed that in every case the preferred goal mean was higher than the actual goal mean for parent respondents.

An examination of Table 38 revealed that in descending order of priority, parents considered the following four educational goals contained the highest discrepancies: Lifelong Commitment to Education, Self Actualization, Consumer Awareness and Character Development.

On the other hand, in order of priority, parents considered the four educational goals that contained the smallest discrepancies were: Cultural Appreciation, Cultural Understanding, Rationality and Vocational Preparation.

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience

——— Actual Means

..... Preferred Means

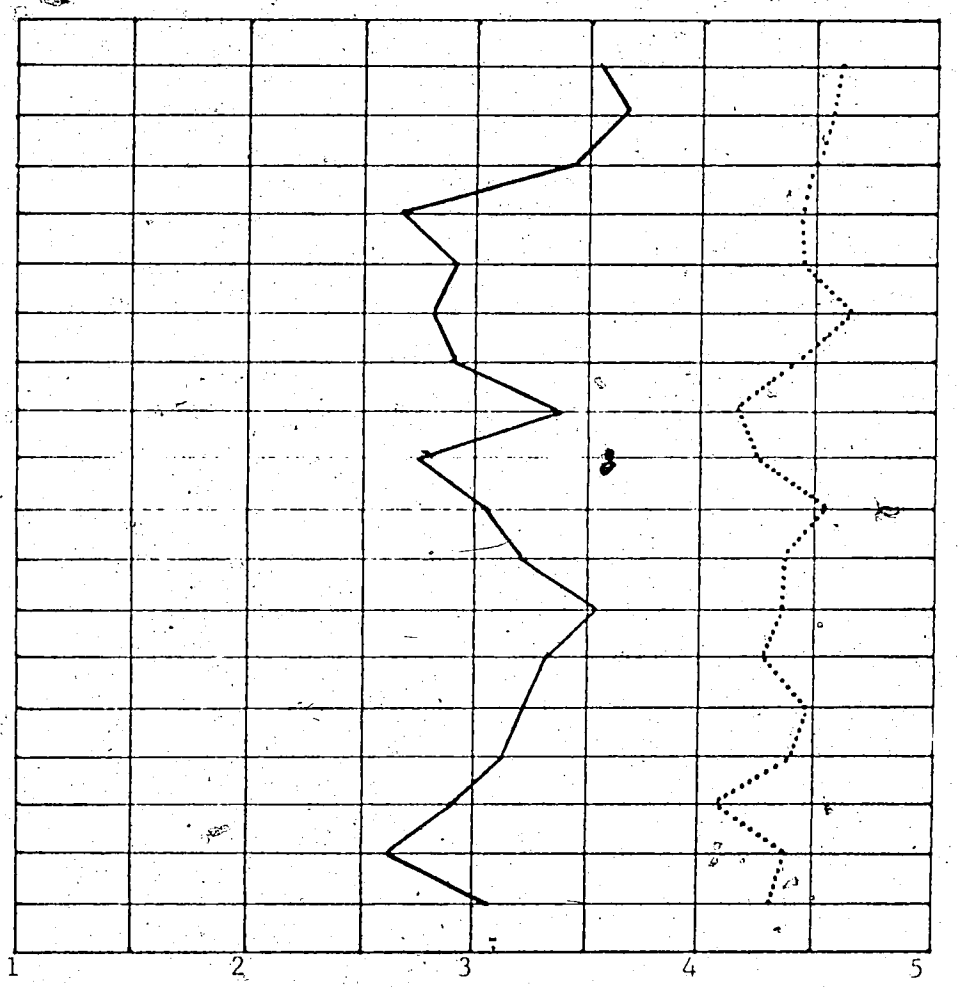


Figure 5
A Profile of Parents' Mean Scores for Actual and Preferred Educational Goals

Table 38

Discrepancy Analysis of Actual and Preferred Goals of Parent Respondents

	Actual Mean	Preferred Mean	Discrepancy*	Discrepancy Rank
1. Communication	3.55	4.61	1.06	13
2. Rationality	3.66	4.54	.88	16
3. Preserve Environment	3.45	4.50	1.05	14
4. Lifelong Education	2.57	4.46	1.89	1
5. Adaptability	2.94	4.46	1.52	5
6. Self Actualization	2.81	4.63	1.82	2
7. Character Development	2.93	4.46	1.53	4
8. Cultural Appreciation	3.37	4.16	.79	18
9. Effective Use of Leisure	2.76	4.25	1.49	6
10. Occupational Selection	3.05	4.53	1.48	7
11. Personal Health	3.22	4.36	1.14	12
12. Cultural Understanding	3.51	4.34	.83	17
13. Vocational Preparation	3.31	4.26	.95	15
14. Human Relations	3.22	4.45	1.23	10
15. Citizenship	3.13	4.40	1.27	9
16. Family Responsibilities	2.89	4.10	1.21	11
17. Consumer Awareness	2.66	4.35	1.69	3
18. Social Conscience	3.04	4.32	1.28	8

N = 134

* Discrepancy = | Preferred Mean - Actual Mean |

Comparison of Teachers' Actual and Preferred Mean Responses

The information presented in Table 39 shows that with the exception of one goal, Vocational Preparation, the teachers' preferred mean score was significantly higher than their actual mean score for all of the goal statements. Statistical significance was obtained at the .01 probability level for all of the goals, except Vocational Preparation.

The teachers' obtained actual mean score for Vocational Preparation was 3.80 and their preferred mean score was 3.98, and these means were not significantly different. The two-tailed probability for these two means was .35.

Figure 6 presented a profile of the teachers' mean scores for both actual and preferred educational goals.

Finally, Table 39 showed that the Spearman Rank Order Coefficient of Correlation was calculated to be .429 for the rank order of the means for actual and preferred educational goals, and was significant at the .05 level of probability. This indicated that a significant relationship was found between the teachers' mean score for actual educational goals and their mean score for preferred educational goals.

Discrepancy Analysis for Teachers' Mean Perceptions of Actual and Preferred Educational Goals

Table 40 showed that in order of priority, teachers considered that the following four educational goals contained the highest discrepancies: Lifelong Commitment to Education, Social Conscience, Effective Use of Leisure and Consumer Awareness.

In contrast to the above findings, in order of priority, the four educational goals that teachers considered to incorporate the

Table 39

Significant Differences Between Actual and Preferred Goals of Teacher Respondents

Goal Statements	Actual Mean	Preferred Mean	t	Probability
1. Communication	3.94	4.73	-6.44*	0.00[a]
2. Rationality	4.01	4.68	-5.56	0.00[a]
3. Preserve Environment	3.67	4.54	-6.38*	0.00[a]
4. Lifelong Education	2.67	4.56	-12.82*	0.00[a]
5. Adaptability	3.38	4.46	-7.38*	0.00[a]
6. Self Actualization	3.35	4.52	-7.29*	0.00[a]
7. Character Development	3.17	4.28	-6.43	0.00[a]
8. Cultural Appreciation	3.21	4.43	-8.24*	0.00[a]
9. Effective Use of Leisure	3.01	4.37	-7.24*	0.00[a]
10. Occupational Selection	3.43	4.20	-4.31	0.00[a]
11. Personal Health	3.09	4.00	-5.12	0.00[a]
12. Cultural Understanding	3.39	4.48	-7.22*	0.00[a]
13. Vocational Preparation	3.80	3.98	-.93*	.35
14. Human Relations	3.46	4.48	-6.85*	0.00[a]
15. Citizenship	3.33	4.38	-6.73*	0.00[a]
16. Family Responsibilities	2.59	3.46	-4.35*	0.00[a]
17. Consumer Awareness	3.01	4.26	-7.42*	0.00[a]
18. Social Conscience	3.01	4.44	-8.74*	0.00[a]

N = 82

* Welch t prime adjustment of t-test for unequal variance.
a Significant at .01 level
(Spearman Rank Order Coefficient of Correlation .429, was significant at .05 probability level).

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience

——— Actual Means

····· Preferred Means

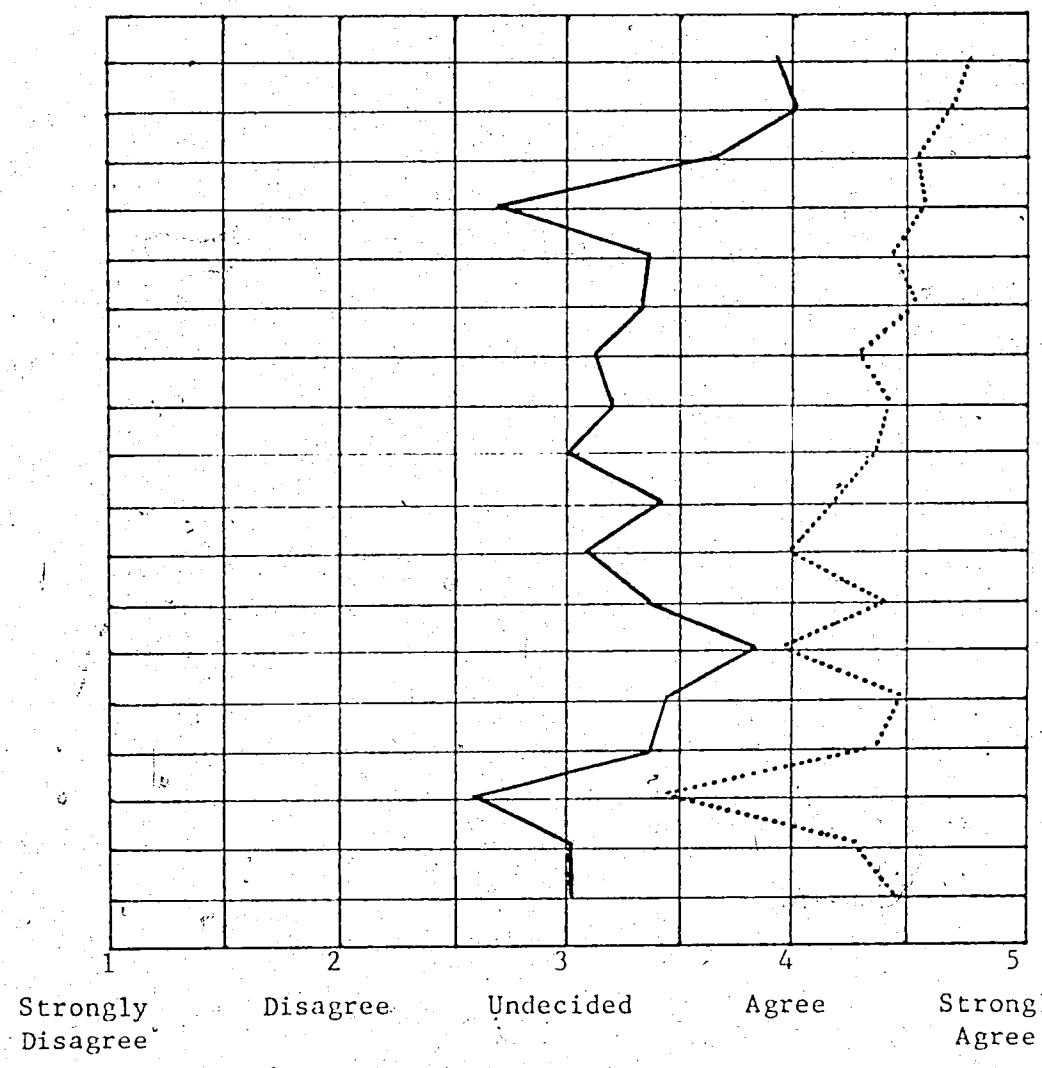


Figure 6
A Profile of Teachers' Mean Scores for Actual and Preferred Educational Goals

Table 40

Discrepancy Analysis of Actual and Preferred Goals of Teacher Respondents

Goal Statements	Actual Mean	Preferred Mean	Discrepancy*	Discrepancy Rank
1. Communication	3.94	4.73	.79	15
2. Rationality	4.01	4.68	.67	17
3. Preserve Environment	3.67	4.54	.87	14
4. Lifelong Education	2.67	4.56	1.89	1
5. Adaptability	3.38	4.46	1.08	9
6. Self Actualization	3.35	4.52	1.17	6
7. Character Development	3.17	4.28	1.11	7
8. Cultural Appreciation	3.21	4.43	1.22	5
9. Effective Use of Leisure	3.01	4.37	1.36	3
10. Occupational Selection	3.43	4.20	.77	16
11. Personal Health	3.09	4.00	.91	12
12. Cultural Understanding	3.39	4.48	1.09	8
13. Vocational Preparation	81	3.98	.17	18
14. Human Relations	3.46	4.48	1.02	11
15. Citizenship	3.33	4.38	1.05	10
16. Family Responsibilities	2.59	3.46	.87	13
17. Consumer Awareness	3.01	4.26	1.25	4
18. Social Conscience	3.01	4.44	1.43	2

N = 82

* Discrepancy = |Preferred Mean - Actual Mean|

smallest discrepancies were: Vocational Preparation, Rationality, Occupational Selection and Communication.

