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THE UNIVERSITY OF ALBERTA

CONSULTATIVE NEEDS AND PRACTICES IN
SELECTED JUNIOR HIGH SCHOOLS IN ALBERTA

by

(C)   ROBIN CHRISTOPHER JOHN LAWRENCE HARRISON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND

RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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Dedicated to the Memory

of my Mother

Eileen Emma Harrison

1914-1978

ABSTRACT

In this study the consultative needs of teachers in junior high schools from four selected school systems were examined. Specifically, teachers were asked in a questionnaire to identify from a list of 38 task areas those in which they had sought consultative assistance. They were also asked to identify the task areas in which they had the greatest need for consultative assistance, their specific concerns in each of these task areas, those persons from whom they sought consultative assistance and whether they themselves acted as consultants to their colleagues. Other requirements of the teachers were that they rate the consultative assistance they received and give the reasons for their not seeking desired consultative assistance.

Supervisory personnel, in a separate questionnaire, were asked to identify the task areas in which they gave consultative assistance to teachers, in which teachers had the greatest need for consultative assistance, and their perceptions of why teachers did not seek the consultative assistance they needed.

Responses from 209 teachers showed that the majority sought consultative assistance in developing course outlines, selecting instructional materials, developing instructional materials, planning evaluation procedures, selecting audio-visual materials, diagnosing individual differences, motivating students, obtaining student background information and solving teacher-pupil problems.

In each of the 38 task areas, at least 60 percent of teachers

reported that concerns recurred. Percentages of recurring concerns were highest in the areas of motivating students, obtaining student background information, diagnosing individual differences, selecting instructional materials and planning behavioral objectives.

The two categories of task areas in which teachers had the greatest need for consultative ~~...~~ Student Needs and Development of Annual Curriculum and Program. Concerns in these categories centred on developing course outlines, diagnosing individual differences and motivating students. When asked to identify the specific concerns in those areas in which the greatest need for consultative assistance existed, teachers indicated that meeting the needs of students, discipline problems, student irresponsibility, maintaining high levels of interest and sufficient preparation time were their main concerns.

In seeking consultative assistance for task area concerns, teachers primarily sought help from colleagues in the same school. Generally, principals were used as a secondary consultative source, and this was especially the case in task areas associated with interpersonal Relationships. Few teachers used regional office, or central office or area staff for consultative purposes.

Most teachers viewed themselves as a source of consultative assistance, especially in the areas of developing course outlines, selecting instructional materials, planning lessons, motivating students, establishing classroom control and solving teacher-pupil problems.

Consultative assistance received by teachers was on the whole rated as being satisfactory. However, assistance obtained in individualized instruction, creating remedial materials and solving peer group conflict was often rated as being not satisfactory.

A few teachers indicated that they sometimes did not seek desired consultative assistance. Reasons cited by teachers for their inaction included the lack of time and available personnel, the information given was either impractical, did not suit their needs or was vague, and that a previous consultative experience had been negative.

Data received from 48 supervisory personnel showed that they perceived developing course outlines, selecting instructional materials and motivating students to be areas in which teachers had the greatest need for consultative assistance. They also indicated teachers failed to seek desired consultative assistance because of a lack of direction by administrators and the implication of incompetence.

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Chapter 1

STATEMENT OF THE PROBLEM AND DEFINITIONS OF TERMS

Consultation, as part of the supervisory process, involves an interaction between consultant and consultee in order that professional advice might be given (Williams, 1966:541). Similarly, Miklos (1971:1) saw consultation as being a vehicle by which interaction occurred between personnel.

School systems generally make several types of consultative resources available to their teachers. However, Miklos (1971:11) maintained that very few school systems can provide sufficient formally-designated consultative personnel because of financial constraints and a wide differentiation of teacher needs. In support of this view, MacKay (1971:3) stated that "The sheer number of schools and classroom[s] makes it unmanageable to provide a full corps of expert specialists in each locality. . . ."