Comparison of Students' Actual and Preferred Mean Responses

An examination of Table 41 showed the significant differences between the actual and preferred educational goals for student respondents.

The findings disclosed that for all of the 18 educational goals, the students' mean score for preferred educational goals was significantly higher than their mean score for the actual educational goals. Significant differences were obtained at the .01 level of probability. This information is also presented in Figure 7 which provides a profile of the students' mean scores for both actual and preferred educational goals.

Finally, Table 41 showed the Spearman Rank Order Coefficient of Correlation, .552, for the rank order of the means for actual and preferred educational goals was significant at the .01 level of probability. This indicated that a significant relationship existed between the students' mean score for the actual educational goals and their mean score for preferred educational goals.

Discrepancy Analysis for Students' Mean Perceptions of Actual and Preferred Educational Goals

An analysis of the data presented in Table 42 for student responses revealed that, in order of priority, the four highest discrepancies were contained in the following educational goals: Family Responsibilities, Preservation of the Environment, Consumer Awareness and Self Actualization.

Table 41

Significant Differences Between Actual and Preferred Goals of Student Respondents

Goal Statements	Actual Mean	Preferred Mean	t	Probability
1. Communication	3.92	4.53	-7.58*	0.00[a]
2. Rationality	3.64	4.53	-11.01*	0.00[a]
3. Preserve Environment	2.88	4.64	-17.22*	0.00[a]
4. Lifelong Education	2.67	3.92	-11.58*	0.00[a]
5. Adaptability	2.91	4.44	-15.72*	0.00[a]
6. Self Actualization	2.86	4.48	-16.60*	0.00[a]
7. Character Development	2.95	4.14	-11.23*	0.00[a]
8. Cultural Appreciation	2.93	4.11	-10.95*	0.00[a]
9. Effective Use of Leisure	2.52	4.10	-13.93*	0.00[a]
10. Occupational Selection	3.21	4.61	-14.70*	0.00[a]
11. Personal Health	2.73	4.17	-14.05*	0.00[a]
12. Cultural Understanding	2.86	4.46	-16.88*	0.00[a]
13. Vocational Preparation	3.66	4.51	-8.55*	0.00[a]
14. Human Relations	2.98	4.57	-17.82*	0.00[a]
15. Citizenship	2.91	4.14	-12.18*	0.00[a]
16. Family Responsibilities	2.00	4.21	-21.88	0.00[a]
17. Consumer Awareness	2.56	4.30	-18.27*	0.00[a]
18. Social Conscience	2.73	4.21	-15.07*	0.00[a]

N = 236

* Welsh t prime adjustment of t-test for unequal variances

a Significant at .01 level
(Spearman Rank Order Coefficient of Correlation .552, significant at .01 probability level).

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience

——— Actual Means
..... Preferred Means

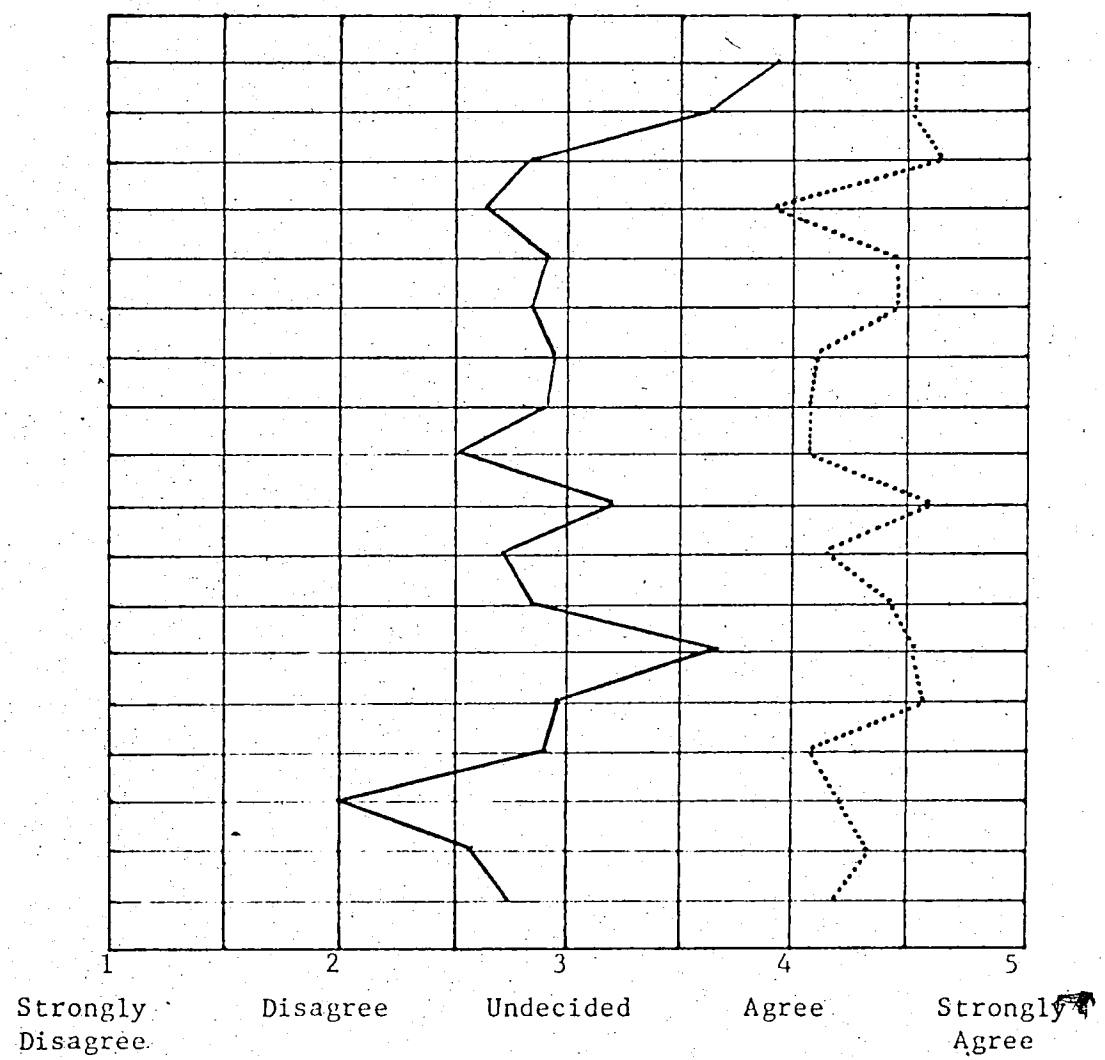


Figure 7

A Profile of Students' Mean Scores for Actual and Preferred Educational Goals

Table 42

Discrepancy Analysis of Actual and Preferred Goals of Student Respondents

Goal Statements	Actual Mean	Preferred Mean	Discrepancy*	Discrepancy Rank
1. Communication	3.92	4.53	.61	18
2. Rationality	3.64	4.53	.89	16
3. Preserve Environment	2.88	4.64	1.76	2
4. Lifelong Education	2.67	3.92	1.25	12
5. Adaptability	2.91	4.44	1.53	8
6. Self Actualization	2.86	4.48	1.62	4
7. Character Development	2.95	4.14	1.19	14
8. Cultural Appreciation	2.93	4.11	1.18	15
9. Effective Use of Leisure	2.52	4.10	1.58	7
10. Occupational Selection	3.21	4.61	1.40	11
11. Personal Health	2.73	4.17	1.44	10
12. Cultural Understanding	2.86	4.46	1.61	5
13. Vocational Preparation	3.66	4.51	.85	17
14. Human Relations	2.98	4.57	1.59	6
15. Citizenship	2.91	4.14	1.23	13
16. Family Responsibilities	2.00	4.21	2.21	1
17. Consumer Awareness	2.56	4.30	1.75	3
18. Social Conscience	2.73	4.21	1.48	9

N = 236

* Discrepancy = |Preferred Mean - Actual Mean|

Alternatively, students perceived that the four educational goals that contained the smallest discrepancies were: Communication, Vocational Preparation, Rationality and Cultural Appreciation.

INTRA-GROUP COMPARISONS OF DISCREPANCY RANKINGS

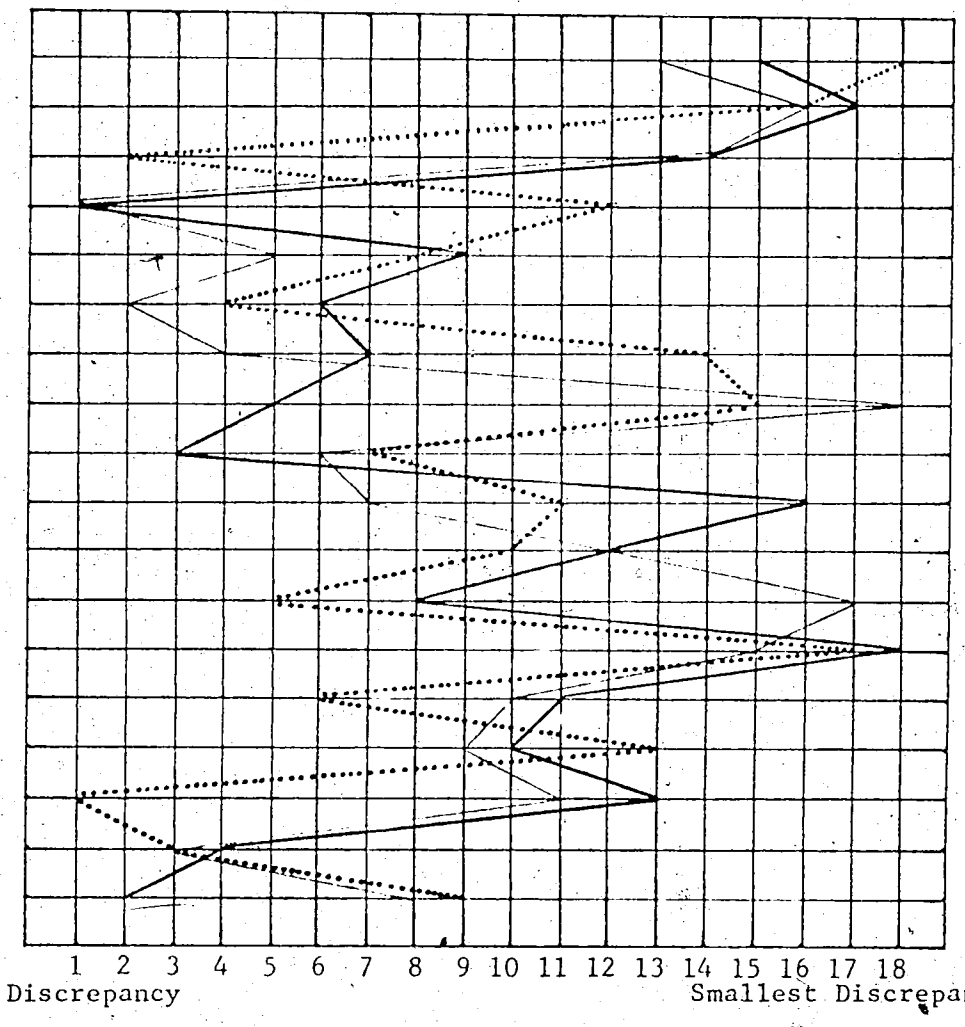
Figure 8 presents a comparison of the discrepancy rankings of the 18 educational goals for each of the three groups of respondents.

Educational Goals and Highest Discrepancies

An examination of Figure 8 revealed that there was fairly low agreement between the three groups concerning the educational goals that incorporate the highest discrepancies. Only one educational goal, Consumer Awareness, was included amongst the four highest discrepancy rankings of all three groups of respondents. It is important to note that both parents and teachers perceived the educational goal, Lifelong Commitment to Education, to contain the highest discrepancy among all of the goal statements. Alternatively, students only ranked Lifelong Commitment to Education as number twelve in order of discrepancy. Furthermore, Self Actualization was included amongst the four highest discrepancies for both student and parent groups.

Further analysis revealed that there were five remaining educational goals that were included among the four highest discrepancies by one group of respondents only. These educational goals included: Character Development, Effective Use of Leisure, Social Conscience and Preservation of the Environment.

1. Communication
2. Rationality
3. Preservation of the Environment
4. Lifelong Commitment to Education
5. Adaptability
6. Self Actualization
7. Character Development
8. Cultural Appreciation
9. Effective Use of Leisure
10. Occupational Selection
11. Personal Health
12. Cultural Understanding
13. Vocational Preparation
14. Human Relations
15. Citizenship
16. Family Responsibilities
17. Consumer Awareness
18. Social Conscience



Teachers
Students
Parents

Figure 8

A Profile of the Comparative Goal Discrepancy Ranks for all Groups of Respondents

Educational Goals and Lowest Discrepancies

The information presented in Figure 8 showed that there was relatively greater agreement between the three groups concerning the goals that contained the lowest discrepancy ratings compared with perceptions of the goals that contained the highest discrepancies.

Two educational goals, Rationality and Vocational Preparation, were included amongst the four lowest goal discrepancies by all three groups of respondents.

Both teachers and students determined that the difference between the actual and preferred mean score for the educational goal, Communication, was amongst the four smallest goal discrepancies. Also, parents ranked Communication thirteenth in order of discrepancy.

Similarly, parents and students included Cultural Appreciation amongst the four lowest goal discrepancies, but contrasted to this, teachers ranked Cultural Appreciation as the fifth highest discrepancy.

Finally, two remaining educational goals that were included amongst the four lowest discrepancies by only one group of respondents were Cultural Understanding and Occupational Selection.

CORRELATION ANALYSES BETWEEN PERSONAL VARIABLES AND ACTUAL AND PREFERRED EDUCATIONAL GOALS

The information presented in Chapter 3 discussed in detail the personal characteristics of each group of respondents. This section of the analysis focused upon an examination of the relationship between these personal variables and the respondents' perceptions of educational goals.

Pearson product moment correlation coefficients were calculated for the continuous personal variables and the responses to the 18 goal statements. These continuous personal variables included: Income, Family Size, Age, Typeof Formal Education, Years of Teacher Training and Years of Teaching Experience.

Alternatively, for the dichotomous variables and correlation with the educational goals, biserial correlation coefficients were calculated. Some of the dichotomies were artificial, and established for the purpose of analysis.

The personal variables that were regarded as dichotomous included: Sex, Marital Status, Knowledge of School Activities and Programs, Employment Status, Previous Teaching Experience in a Public School, Majority of Time Allocated to Teaching or Administration, and Type of School Program Undertaken. Some of these variables apply to only one group of respondents.

Correlation Analyses for Parent Respondents

Actual educational goals. The information presented in Table 43 showed the relationships between parents' personal variables and their perceptions of actual educational goals.

An examination of Table 43 revealed that very few significant relationships were found between the parents' personal variables and their perceptions of the actual educational goals. No significant relationships were found to exist between parents' perceptions of actual educational goals and the following variables: Income, Family Size, and Knowledge of School Program and Activities.

Alternatively, the sex of parents was found to be significantly

Table 43

Correlation Co-efficients of Parents Personal Variables and Actual Educational Goals

Goal	Sex		Age		Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Type of Formal Education		Prev. Teaching Experience	
	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.	Pearson	Prob.	Pearson	Prob.	Biserial	Prob.	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.
1	.07	.95	.06	.47	-.18	.30	-.04	.65	-.02	.96	-.04	.94	-.16	.92	-.10	.25	.10	.28
2	.08	.45	-.00	.99	-.02	.92	.04	.68	-.03	.81	-.05	.80	-.20	.12	-.01	.95	-.00	.99
3	.11	.92	.08	.37	-.04	.80	.06	.45	.11	.42	.03	.86	-.00	.98	.01	.92	.12	.36
4	.03	.81	-.02	.82	-.10	.53	-.07	.40	-.07	.82	-.14	.42	-.18	.17	-.04	.67	-.03	.82
5	.01	.94	-.00	.96	-.15	.35	.04	.67	-.11	.57	-.14	.42	.05	.73	-.11	.20	-.01	.96
6	.10	.36	.05	.57	.25	.11	-.06	.50	-.10	.42	-.08	.65	-.18	.17	-.04	.69	.08	.57
7	.13	.23	.03	.75	.46	.00[b]	-.08	.37	-.13	.77	-.03	.87	-.27	.04[a]	.04	.69	.04	.74
8	.04	.73	-.08	.33	-.30	.06	.13	.14	-.17	.33	-.00	.99	-.05	.68	.07	.45	-.13	.33
9	.12	.29	-.07	.40	-.02	.92	-.06	.49	-.16	.90	-.05	.77	-.09	.50	.04	.67	-.11	.40
10	.06	.58	-.15	.09	.22	.17	.01	.91	-.08	.52	.02	.90	-.21	.87	.11	.22	-.22	.09
11	.07	.55	.05	.56	.11	.47	-.04	.66	.06	.77	.16	.36	-.17	.20	-.04	.67	.08	.56
12	.06	.60	.11	.22	-.03	.86	-.01	.91	.14	.39	.07	.70	-.17	.18	.03	.78	-.16	.22
13	.07	.50	-.06	.48	.02	.88	-.09	.33	-.08	.97	-.14	.43	-.00	.98	-.05	.56	-.09	.48
14	.29	.01[b]	.11	.22	-.29	.06	-.11	.23	-.01	.17	-.13	.44	-.23	.07	-.14	.12	.16	.22
15	.09	.40	.01	.89	-.24	.13	-.14	.11	-.08	.73	-.06	.75	-.17	.20	-.11	.19	.02	.89
16	.19	.08	.05	.55	-.36	.02[a]	.02	.79	-.11	.60	-.17	.32	-.10	.44	-.21	.02[a]	.08	.55
17	.24	.03[a]	-.02	.81	-.18	.26	.03	.70	-.08	.42	-.07	.70	-.24	.06	.00	.99	-.03	.81
18	.19	.08	-.18	.04[a]	-.07	.67	-.12	.19	-.13	.60	-.04	.81	-.12	.36	-.11	.19	-.27	.04[a]

a Significant at .05 level
b Significant at .01 level

related to their perceptions of two educational goals: Human Relations (r = .29), and Consumer Awareness (r = .24). Similarly, a significant relationship was found to exist between the age of parents and their perception of Social Conscience as an actual educational goal (r = .19). Also, parents' marital status was found to be significantly related to their perceptions of two actual educational goals: Character Development (r = .46), and Family Responsibilities (r = .02). Furthermore, the type of formal education received by parents was found to be significantly related to their perception of Family Responsibility as an actual educational goal (r = -,21).

Similarly, the employment status of parents was found to be significantly related to their perceptions of Character Development as an actual educational goal (r = .27).

Finally, a significant relationship was found to exist between the parents' perception of Social Conscience as an actual educational goal and whether or not they had previously taught in a public school (r = .27).

Preferred educational goals. Table 44 showed the relationship between parents' personal characteristics and their perceptions of preferred educational goals.

Very few significant relationships were found to exist between parents' personal characteristics and the importance they assigned to preferred educational goals.

No significant relationships were found to exist between parents' preference for educational goals and the six following personal variables: Sex, Age, Marital Status, Knowledge of School Program and Activities, Employment Status, and Previous Teaching Experience in a

Table 44

Correlation Co-efficients of Parents Personal Variables and Preferred Educational Goals

Goal	Sex				Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Type of Formal Education		Prev. Teaching Experience	
	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.	Pearson	Prob.	Pearson	Prob.	Biserial	Prob.	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.
1	.07	.52	-.09	.28	.16	.30	.07	.40	.21	.02[a]	-.01	.94	.01	.92	.11	.19	-.14	.28
2	-.03	.76	-.08	.39	.01	.97	-.05	.54	.11	.19	.28	.11	.03	.80	.18	.04[a]	-.11	.38
3	.01	.90	.01	.87	.37	.02	-.02	.86	.07	.42	.35	.05	.08	.52	.13	.15	.02	.87
4	-.09	.39	-.06	.47	.06	.70	.06	.46	.18	.04[a]	.23	.19	.13	.32	.08	.37	-.10	.47
5	-.06	.57	-.11	.21	.07	.63	-.06	.53	.16	.06	.54	.00	-.23	.08	.22	.01[b]	-.16	.21
6	-.03	.80	-.03	.78	-.28	.07	-.13	.10	.14	.10	-.09	.60	-.01	.94	-.04	.66	-.04	.77
7	-.13	.23	-.16	.07	-.07	.67	-.07	.45	.14	.11	-.10	.57	-.03	.82	.02	.80	-.24	.07
8	.16	.14	-.04	.68	.39	.01	-.07	.44	.18	.04	.09	.60	-.08	.54	.14	.10	-.05	.68
9	.06	.59	-.10	.25	.01	.94	.05	.58	-.01	.96	-.13	.45	.05	.70	.09	.29	-.15	.25
10	-.16	.14	.13	.12	.26	.10	-.08	.39	-.05	.55	-.14	.42	.03	.84	-.09	.28	.20	.12
11	-.16	.14	-.01	.89	.06	.72	-.05	.57	-.08	.38	-.09	.98	-.00	.89	-.04	.65	-.02	.61
12	-.04	.69	-.02	.81	.28	.08	.01	.92	.08	.34	.31	.07	.18	.16	.09	.29	-.03	.80
13	.20	.07	.09	.29	-.09	.55	-.01	.92	-.19	.03[a]	.19	.26	-.19	.15	-.01	.92	.14	.29
14	-.08	.44	-.02	.86	.13	.42	.03	.73	.06	.47	.12	.48	.07	.59	.05	.57	-.02	.86
15	-.18	.10	-.09	.29	.10	.53	.18	.04[a]	.05	.56	.17	.34	-.23	.07	.10	.26	-.14	.29
16	.14	.21	.10	.26	.14	.38	.04	.62	.11	.22	.28	.10	.17	.18	.04	.69	.15	.26
17	-.05	.65	-.06	.49	.28	.07	.04	.63	.03	.77	-.01	.94	-.15	.26	.03	.76	-.09	.48
18	.02	.84	.02	.83	.28	.08	-.09	.33	.15	.09	-.03	.84	.00	.98	-.01	.96	.03	.83

a Significant at .05 level
b Significant at .01 level

Public School.

On the other hand, some significant relationships were obtained between parents' preferences for educational goals, and personal variables such as Income, Family Size, and Type of Formal Education Received.

Parents' family size was found to be significantly related to their preferences for three educational goals: Communication ($r = .21$), Lifelong Commitment to Education ($r = .18$) and Vocational Preparation ($r = .19$).

Similarly, the type of formal education received by parents was found to be significantly related to their preferences for two educational goals: Rationality ($r = .18$) and Adaptabiltiy ($r = .22$).

Finally, the income level of parents was found to be significantly related to their perceptions of Citizenship as a preferred educational goal ($r = .18$).

Correlation Analyses for Teacher Respondents

Actual educational goals. The obtained correlation coefficient between the teachers' personal variables and their perceptions of actual educational goals are presented in Table 45.

No significant relationships were found between the teachers' perceptions of actual educational goals and the three personal variables, Family Size, Knowledge of School Program, and Employment Status.

Alternatively, significant relationships were found between the level of teachers' income and their perceptions of two actual educational goals: Adaptability ($r = -.24$) and Occupational Selection ($r = -.27$). Also, the teachers' marital status was found to be significantly related to their perceptions of two actual educational goals. These goals were:

Table 45

Correlation Co-efficients of Teachers Personal Variables and Actual Educational Goals

Goal	Sex		Age		Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Years of Teacher Training		Admin/Teaching Duties		Years of Teaching Experience	
	Biserial	Prob	Pearson	Prob	Biserial	Prob	Pearson	Prob	Pearson	Prob	Biserial	Prob	Biserial	Prob	Pearson	Prob	Biserial	Prob	Pearson	Prob
1	-.01	.94	.16	.16	.28	.10	.11	.36	-.10	.39	-.27	.36	.10	.48	.08	.49	.36	.06	.18	.12
2	-.18	.21	.22	.05[a]	.19	.27	.05	.64	-.19	.10	-.26	.38	.13	.34	.21	.07	.43	.02[a]	.26	.02[a]
3	-.13	.35	-.00	1.00	.22	.19	.06	.60	-.12	.31	-.37	.21	.17	.23	.05	.66	.12	.52	.12	.28
4	-.16	.25	.15	.17	.18	.29	-.03	.83	-.02	.89	.06	.83	.19	.17	.38	.00[b]	.34	.07	.28	.01[b]
5	.01	.93	.08	.50	-.08	.64	-.24	.04[a]	-.12	.28	-.05	.80	.20	.17	.07	.54	-.07	.70	-.04	.71
6	-.05	.80	.04	.72	.35	.86	-.06	.60	.13	.25	-.05	.80	.07	.99	.04	.72	-.05	.80	.06	.59
7	.06	.66	-.00	1.00	.40	.02[a]	-.04	.76	.08	.50	-.48	.11	.08	.55	-.06	.63	.10	.60	-.03	.82
8	-.03	.87	-.05	.63	.12	.48	-.11	.37	-.04	.74	.27	.36	.19	.19	.12	.30	.28	.14	.09	.44
9	.21	.15	-.02	.89	-.01	.97	-.18	.12	.00	.99	-.34	.25	-.04	.78	-.10	.39	-.18	.35	-.06	.63
10	.32	.03[a]	-.06	.59	.09	.61	-.27	.02[a]	-.11	.33	-.40	.18	-.02	.90	-.19	.10	-.15	.44	-.09	.43
11	.19	.18	-.12	.29	-.05	.78	.03	.81	-.00	.98	-.34	.26	-.05	.71	.04	.74	-.23	.24	-.10	.38
12	-.11	.42	.05	.64	.11	.53	-.09	.45	-.07	.57	-.23	.45	.06	.69	-.04	.70	.12	.54	-.06	.59
13	.23	.11	-.03	.80	.21	.22	-.13	.27	-.06	.63	-.27	.36	-.03	.83	-.20	.09	-.03	.88	-.08	.48
14	.01	.99	.04	.73	.17	.31	-.10	.39	-.09	.45	-.42	.16	.14	.33	-.07	.53	.09	.65	-.03	.80
15	-.12	.39	.09	.45	.33	.05[a]	-.08	.52	.05	.69	-.44	.14	.13	.34	-.08	.47	-.23	.23	-.01	.91
16	-.10	.47	.20	.08	-.00	.99	.02	.88	.07	.55	-.56	.06	.15	.30	.16	.16	.15	.42	.17	.13
17	.36	.01[b]	.16	.16	.22	.20	-.16	.18	.03	.82	-.54	.07	-.17	.22	-.09	.46	-.07	.73	.04	.71
18	.10	.50	-.05	.67	.08	.64	-.20	.08	-.06	.60	-.34	.25	.16	.06	.14	.23	.28	.14	-.03	.82

a Significant at .05 level
b Significant at .01 level

Character Development (r = .40) and Citizenship (r = .33).

Similarly, the number of years of teacher training was found to be significantly related to their perception of Lifelong Commitment to Education as an actual educational goal (r = .38). Also, a significant relationship was found to exist between the teachers' sex and their perceptions of two actual educational goals: Occupational Selection (r = .32), and Consumer Awareness (r = .36).

Further examination of Table 45 disclosed that a significant relationship was obtained between the number of years teaching experience teacher respondents had acquired, and their perceptions of two actual educational goals. These two goals were: Rationality (r = .26) and Lifelong Commitment to Education (r = .28). Also, the amount of time teachers' allocated to teaching and administration, was found to be associated with their perception of Rationality as an actual educational goal (r = .43). Furthermore, a significant relationship was obtained for teacher perceptions of Lifelong Commitment to Education as an actual educational goal, and the Years of Teacher Training undertaken by teachers (r = .38).

Lastly, teachers' Age was found to be correlated with their perception of the actual educational goal, Rationality (r = .22).

Preferred educational goals. Table 46 presents a summary of the relationship between teachers' personal variables and their perceptions of preferred educational goals.

The findings disclosed that the following five personal variables were not significantly related to teachers' preferences for educational goals: Age, Income, Family Size, Years of Teaching Experience and Knowledge of School Program and Activities.

Table 46

Correlation Co-efficients of Teachers Personal Variables and Preferred Educational Goals

Goal	Sex		Age		Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Years of Teacher Training		Admin/Teaching Duties		Years of Teaching Experience	
	Biserial	Prob	Pearson	Prob	Biserial	Prob	Pearson	Prob	Pearson	Prob	Biserial	Prob	Biserial	Prob	Pearson	Prob	Biserial	Prob	Pearson	Prob
1	.13	.38	-.17	.13	.02	.92	.05	.66	-.05	.64	.47	.11	-.17	.22	-.06	.64	.23	.23	-.12	.28
2	.18	.22	-.22	.06	.13	.44	-.03	.81	-.05	.68	.40	.18	-.06	.67	-.05	.69	.15	.44	-.08	.50
3	-.00	.99	-.17	.13	.25	.15	-.06	.61	.03	.80	.30	.32	-.07	.62	-.12	.29	.07	.73	-.10	.38
4	.02	.91	-.13	.24	.28	.10	-.03	.87	.06	.62	.38	.20	.06	.67	-.06	.62	-.06	.77	-.07	.54
5	.20	.16	-.11	.32	.29	.09	-.24	.25	-.19	.10	-.02	.95	.14	.32	-.11	.34	.03	.90	-.04	.72
6	.34	.07	.01	.91	.15	.30	-.06	.37	-.09	.45	.98	.40	.56	.98	-.06	.60	.10	.14	-.02	.87
7	-.06	.67	.14	.23	.19	.26	-.04	.97	.17	.14	.12	.69	.13	.37	.05	.69	-.23	.23	.08	.47
8	.22	.12	.07	.56	.13	.43	-.11	.97	.02	.83	-.04	.89	-.07	.62	.06	.61	-.04	.83	.10	.37
9	.30	.04[a]	.08	.46	.20	.24	-.18	.72	-.00	.97	-.28	.35	-.28	.04[a]	-.30	.01[b]	-.43	.02[a]	-.05	.64
10	.17	.25	.17	.12	.18	.30	-.27	.57	.08	.49	.08	.80	.11	.42	-.16	.17	.03	.88	.19	.10
11	.06	.67	.02	.84	.33	.05[a]	.03	.87	.04	.71	.19	.52	.11	.42	-.01	.93	-.06	.74	.15	.18
12	.22	.13	-.14	.21	.17	.32	-.09	.61	-.15	.19	-.31	.29	-.21	.13	-.15	.21	-.28	.15	-.15	.18
13	.21	.15	.25	.02	-.12	.50	-.13	.41	.10	.40	-.01	.98	-.05	.73	-.08	.51	.24	.21	.15	.19
14	.24	.10	-.04	.75	.22	.20	-.10	.31	-.01	.92	.25	.40	-.07	.60	-.12	.31	-.25	.19	-.05	.66
15	.14	.33	-.04	.70	-.04	.83	-.08	.37	-.10	.37	.20	.51	.02	.87	.03	.78	-.00	.99	.06	.63
16	-.16	.27	-.11	.32	.16	.34	.02	.32	-.05	.69	-.16	.60	.18	.18	.03	.78	.11	.56	-.15	.19
17	.03	.83	.11	.35	.34	.05[a]	-.16	.71	-.02	.85	.12	.70	.04	.77	-.05	.66	-.00	.98	.14	.23
18	.16	.27	-.02	.87	.12	.49	-.20	.47	-.06	.62	-.03	.91	-.09	.54	.04	.75	.04	.82	.06	.61

[a] Significant at .05 level
[b] Significant at .01 level

Alternatively, some significant relationships were found. Firstly, a significant relationship was found between the marital status of teachers and their preferences for two educational goals: Personal Health (r = .33) and Consumer Awareness (r = .34).

Secondly, the Time Teachers Allocated to Teaching or Administration was found to be significantly related to their preference for Effective Use of Leisure (r = -.43) as an educational goal. In addition, the number of years of training teachers had obtained was significantly related to their preference for Effective Use of Leisure as an educational goal (r = .30). Also, the teachers' sex was significantly related to Effective Use of Leisure as a preferred educational goal (r = .30).

Finally, one other significant relationship was obtained between Employment Status and Effective Use of Leisure (r = -.28) as a preferred educational goal.

Correlation Analyses for Student Respondents

Actual educational goals. The obtained correlation coefficients for students' personal variables and the actual educational goals are provided in Table 47.

No significant relationships were obtained between the students' perceptions of actual educational goals and one of the personal variables, Knowledge of School Program and Activities.

On the other hand, it was found that the age of students was significantly related to their perceptions of seven actual educational goals. The correlations between the respondents' age and their actual educational goals can be summarized as follows: Adaptability (r = -.18),

Table 47

Correlation Co-efficients of Student Personal Variables and Actual Educational Goals

Goals	Sex		Age		Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Type of School Program	
	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.	Pearson	Prob.	Pearson	Prob.	Biserial	Prob.	Biserial	Prob.	Biserial	Prob.
1	.02	.82	-.06	.37	-.05	.66	-.04	.58	.04	.51	.06	.50	-.05	.61	.06	.45
2	-.12	.16	-.09	.1[illegible]	-.01	.96	-.00	.96	.10	.11	-.01	.91	-.06	.51	.02	.84
3	.20	.02[a]	-.01	.8[illegible]	.10	.34	.00	.99	-.02	.76	.06	.48	-.16	.09	.06	.50
4	-.06	.45	-.01	.90	-.08	.48	.01	.85	.12	.07	-.10	.23	-.19	.04[a]	.21	.01[b]
5	.09	.30	-.18	.01[b]	-.07	.48	.01	.91	.06	.33	-.04	.65	-.08	.40	.09	.31
6	-.11	.18	-.22	.00[b]	-.12	.25	.11	.11	.15	.02[a]	.11	.19	.03	.75	-.03	.76
7	.01	.90	-.12	.07	.10	.33	.06	.39	.12	.07	.11	.19	-.07	.48	-.01	.90
8	.12	.16	-.17	.01[b]	-.07	.50	.08	.27	.04	.54	-.01	.87	-.04	.67	.05	.57
9	-.00	.99	-.12	.07	-.05	.66	.00	.95	.14	.03[a]	.09	.25	-.06	.52	-.06	.45
10	-.08	.34	-.18	.00[b]	-.22	.04[a]	-.00	.95	.05	.48	.02	.78	-.16	.08	.22	.01[b]
11	.07	.42	-.16	.02[a]	-.14	.19	.04	.56	.11	.10	-.03	.73	.04	.69	.08	.32
12	.01	.88	-.06	.34	-.02	.86	.10	.12	.02	.72	-.09	.29	-.21	.02[a]	.02	.82
13	.11	.20	.03	.61	-.12	.28	.05	.45	.08	.20	.01	.91	-.22	.02[a]	.10	.23
14	.04	.64	-.15	.02[a]	-.07	.53	.06	.41	-.03	.68	-.08	.32	.01	.90	.05	.52
15	.07	.40	-.11	.09	-.05	.67	.10	.15	.08	.14	.01	.95	.10	.30	.02	.81
16	.01	.95	-.22	.00[b]	-.04	.71	.16	.02[a]	.05	.42	.01	.95	-.23	.01[b]	.18	.03[a]
17	.12	.16	-.08	.21	.06	.60	.10	.15	-.02	.78	-.13	.12	.10	.27	.04	.65
18	-.09	.30	-.05	.42	.14	.19	-.11	.11	.03	.64	.10	.23	-.09	.32	-.04	.60

a Significant at .05 level
b Significant at .01 level

Self Actualization (r = -.22), Cultural Appreciation (r = .01), Occupational Selection (r = -.18), Personal Health (r = -.16), Human Relations (r = -.15) and Family Responsibilities (r = -.22).

The employment status of the student's parents, was found to be significantly related to four actual educational goals: Lifelong Commitment to Education (r = -.19), Cultural Understanding (r = -.21), Vocational Preparation (r = -.22) and Family Responsibilities (r = .23). Also, the type of school program undertaken by students, was found to be significantly related to three educational goals: Lifelong Commitment to Education (r = .21), Occupational Selection (r = .22) and Family Responsibilities (r = .18).

In addition, the sex of students was found to be significantly related to their perception of Preservation of the Environment as an actual educational goal (r = .20). Similarly, a significant relationship was obtained between the Income (of the parent) of students and the importance they attached to Family Responsibilities as an actual educational goal (r = .16) and also the Marital Status of the student's parents and Occupational Selection as an educational goal (r = .22).

Lastly, a further significant relationship was found between the students' Family Size and their perceptions of two actual educational goals: Self Actualization (r = .15) and Effective Use of Leisure (r = .14).

Preferred educational goals. The information presented in Table 48 showed the correlation coefficients obtained between the students' personal variables and their preferred educational goals.

No significant relationships were obtained between the students' preferences for educational goals and the personal variables,

Table 48

Correlation Co-efficients of Student Personal Variables and Preferred Educational Goals

Goals	Sex		Age		Marital Status		Income		Family Size		Knowledge of School Program		Employment Status		Type of School Program	
	Biserial	Prob.	Pearson	Prob.	Biserial	Prob.	Pearson	Prob.	Pearson	Prob.	Biserial	Prob.	Biserial	Prob.	Biserial	Prob.
1	.22	.01[b]	.21	.00[b]	.07	.53	-.13	.05[a]	-.06	.33	.08	.32	-.04	.65	-.22	.0[illegible]
2	.01	.87	.06	.39	-.09	.39	-.12	.09	-.09	.17	.03	.67	-.10	.28	-.30	.0[illegible]
3	.05	.53	.10	.14	.02	.83	-.07	.31	-.07	.28	.05	.51	-.05	.62	-.08	[illegible]
4	.10	.23	.19	.00[b]	.08	.46	-.14	.04[a]	-.08	.24	-.03	.76	-.09	.92	-.09	[illegible]
5	.19	.02[a]	.09	.15	-.16	.14	-.07	.29	.06	.38	.08	.30	-.12	.20	-.01	[illegible]
6	.14	.09	.03	.63	.03	.78	.03	.67	.05	.45	.18	.03[a]	-.11	.25	.08	[illegible]
7	.12	.16	.02	.82	-.01	.94	-.04	.55	.07	.31	.00	.98	-.13	.17	.11	[illegible]
8	.25	.00[b]	.14	.04[a]	-.14	.19	.02	.73	.03	.61	.12	.13	-.15	.11	-.01	.87
9	.12	.16	-.08	.22	-.07	.50	-.09	.16	.13	.04[a]	.12	.13	-.07	.42	-.21	.01[b]
10	-.01	.87	-.02	.79	-.14	.18	-.14	.03[a]	.00	.98	.16	.05[a]	.05	.62	.03	.68
11	.12	.15	-.04	.51	.03	.81	-.01	.91	.07	.31	.09	.25	-.03	.73	-.07	.64
12	.20	.02[a]	.12	.07	.09	.38	-.06	.41	.06	.40	.04	.65	.14	.12	-.04	.64
13	-.05	.54	-.07	.29	.00	.98	.02	.77	-.03	.60	-.06	.47	.13	.17	[illegible]	.94
14	.31	.00[b]	.09	.17	-.12	.27	-.01	.90	-.01	.91	.01	.90	-.05	.60	-.0[illegible]	.87
15	.19	.03[a]	.08	.24	-.07	.48	-.06	.34	.02	.79	.10	.22	-.14	.13	-.10	.24
16	-.01	.94	.01	.94	.08	.43	-.01	.92	.01	.94	.03	.76	-.16	.09	-.03	.69
17	-.13	.11	-.04	.52	-.14	.20	.01	.87	.01	.92	-.00	.96	-.03	.75	-.05	.59
18	.06	.49	.09	.19	.00	.98	-.07	.30	-.03	.70	.15	.08	.14	.13	-.16	.06

a Significant at .05 level
b Significant at .01 level

Marital Status and Employment Status of students' parents.

On the other hand, some significant relationships were obtained. Firstly, it was found that the sex of students was significantly related to their preferences for six educational goals: Communication (r = .22), Adaptability (r = .19), Cultural Appreciation (r = .25), Cultural Understanding (r = .20), Human Relations (r = .31) and Citizenship (r = .19). The age of student respondents was found to be significantly related to their preferences for three educational goals: Communication (r = .21), Lifelong Commitment to Education (r = .19), and Cultural Appreciation (r = .14).

Further examination of Table 48 also revealed that the type of school program undertaken by students (High School Diploma or Matriculation) was significantly related to students' preferences for three educational goals: Communication (r = -.22), Rationality (r = -.30) and Effective Use of Leisure (r = -.21).

Similarly, significant relationships were found to exist between Income (of parents of students) and students' preferences for three educational goals: Communication (r = .13), Lifelong Commitment Education (r = .14) and Occupational Selection (r = .14).

Finally, further significant relationships were found between Family Size and Effective Use of Leisure (r = .13) and Student knowledge of School Program and Activities and two preferred educational goals, Self Actualization (r = .18), and Occupational Selection (r = .1).

Summary. Generally it was found in most cases that the personal characteristics of all three groups were not significantly related to their perceptions of actual and preferred educational goals.

Where significant differences were established, in most cases

the level of correlation was extremely low. In only three cases did the obtained level of correlation exceed .40. These instances were: (1) the relationship between teachers' Marital Status and the importance they attached to Character Development as an actual educational goal (r = .40) and (2) The Time Allocated to Teaching and Administration by teachers and their perception of Rationality as an actual educational goal (r = .43), and Effective Use of Leisure as a preferred educational goal (r = .43).

The variables that revealed the highest number of significant relationships were the Age Level, Sex and Employment Status of the parents of students. It was found that significant correlations were obtained between students' Age Level and seven actual educational goals, and three preferred educational goals. In all of these cases the obtained correlation coefficients were less than .25. Secondly, the Sex of students was related to six preferred educational goals, but only one actual goal. Finally the Employment Status of the parents of students was associated with perceptions of four actual educational goals.

Therefore, except for these three student variables, none of the other personal variables for all three groups were found to be significantly related to more than three of either the actual or preferred educational goals.

Respondents' Comments on Educational Goals

Some of the respondents provided additional commentary in their questionnaires to further emphasize their opinions concerning some of the educational goals. For example, one parent, commenting on Family

Responsibilities as an educational goal stated:

> We know the type who would be willing to teach, but quite frankly - I don't want them teaching my children. Necessary things regarding sex can be taught in health classes.

Another parent, commenting generally on these educational goals, wrote:

> These goals are fine, but teaching is nothing if it is not practiced in school and at home. Furthermore we cannot practice them without Jesus Christ.

One teacher, commenting on the importance of Social Conscience as an education goal stated:

> Why should the student try to improve the society in which he lives, when certain members within his society keep ripping him off!

Finally, one student commenting on this study of educational goals wrote:

> I think it is really a good idea to see what people want, and it is about time they gave the people what they wanted.

These sample comments were provided to illustrate some of the criticism that was directed towards the importance of both actual and preferred educational goals, by the three groups of respondents. Tables 49, 50 and 51 present a listing of the additional comments that were provided by parent, student and teacher respondents.

CHAPTER SUMMARY

This chapter examined inter-group comparisons of responses concerning both actual and preferred educational goals. The findings disclosed that in almost every case, the mean scores for perceptions of preferred educational goals were higher than the mean score for the same actual educational goals. The one exception to this was that no significant difference was obtained for the mean scores of teachers, concerning the actual and preferred importance of vocational preparation as an educational goal.

Table 49

Comments from Parent Respondents

1.	Family Responsibilities - We know the type who would be willing to teach, but quite frankly - I don't want them teaching my children. Necessary things regarding sex can be taught in health classes.
2.	Adaptability - I feel that this is more the responsibility of the parents.
3.	Effective Use of Leisure - Especially for 7 and 9 I feel this is more the responsibility of the parents.
4.	Self Actualization - Appears to be a goal in Junior schools. Some doubt about High school.
5.	These goals are fine, but teaching is nothing if it is not practiced in school and at home. Furthermore, we cannot practice them without Jesus Christ.
6.	Personal Health - Too often not happening. Fitness of young Canadians generally appalling.

Table 50

Comments from Teacher Respondents

1.	Education should develop the students' standards of personal character and ideas in addition to the efforts of home and community. The school should not accept sole responsibility.
2.	Why should the student try to improve the society in which he lives, when certain members within his society keep ripping him off!
3.	Education cannot develop the students' appreciation for the worth of individuals, so long as big business has the attitude 'Charge what the traffic will bear.'
4.	Education cannot develop the students' awareness of civic rights and responsibilities in a democracy. This too is ridiculous because students don't like hypocrisy of our civic and provincial leaders.
5.	Pipe dream: Pupils as a rule don't give a hoot about self actualization.
6.	How can education develop the students' standards of personal character and ideas when society has become so permissive? Dreamer!

Table 51

Comments from Student Respondents

1.	I think it's a good idea to see what people really want, and it's about time they gave the people what they wanted.
2.	I think schools on the whole should turn more to some of the problems kids and adults have, such as drugs, sex, etc.
3.	In occupational selection I am very disappointed how much I have learned. Being on a Matriculation program I know how to read and write, but I am clueless about what different jobs are open to me when I leave school.
4.	I believe there should be stronger emphasis on sex education, than there is now. I feel that too many parents do not inform their children enough about it. If they can't find out at home, how are they supposed to find out?
5.	All of the things mentioned sound good when read off paper, but do not do so well in the classroom. Many of the ideas presented are far too idealistic.

Furthermore, there was little agreement between the three groups of respondents concerning the highest goal discrepancies between actual and preferred educational goals. Only one educational goal, Consumer Awareness, was included amongst the four highest discrepancies among educational goals, by all three groups of respondents.

On the other hand, there was somewhat higher agreement between all three groups of respondents concerning the educational goals that contained the lowest discrepancies. Two educational goals, Rationality and Vocational Preparation, were included among the four lowest goal discrepancies for all three groups of respondents.

Finally, it was found that in very few instances were the personal characteristics of the respondents found to be associated with their perceptions of educational goals. When significant relationships were obtained, the degree of correlation was usually very low.

Chapter 6

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

SUMMARY

The Problem

The primary purpose of this study was to examine the comparative perceptions of parents, teachers and students concerning both actual and preferred educational goals, for a senior high school.

The study was designed to focus upon the following aspects of the respondents' perceptions of educational goals: (1) The importance of actual educational goals, (2) The identification of actual educational goals upon which the groups generally agree, (3) The importance of preferred educational goals, (4) The identification of preferred educational goals upon which the groups generally agree, (5) The significant differences between groups concerning their mean perceptions of actual educational goals, (6) The significant difference between groups concerning their mean perceptions of preferred educational goals, (7) The significant differences within groups concerning mean perceptions of actual and preferred educational goals, (8) The discrepancy ranking attributed to each educational goal by the three groups, and (9) The relationship between the personal characteristics of the groups and their perceptions of actual and preferred educational goals.

The Procedure

Data were collected from parents, teachers and students through

the use of a questionnaire developed by the researcher. The data were analyzed with the aid of the IBM 360 computer at the University of Alberta. Descriptive and inferential statistics were used to analyze the data. Parametric tests were used widely to determine probability levels of statistical significance. Statistical significance was reported when the obtained probability was not greater than .05. Therefore significant differences were reported when there was a 95 per cent probability that the differences obtained in the sample could be attributed to differences in the population, rather than to chance error in random sampling.

The Findings

In the first section of the analysis, differences in perceptions of educational goal importance between the three groups of respondents were examined.

Importance of actual educational goals. There was high agreement between parents, teachers and students concerning the four educational goals that they perceived as currently receiving most and least emphasis in the development of school programs and activities. The actual educational goals that were perceived as being most important included: (1) Rationality, (2) Communication, (3) Vocational Preparation and (4) Preservation of the Environment.

On the other hand, the actual educational goals that were perceived as being least important included: (1) Lifelong Commitment to Education, (2) Consumer Awareness, (3) Effective Use of Leisure and (4) Family Responsibilities.

Importance of preferred educational goals. The findings

disclosed that parents, teachers and students also displayed a high level of agreement concerning the highest priorities they associated with preferred educational goals. The educational goals that were accorded high preference by all three groups were: (1) Rationality, (2) Communication, and (3) Preservation of the Environment.

Further examination of the data disclosed that there was very little agreement between parents, teachers and students concerning the preferred educational goals to which they attributed least importance.

Differences between means for both actual and preferred educational goals. The analysis of variance procedures employed in this study showed that there were significant differences between the pairs of means for at least two groups of respondents for all of the actual educational goals, with the exception of: (1) Lifelong Commitment to Education, (2) Character Development, and (3) Occupational Selection.

Alternatively, the Scheffe multiple comparison of means test showed that significant differences were found between the pairs of means, for at least two groups of respondents for eight of the preferred educational goals. These eight preferred goals included: (1) Lifelong Commitment to Education, (2) Character Development, (3) Cultural Appreciation, (4) Occupational Selection, (5) Personal Health, (6) Vocational Preparation, (7) Citizenship, and (8) Family Responsibilities.

The second major section of the analysis examined the significant differences concerning the perception of educational goals within each of the three groups of respondents.

Parent sample. It was found that for every educational goal

the parents' mean score for the preferred educational goal was significantly higher than their mean score for the same actual educational goal. Furthermore, in order of priority, parents determined the following four educational goals to contain the highest discrepancies: (1) Lifelong Commitment to Education, (2) Self Actualization, (3) Consumer Awareness, and (4) Character Development.

Alternatively, the four educational goals that parents determined to display the smallest discrepancies were: (1) Cultural Appreciation, (2) Cultural Understanding, (3) Rationality, and (4) Vocational Preparation.

Teacher sample. The findings for teachers concerning significant differences between the obtained mean scores for actual and preferred educational goals were similar to the findings obtained from parent respondents. It was also found that with one exception, the teachers' preferred mean score was significantly higher than their actual mean score for all of the educational goals presented. The exception was Vocational Preparation where no significant difference was found between the actual and preferred importance teachers attributed to this educational goal.

Further analysis showed that in order of priority, teachers determined the four following educational goals displayed the highest discrepancies: Lifelong Commitment to Education, Social Conscience, Effective Use of Leisure and Consumer Awareness.

In contrast to the above findings, the four educational goals that teachers determined to incorporate the smallest discrepancies were as follows: Vocational Preparation, Rationality, Occupational Selection and Communication.

Student sample. The findings disclosed that students were in agreement with both parents and teachers, as their mean score for all preferred educational goals was significantly higher than their mean score for the same actual educational goals.

Furthermore, students considered that the four highest discrepancies were displayed in the following educational goals: Family Responsibilities, Preservation of the Environment, Consumer Awareness and Self Actualization.

Alternatively, students perceived that the four educational goals that displayed the smallest discrepancies were: Communication, Vocational Preparation, Rationality and Cultural Appreciation.

Comparison of discrepancies. Generally, it was found that there was a fairly low degree of consensus among all three groups concerning the educational goals that incorporate the highest discrepancy. Only one educational goal, Consumer Awareness, was included among the four highest goal discrepancy ratings of all three groups. But, it should be noted, that both parents and teachers determined that Lifelong Commitment to Education displayed the greatest discrepancy among all of the 18 goal statements.

On the other hand, there was relatively higher agreement among the three groups concerning the educational goals that displayed the lowest discrepancy. Two educational goals, Rationality and Vocational Preparation, were included among the four lowest goal discrepancies of all three groups. Also, two other educational goals, namely Communication and Cultural Appreciation, were included among the four lowest discrepancies by two of the groups of respondents.

Relationship between personal variables and educational

goals. Generally it was found that the personal characteristics of all three groups of respondents were not significantly related to their perception of actual and preferred educational goals.

Where significant differences were established, in most cases the level of correlation obtained was extremely low. In only three cases did the obtained level of correlation exceed .40. These instances were: (1) The relationship between teachers' marital status and the importance they attached to Character Development as an actual educational goal (r = .40) and (2) The time allocated to teaching and administration by teachers, and their perception of Rationality as an actual educational goal (r = .43), and Effective Use of Leisure as a preferred educational goal (r = .43).

CONCLUSIONS AND IMPLICATIONS

1. Perhaps the most important finding of this study was that for almost every educational goal, the preferred mean score for all three groups was significantly higher than their actual mean score. The one exception to this was teachers' perceptions of Vocational Preparation as an educational goal.

This would seem to indicate that all three groups desired increased emphasis on almost all of the educational goals, as they affected education within the school.

2. Further examination of the discrepancy rankings for all three groups of respondents provided some indication of where each group considered a change in goal emphasis to be most needed.

Firstly, it was found that Consumer Awareness was considered by all groups to be one of the four highest educational goals which

required an increase in emphasis within the school program. This could reflect the growing public concern regarding the problems of product obsolescence, and the impact of consumer advertising. This finding indicates that greater emphasis should be placed on Consumer Awareness as an actual educational goal.

Secondly, it was found that both parents and teachers considered that Lifelong Commitment to Education was the educational goal that most needed increased emphasis in the school's education program.

Students, on the other hand, did not consider this to be an educational goal that required considerable change in emphasis. This may reflect a conflict in values between high school students and adults within this community, concerning the importance they attribute to formal education as a lifetime activity.

Furthermore, the educational goal Self Actualization was perceived by parents and students as being a goal that required considerable increase in emphasis within the school. This could reflect the perceptions of increased worker alienation, due to increased specialization and division of labour in a modern technological society.

3. An examination of the lowest discrepancy rankings, as recorded by each group of respondents, provides some indication of the educational goals that are perceived as being most satisfactorily emphasized within the school's education program.

Three educational goals, Rationality, Vocational Preparation, and Communication were perceived as being most satisfactorily emphasized in the educational program of the school.

It should be noted that a low discrepancy score was not synonymous with low preference for a particular educational goal. All

three groups stressed the high importance of Communication and Rationality as preferred educational goals.

On the other hand, parents and teachers attributed low preference to Vocational Preparation as an educational goal, whereas students attributed high preference to this particular goal.

4. The educational goal, Family Responsibilities, which included aspects of sex education, was considered by all three groups as currently receiving little emphasis in the school education program. Furthermore, both parents and teachers rated this educational goal as their lowest preference, but students desired increased emphasis for this goal in the education provided in the school.

This particular educational goal is still the subject of considerable debate in many education systems in Canada. The results of this study showed that only students consider that this goal should be more highly emphasized in the school's education program.

5. It was found all three groups accorded very high preference to Preservation of the Environment as an educational goal. This was the highest preferred goal for students, and they were the only group that showed a significant difference between the rank ordered mean importance attributed to this goal. Students perceived Preservation of the Environment as being only the tenth most emphasized actual educational goal, but this was the educational goal that they determined to be the most important of the preferred educational goals.

6. The analyses revealed that at least two groups of respondents accorded significantly different importance to every actual educational goal, except Lifelong Commitment to Education, Occupational Selection and Character Development. This disagreement between the

respondents regarding the importance of actual educational goals may be partly due to goal distortion. It was found that approximately 56 per cent of the parent sample had not received any secondary education, and this factor may have distorted their perception and understanding of the actual educational goals that were providing direction for education within the school.

7. The study revealed that for every actual and preferred educational goal, the percentage of parent respondents that were undecided about the importance of the goal was substantially higher than that obtained for the other two groups (Appendix D). This may suggest that there is a communication problem between the school administration and parents with regard to the direction that education is taking within the school. Alternatively, these findings may reflect a certain degree of parental apathy towards both actual and preferred educational goals. If parental involvement is considered desirable for education within the school organization, then this aspect of communication and organizational feedback should be further investigated.

8. It was found that almost 40 per cent of the student and parent respondents were not well informed concerning the programs and activities conducted within the school (Table 6). This would suggest that the school should evaluate its public relations procedures to determine the effectiveness of communication within the community. Also, it is suggested that students should be given greater opportunity to increase their awareness and understanding of the goals that are providing direction for education within the school.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. This study focused upon parent, student and teacher perceptions of educational goals. A number of other populations could be identified which could provide a basis for further studies of this nature. Such populations could include: community leaders, politicians, members of teachers' associations, and school board members.

2. This study examined comparative perceptions of educational goals for a senior high school. It is recommended that further studies could be directed at cross sectional analyses. Attention could be focused across schools within a particular school district, or comparisons could be made across school districts.

3. Alternatively, time series studies could be undertaken for the same school in following years to determine the stability of perceptions of educational goals for the organization. If the findings from a study of this nature were to be used as a basis for resource allocation, then time series analyses would be highly recommended by the researcher.

4. Finally, this study was directed towards an examination of intra-group perceptions of educational goals. Some inter-group analyses were undertaken, but it is recommended that future research studies could focus upon more detailed analysis within each particular group. For example, differences in the perceptions of teachers and administrators could be examined within the teacher sample.

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APPENDIX A

ACCOUNTABILITY ATTAINMENT MODEL

*These are not in any order of importance

EDUCATIONAL GOALS

* GOAL STATEMENT	SIMILAR GOALS
To gain a general education	A. Background in oral and written English, in the use of numbers, natural sciences, reading, mathematics, and social sciences. B. Develop a fund of information and concepts. C. Knowledge of political principles and their development. D. Develop special interests and abilities.
Develop skills in reading, writing, [illegible] and listening	A. Develop ability to communicate ideas and feelings effectively. B. Skills in oral and written English, and mathematics. C. Skills in the use of foreign languages.
Learn how to examine and use information	A. Develop ability to examine constructively and creatively. B. Develop ability to use scientific methods. C. Develop reasoning abilities. D. Develop skills to think and proceed logically.
Develop a desire for learning now and in the future	A. Develop intellectual curiosity and eagerness for lifelong learning. B. Develop a positive attitude toward learning. C. Develop a positive attitude toward continuing independent education.
To learn about and try to understand the changes that take place in the world	A. Develop ability to solve problems. B. Develop an awareness and the ability to adjust to a changing world and its problems. C. Develop understanding of the past, identify with the present, and the ability to meet the future. D. Develop ability to adjust to the changing demands of society.
Help students develop pride in their work and a feeling of self-worth	A. Develop a feeling of student pride in his achievements and progress. B. Develop self-understanding and self-awareness. C. Develop the student's feeling of positive self-worth, security, and self-assurance.

GOAL STATEMENT	SIMILAR GOALS
To develop good character and self-respect	A. Develop moral responsibility and a sound ethical and moral behavior. B. Develop the student's capacity to discipline himself to work, study, and play constructively. C. Develop a moral and ethical sense of values, goals, and processes of free society. D. Develop standards of personal character and ideas.
To help students appreciate culture and beauty in their world	A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts). B. Cultivate appreciation for beauty in various forms. C. Develop creative self-expression through various media (art, music, writing, etc.). D. Develop special talents in music, art, and literature.
To learn how to use leisure time	A. Develop ability to use leisure time productively. B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative. C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
Develop the ability to make job selections	A. Promote growth in self-understanding and self-direction in relation to student's occupational desires. B. Develop the ability to use information and guidance services related to the selection of a job. C. Develop an appreciation of good workmanship and skills in performance.
To learn to respect and get along with people with whom we work and live	A. Develop appreciation and respect for the worth and dignity of individuals. B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions. C. Develop a cooperative attitude toward living and working with others.

GOAL STATEMENT	SIMILAR GOALS
To learn how to be a good citizen	A. Develop an awareness of civic rights and responsibilities. B. Develop attitudes for productive citizenship in a democracy. C. Develop an attitude of respect for personal and public property. D. Develop an understanding of the obligations and responsibilities of citizenship.
Understand and practice democratic ideas and ideals	A. Develop loyalty to American democratic ideals. B. Develop patriotism and loyalty to ideas of democracy. C. Develop knowledge and appreciation of the rights and privileges in our democracy. D. Develop an understanding of our American heritage.
To learn how to respect and get along with people who think, dress and act differently	A. Develop an appreciation for and an understanding of other people and other cultures. B. Develop an understanding of political, economic, and social patterns of the rest of the world. C. Develop awareness of the interdependence of races, creeds, nations and cultures. D. Develop an awareness of the processes of group relationships.
Practice and understand the ideas of health and safety	A. Develop an understanding of good physical health and well being. B. Establish sound personal health habits and information. C. Establish an effective individual physical fitness program. D. Develop a concern for public health and safety.
To prepare students to enter the world of work	A. Develop abilities and skills needed for immediate employment. B. Develop a knowledge of specific information about a particular vocation. C. Develop an awareness of opportunities and requirements related to specific vocations.

GOAL STATEMENT	SIMILAR GOALS
To understand and practice the skills of family living	A. Develop understanding and appreciation of the principles of living in the family group. B. Develop attitudes leading to acceptance of responsibilities as family members. C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
To learn how to be a good manager of time, money and property	A. Develop an understanding of economic principles. B. Develop ability and understanding in personal buying, selling, and investment. C. Develop an understanding of economic responsibility. D. Develop an understanding of the values of natural and human resources.

Additional Goals

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_____

APPENDIX B

GOALS OF EDUCATION QUESTIONNAIRE AND PERSONAL DATA SHEETS FOR PARENTS, TEACHERS AND STUDENTS

EDMONTON PUBLIC SCHOOLS
10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

March 5, 1973

Dear Sir or Madam:

The Edmonton Public School District, through Educational Planning by the Systems Approach (EPSA), is examining all aspects of the educational planning process. One of the first steps in such a project involves carrying out a survey to determine the public's feelings about the goals of education.

You have been selected as a representative of your community to take part in this survey and as such your co-operation is very important to the success of the project. The following points may assist you in completing the attached survey questionnaire.

1. Please do NOT place your name on the questionnaire or on the enclosed envelope.
2. Please place the completed questionnaire in the enclosed envelope and return it by March 16, 1973.

If you should have any questions with respect to this survey, please feel free to call one of the project schools.

/mdd

Sincerely

D.H. Ross, Principal
Glendale Elementary School
(489-4300)

R.L.C. Baker, Principal
Westlawn Junior High School
(484-3456)

E. Meyer, Principal
Jasper Place Composite High School
(484-5581)

GOALS OF EDUCATION

The purpose of this study is to examine the opinions of parents, teachers and students with respect to various goals of education. Your cooperation in completing the questionnaire will be very much appreciated.

For each of the goal statements provided on the following pages, you are asked to give your opinion in two ways:

(a) In your opinion *IS THE SCHOOL NOW* attempting to achieve this goal?.

(b) In your opinion *SHOULD THE SCHOOL* be attempting to achieve this goal?

NOTE: Since many of the goal statements are very general in nature, a list containing some similar goal statements are provided for your assistance. An example is given on the following page which explains how you should answer each question.

Please do not place your name on the questionnaire. Furthermore, if you feel that any question is an invasion of your personal or family privacy, please feel free to leave that particular item blank.

THANK YOU!

PART "A"

GOALS OF EDUCATION

In your opinion, IS THE SCHOOL NOW attempting to achieve this goal?

Strongly Disagree | Disagree | Agree | Strongly Agree | Undecided

1 2 3 4 5

IS NOW A GOAL

In your opinion SHOULD THE SCHOOL be attempting to achieve this goal?

Strongly Disagree | Disagree | Agree | Strongly Agree | Undecided

1 2 3 4 5

SHOULD BE A GOAL

CIRCLE ONE RESPONSE ONLY

1 2 3 4 5

CIRCLE ONE RESPONSE ONLY

1 2 3 4 5

EXAMPLE

COMMUNITY RESPONSIBILITY: To understand the responsibilities involved in community living.

Similar Goal Statements

(a) To develop respect for the rights of others.
(b) To give consideration to minority opinion.
(c) Whenever possible, give assistance to persons less fortunate than ourselves.

EXPLANATION OF EXAMPLE

By circling (1) in the column to the left, you indicate that you "strongly disagree" that the school is now attempting to achieve this goal. However, by circling (4) in the column to the right, you indicate that you "strongly agree" that the school should be attempting to achieve this goal.

* * * * * * * * * * * * * * * * * * *

PLEASE TURN THE PAGE AND INDICATE YOUR OPINIONS ON THE FOLLOWING GOAL STATEMENTS

IS NOW A GOAL						SHOULD BE A GOAL					
Strongly Disagree	Disagree	Agree	Strongly Agree	Undecided		Strongly Disagree	Disagree	Agree	Strongly Agree	Undecided	
1	2	3	4	5		1	2	3	4	5	
CIRCLE ONE RESPONSE ONLY						CIRCLE ONE RESPONSE ONLY					
1	2	3	4	5	1. COMMUNICATION. Develop the student's ability to communicate ideas freely and effectively.	1	2	3	4	5	
					Similar Goal Statements (a) Develop a background in oral and written English. (b) Develop skills in reading, writing and arithmetic. (c) Develop skills in speaking and listening.						
1	2	3	4	5	2. RATIONALITY. Develop the student's skills to think logically.	1	2	3	4	5	
					Similar Goal Statements (a) Learn how to constructively utilize information. (b) Develop ability to use scientific methods. (c) Develop reasoning abilities.						
1	2	3	4	5	3. PRESERVATION OF THE ENVIRONMENT. Develop the students understanding of the importance of preserving our environment	1	2	3	4	5	
					Similar Goal Statements (a) Educate for the preservation of our physical environment. (b) Develop an understanding of some important scientific problems such as pollution and ecological balance. (c) Develop the desire to improve the environment in which the student lives.						

IS NOW A GOAL						SHOULD BE A GOAL					
CIRCLE ONE RESPONSE ONLY						CIRCLE ONE RESPONSE ONLY					
1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided	
1	2	3	4	5	4. LIFELONG COMMITMENT TO EDUCATION. To develop the student's desire for lifelong learning. *Similar Goal Statements* (a) Develop intellectual curiosity. (b) Develop a positive attitude toward learning. (c) Develop a positive attitude toward continuous independent education.	1	2	3	4	5
1	2	3	4	5	5. ADAPTABILITY. To develop the student's ability to adjust to the changing demands of society. *Similar Goal Statements* (a) Develop the ability to adjust to the problems of a changing world. (b) Develop understanding of the past, identify with the present, and the ability to meet with the future. (c) To understand changes that take place in the future.	1	2	3	4	5
1	2	3	4	5	6. SELF ACTUALIZATION. Help students develop a pride in their achievements. *Similar Goal Statements* (a) Develop a feeling of self worth in his achievements and progress. (b) Develop self understanding or self awareness. (c) Develop in the students a feeling of security or self confidence.	1	2	3	4	5

IS NOW A GOAL						SHOULD BE A GOAL					
1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Undecided 5	
CIRCLE ONE RESPONSE ONLY						CIRCLE ONE RESPONSE ONLY					
1	2	3	4	5	7. CHARACTER DEVELOPMENT. Develop the student's standards of personal character and ideas.	1	2	3	4	5	
					Similar Goal Statements (a) Develop moral responsibility or sound ethical and moral behaviour. (b) Develop a moral and ethical sense of values in the individual. (c) To develop good character and self respect.						
1	2	3	4	5	8. CULTURAL APPRECIATION. Help students appreciate culture and beauty in their world.	1	2	3	4	5	
					Similar Goal Statements (a) Develop abilities for effective expression of cultural appreciation. (b) Cultivate appreciation for beauty in its various forms. (c) Develop creative self-expression through various media (art, music, writing, etc.).						
1	2	3	4	5	9. EFFECTIVE USE OF LEISURE. Develop in students a positive attitude toward participation in a wide range of leisure time activities. (physical, intellectual and creative).	1	2	3	4	5	
					Similar Goal Statements (a) To learn how to use leisure time. (b) Develop appreciation and interests which will lead to a wide and enjoyable use of leisure time. (c) To develop ability to use leisure time effectively.						

IS NOW A GOAL — CIRCLE ONE RESPONSE ONLY						SHOULD BE A GOAL — CIRCLE ONE RESPONSE ONLY				
1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided
1	2	3	4	5	10. OCCUPATIONAL SELECTION. Promote growth in self understanding or self direction in relation to student's occupational desires.	1	2	3	4	5
1	2	3	4	5	11. PERSONAL HEALTH. Establish sound personal health habits for students.	1	2	3	4	5
1	2	3	4	5	12. CULTURAL UNDERSTANDING. Develop the student's awareness of the interdependence of persons, creeds, nations and cultures.	1	2	3	4	5

Similar Goal Statements

(a) Develop the ability to make job selections.
(b) Develop the ability to use informative guidance services related to the selection of a job.
(c) Develop an appreciation of good workmanship or skills in performance.

Similar Goal Statements

(a) Develop a concern for public health.
(b) Establish an effective individual physical fitness program.
(c) Develop a desire to practice the ideas of health.

Similar Goal Statements

(a) To learn to respect people who think, dress and act differently.
(b) Develop an understanding of political, economic and social patterns in the rest of the world.
(c) Develop an awareness of the process of group relations.

IS NOW A GOAL 1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree 5 Undecided CIRCLE ONE RESPONSE ONLY							SHOULD BE A GOAL 1 Strongly Disagree 2 Disagree 3 Strongly Agree 4 Undecided 5 CIRCLE ONE RESPONSE ONLY				
1	2	3	4	5	**13.** VOCATIONAL PREPARATION. Prepare students to enter the world of work. *Similar Goal Statements* (a) *Develop the abilities needed for immediate employment.* (b) *Develop knowledge of specific information about a particular vocation.* (c) *Develop an awareness of requirements related to specific vocations.*	1	2	3	4 ✓	5
1	2	3	4	5	**14.** HUMAN RELATIONS. Develop the student's appreciation for the worth of individuals. *Similar Goal Statements* (a) *To learn to respect or get along with people with whom we work and live.* (b) *Develop a cooperative attitude toward living with others.* (c) *Develop an appreciation for the dignity of individuals.*	1	2	3	4	5
1	2	3	4	5	**15.** CITIZENSHIP. Develop the student's awareness of civic rights and responsibilities, in a democracy. *Similar Goal Statements* (a) *Learn how to be a good citizen.* (b) *Develop attitudes for productive citizenship in a democracy.* (c) *Develop an understanding of the obligations and responsibilities of citizenship in a democracy.*	1	2	3	4	5

IS NOW A GOAL						SHOULD BE A GOAL					
1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Undecided	
CIRCLE ONE RESPONSE ONLY											CIRCLE ONE RESPONSE ONLY
1	2	3	4	5	16. FAMILY RESPONSIBILITIES. Develop student's attitudes leading to acceptance of responsibilities as family members.	1	2	3	4	5	
					Similar Goal Statements (a) *To develop students knowledge in matters of sex education and family planning.* (b) *Develop an awareness of future family responsibilities.* (c) *Develop understanding of the principles of living in the family group.*						
1	2	3	4	5	17. CONSUMER AWARENESS. Enable students to learn how to be a good manager of time, money and property.	1	2	3	4	5	
					Similar Goal Statements (a) *Develop an understanding of basic economic principles.* (b) *Develop ability in personal buying, selling and investment.* (c) *Develop an understanding of economic responsibility.*						
1	2	3	4	5	18. SOCIAL CONSCIENCE. Develop a desire on the part of the student to do all that he can to improve the society in which he lives.	1	2	3	4	5	
					Similar Goal Statements (a) *To develop ability to critically evaluate important social issues.* (b) *To develop a commitment to the desire to help others.* (c) *To develop a continuing interest in contemporary social problems.*						

PART "B"

Instructions: Please answer the following questions by placing a checkmark (✓) in the appropriate box.

1. SEX

   (1) Male
   (2) Female

2. MARITAL STATUS

   (1) Married
   (2) Separated or Divorced
   (3) Widowed
   (4) Single

3. AGE CATEGORY AS AT MARCH 1, 1973 (Nearest Birthday)

   (1) Less than 20
   (2) 20-24 years
   (3) 25-29 years
   (4) 30-34 years
   (5) 35-39 years
   (6) 40-44 years
   (7) 45-49 years
   (8) 50-54 years
   (9) 55-59 years
   (10) 60 years or more

4. HAVE YOU EVER BEEN A TEACHER IN A PUBLIC OR A PRIVATE SCHOOL?

   (1) Yes
   (2) No

5. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR EMPLOYMENT STATUS:

   (1) Husband and wife both employed full time
   (2) Husband only employed
   (3) Wife only employed
   (4) Husband employed full time and wife part time
   (5) Single and employed

6. PLEASE CHECK THE CATEGORY WHICH CONTAINS THE GROSS INCOME YOU RECEIVE ANNUALLY FROM YOUR OCCUPATION (IF YOU ARE MARRIED PLEASE CHECK THE COMBINED TOTAL INCOME OF YOURSELF AND YOUR HUSBAND/WIFE)

   (1) Less than $4,000
   (2) $4,000 - 7,999
   (3) $8,000 - 11,999
   (4) $12,000 - 15,999
   (5) $16,000 - 19,999
   (6) $20,000 - 23,999
   (7) $24,000 - 27,999
   (8) $28,000 - 31,999
   (9) $32,000 or more

7. THE NUMBER OF CHILDREN YOU HAVE IS:

   (1) One child
   (2) Two children
   (3) Three children
   (4) Four children
   (5) Five children
   (6) More than five children

8. THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE OBTAINED IS:

   (1) Elementary (Grade 1-6)
   (2) Junior High (Grade 7-9)
   (3) Senior High (Grade 10-12)
   (4) Technical College
   (5) Community College
   (6) University
   (7) Other (specity)

9. WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR KNOWLEDGE OF THE SCHOOL PROGRAM AND ACTIVITIES:

   (1) I am not well informed about the activities and programs conducted in the school.
   (2) I have some information about the activities and programs conducted in the school.
   (3) I am fairly well informed about the activities and programs conducted in the school.
   (4) I am extremely well informed about the activities and programs involved in the school.

PART "B"

Instructions: Please answer the following questions by placing a checkmark (✓) in the appropriate box.

1. SEX

   (1) Male
   (2) Female

2. MARITAL STATUS

   (1) Married
   (2) Separated or Divorced
   (3) Widowed
   (4) Single

3. AGE CATEGORY AS AT MARCH 1, 1973 (Nearest Birthday)

   (1) Less than 20
   (2) 20-24 years
   (3) 25-29 years
   (4) 30-34 years
   (5) 35-39 years
   (6) 40-44 years
   (7) 45-49 years
   (8) 50-54 years
   (9) 55-59 years
   (10) 60 years or more

4. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR EMPLOYMENT STATUS:

   (1) Husband and wife both employed full time
   (2) Husband only employed
   (3) Wife only employed
   (4) Husband employed full time and wife part time
   (5) Single and employed

5. PLEASE CHECK THE CATEGORY WHICH CONTAINS THE GROSS INCOME YOU RECEIVE ANNUALLY FROM YOUR ~~OCCUPATION~~ (IF YOU ARE MARRIED PLEASE CHECK THE COMBINED TOTAL INCOME OF YOURSELF AND YOUR HUSBAND/WIFE)

   (1) Less than $4,000
   (2) $4,000 - 7,999
   (3) $8,000 - 11,999
   (4) $12,000 - 15,999
   (5) $16,000 - 19,999
   (6) $20,000 - 23,999
   (7) $24,000 - 27,999
   (8) $28,000 - 31,999
   (9) $32,000 or more

6. HOW MANY YEARS OF TRAINING ARE YOU CREDITED WITH FOR SALARY PURPOSES (DROP FRACTIONAL YEARS)

   (1) One year
   (2) Two years
   (3) Three years
   (4) Four years
   (5) Five years
   (6) Six years

7. THE NUMBER OF CHILDREN YOU HAVE IS:

   (1) One child
   (2) Two children
   (3) Three children
   (4) Four children
   (5) Five children
   (6) More than five children
   (7) No children

8. HOW MANY YEARS TEACHING EXPERIENCE DO YOU HAVE, INCLUDING THE PRESENT YEAR:

   (1) 1 year
   (2) 2 years
   (3) 3 or 4 years
   (4) 5 or 6 years
   (5) 7 or 8 years
   (6) 9 or 10 years
   (7) 11 to 15 years
   (8) 16 to 20 years
   (9) More than 20 years

9. WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR KNOWLEDGE OF THE SCHOOL PROGRAM AND ACTIVITIES:

   (1) I am not well informed about the activities and programs conducted in the school.
   (2) I have some information about the activities and programs conducted in the school.
   (3) I am fairly well informed about the activities and programs conducted in the school.
   (4) I am extremely well informed about the activities and programs involved in the school.

10. IS THE MAJORITY OF YOUR ALLOTTED TIME FOR TEACHING OR ADMINISTRATIVE DUTIES?

    (1) Teaching
    (2) Administration

PART "B"

Instructions: Please answer the following questions by placing a checkmark (✓) in the appropriate box.

1. SEX

- (1) Male
- (2) Female

2. MARITAL STATUS OF PARENTS

- (1) Married
- (2) Separated or Divorced
- (3) Widowed

3. HOW OLD ARE YOU?

- (1) 13 years old
- (2) 14 years old
- (3) 15 years old
- (4) 16 years old
- (5) 17 years old
- (6) 18 years old
- (7) 19 years old
- (8) More than 19 years old

4. WHICH OF THE FOLLOWING BEST DESCRIBES THE EMPLOYMENT STATUS OF YOUR PARENTS:

- (1) Mother and Father both employed full-time
- (2) Mother only employed
- (3) Father only employed
- (4) Father employed full-time, Mother employed part-time

5. PLEASE CHECK THE CATEGORY WHICH CONTAINS THE GROSS INCOME YOUR FATHER RECEIVES ANNUALLY (IF BOTH YOUR PARENTS ARE FULLY EMPLOYED CHECK THE COMBINED TOTAL INCOME OF BOTH PARENTS)

- (1) Less than $6,000
- (2) $6,000 - 11,999
- (3) $12,000 - 17,999
- (4) $18,000 - 23,999
- (5) $24,000 - 29,999
- (6) $30,000 or more
- (7) Do not know

6. HOW MANY CHILDREN ARE THERE IN YOUR FAMILY:

- (1) One child
- (2) Two children
- (3) Three children
- (4) Four children
- (5) Five children
- (6) More than five children

7. WHICH HIGH SCHOOL PROGRAM ARE YOU CURRENTLY ENROLLED IN:

- (1) Matriculation Program High School Diploma Program
- (2) Business Education
- (3) Vocational Education
- (4) General Education
- (5) Other (specify)

8. WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR KNOWLEDGE OF THE SCHOOL PROGRAM AND ACTIVITIES:

- (1) I am not well informed about the activities and programs conducted in the school.
- (2) I have some information about the activities and programs conducted in the school.
- (3) I am fairly well informed about the activities and programs conducted in the school.
- (4) I am extremely well informed about the activities and programs involved in the school.

APPENDIX C

SUMMARY OF DIFFERENCES BETWEEN PAIRS OF GROUP MEANS FOR ACTUAL AND PREFERRED EDUCATIONAL GOALS

Table 52

Summary of Differences between Pairs of Group Means of Actual and Preferred Educational Goals

Goal Statement	Means for Actual Goals		Means for Preferred Goal	
1. Communication	P/T*	P/S*	-	-
2. Rationality	P/T*	*T/S	-	-
3. Preservation of the Environment	P/T*	*T/S	*P/S	*T/S
4. Lifelong Commitment to Education	-	-	-	-
5. Adaptability	*T/S	-	-	-
6. Self Actualization	P/T*	*T/S	-	-
7. Character Development	-	-	*P/S	-
8. Cultural Appreciation	*P/S	-	*T/S	-
9. Effective Use of Leisure	*T/S	-	-	-
10. Occupational Selection	-	-	*P/T	T/S*
11. Personal Health	*P/S	-	*P/T	-
12. Cultural Understanding	*P/S	*T/S	-	-
13. Vocational Preparation	P/T*	P/S*	T/S*	-
14. Human Relations	*T/S	-	-	-
15. Citizenship	*T/S	-	*P/S	-
16. Family Responsibilities	*P/S	*T/S	*P/T	T/S*
17. Consumer Awareness	*T/S	-	-	-
18. Social Conscience	-	-	-	-

P = Parents
T = Teachers
S = Students
* = Highest Mean

APPENDIX D

FREQUENCY DISTRIBUTION OF PARENT, TEACHER AND STUDENT RESPONSES FOR ACTUAL AND PREFERRED EDUCATIONAL GOALS

Table 53

Frequency Distribution of Responses for Actual and Preferred Educational Goals of Parent Respondents

Goal	Actual Goals					Preferred Goals				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5	1	2	3	4	5
1	9	21	12	72	20	-	1	16	18	99
2	2	23	10	82	17	-	1	17	25	91
3	7	28	20	56	23	-	2	12	38	82
4	25	46	29	30	4	1	2	9	44	78
5	16	37	25	51	5	-	-	12	49	73
6	22	38	29	34	11	1	1	7	29	96
7	15	39	31	38		1	3	14	31	85
8	6	25	26	67		-	8	21	46	59
9	18	45	27	40	4	4	3	16	43	68
10	18	32	23	47	14	1	3	10	30	90
11	7	37	21	57	12	1	3	14	45	71
12	5	22	21	74	12	-	3	14	51	66
13	11	26	22	60	15	3	5	22	28	76
14	7	35	24	58	10	1	1	18	31	83
15	13	29	30	52	10	1	2	17	37	77
16	11	44	34	39	6	5	8	16	45	60
17	21	50	28	25	10	3	2	14	41	74
18	8	41	31	46	8	1	3	13	52	65

N = 134

Table 54

Frequency Distribution of Responses for Actual and Preferred Educational Goals of Teacher Respondents

Goal	Actual Goals					Preferred Goals				
	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
1	1	9	2	52	18	-	2	4	8	68
2	-	3	2	53	19	-	3	4	9	66
3	3	11	4	56	8	1	1	5	21	54
4	12	34	9	23	4	-	1	3	27	51
5	1	23	9	43	6	1	3	3	25	50
6	10	11	9	44	8	1	3	2	22	54
7	6	25	7	38	6	1	8	4	23	46
8	7	19	9	44	3	1	1	4	32	44
9	8	29	9	26	10	2	5	2	25	48
10	4	21	5	40	12	4	5	5	25	43
11	6	28	7	35	6	4	7	6	33	32
12	6	16	10	40	10	1	1	2	32	46
13	2	14	5	38	23	5	9	7	23	38
14	3	19	5	47	8	1	1	6	25	49
15	6	19	6	44	7	1	2	5	32	42
16	9	42	8	20	3	13	12	7	24	26
17	8	28	6	35	5	1	6	4	31	40
18	10	25	8	33	6	1	1	6	27	47

N = 82

Table 55

Frequency Distribution of Responses for Actual and Preferred Educational Goals of Student Respondents

Goal	Actual Goals: 1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	Preferred Goals: 1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1	7	23	8	142	56	2	7	6	71	150
2	4	47	9	145	31	2	5	6	76	147
3	31	95	17	59	34	6	5	3	41	181
4	42	94	20	62	18	9	29	9	113	76
5	34	78	20	84	20	1	12	5	82	136
6	39	78	18	80	21	1	8	9	77	141
7	34	70	20	98	14	9	16	14	92	105
8	36	73	18	89	20	4	26	12	94	100
9	59	89	13	56	19	12	21	10	81	112
10	29	57	17	101	32	2	3	6	63	162
11	41	86	20	74	15	6	15	12	102	101
12	31	89	17	82	17	2	6	10	81	137
13	19	41	11	95	70	6	3	6	70	151
14	27	80	19	91	19	1	1	5	85	144
15	31	83	18	85	19	5	16	9	117	89
16	86	99	21	24	6	12	17	11	65	131
17	48	93	20	65	10	1	13	10	102	110
18	40	82	23	83	8	3	14	16	101	102

N = 236