In 1972, Blowers examined the utilization of personnel in elementary and secondary education in Alberta. He found that a range of between 18 and 60 instructional and program consultants were employed in the province's four largest school systems. The number of correspondent staff employed by smaller systems varied from between zero and six.

Though an awareness of the number of consultants available to any given system is of importance, Miklos (1971:10) contended that another concern of more consequence was that of ". . . what functions

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are assigned to them [consultants] and where are they located within the structure of the organization." Other considerations were presented by Parsons (1971:5), who addressed three questions:

1. What are teachers' perceptions of the influence of various supervisory positions on their behavior?

2. What are teachers' perceptions of the effectiveness of various supervisory positions in improving their behaviors?

3. What are teachers' selections of the most effective and least effective supervisory positions?

In recent years, other studies have focused their attention on the formal aspect of supervision in Alberta schools. These studies have obtained data pertaining to the supervisor of instruction (e.g. McLoughlin, 1965); the regional office consultant (e.g. Chapman, 1972); the principal (e.g. Morin, 1969), the junior high school coordinator (e.g. Newson, 1965, Heron, 1969); and the department head (e.g. Clark, 1969; Fay, 1972).

The readings cited above indicated that teachers in need of consultative assistance have a plethora of formal personnel to whom they can turn. But, as an alternative, Lucio (1967:10) declared:

. . . increasingly, teachers and supervisors will establish
lateral working relationships with one another, and by replanning
their ways of working develop non-hierarchial, collegial, team
strategies to tackle the problems facing schools in our societies.

Owens (1970:98), in discussing these lateral working relation-
ships, recognized that ". . . much of the flow of information in the
school occurs in informal settings. . . ." In referring to the importance
of consultative assistance in the context of informal settings, Lortie
(1975:52) stated that informal conversations with colleagues and friends

were perceived to be the most satisfactory source of information in
terms of ideas and insights for beginning teachers. Haughey (1976:3)
suggested that such peer group interaction would lead to "... . the
development of an informal [collegial] network of consultative services
. . . ." Haughey (1976:3) therefore concluded that this:

> . . . raises a number of questions about the development of
> such a network, the basis for the choice of consultative personnel,
> the types of consultative assistance required, and the efficiency
> and efficacy of such a network.

STATEMENT OF THE PROBLEM

The purpose of this study was to describe the patterns of
consultative assistance that were utilized within junior high schools.
More specifically, this study sought to describe the formal and informal
consultative procedures used by junior high school teachers in selected
school systems in Alberta. For this to be accomplished, the researcher
determined and delineated 38 task area statements in which teachers may
have requested consultative assistance from other educational personnel.
This consultative assistance was to be teacher-initiated and related to
the content, process and outcomes of teaching.

Statement of Problem 1

To what extent do junior high school teachers require consulta-
tive assistance in various task areas?

Sub-problem 1.1. What percentage of teachers state that they
seek consultative assistance in each of the listed task areas?

Sub-problem 1.2. To what extent are differences in distribution
of the perceived need for consultative assistance in the specified task

areas associated with the following personal variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5. grade level(s) most commonly taught; and

6. subject area most commonly taught?

Sub-problem 1.3. Of the task areas in which teachers seek consultative assistance, what percentage of teacher concerns are recurring?

Sub-problem 1.4. To what extent is the recurring need for consultative assistance in the specified task areas associated with the following personal variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5. grade level(s) most commonly taught; and

6. subject area most commonly taught?

Statement of Problem 2

In which task areas do teachers feel that they have the greatest need for consultative assistance, and what are their specific concerns in those task areas?

Sub-problem 2.1. In which task areas do teachers experience the greatest need for consultative assistance?

Sub-problem 2.2. Of those task areas in which teachers experience the greatest concern for consultative assistance, to what extent are differences in the distribution associated with the following personal variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5. grade level(s) most commonly taught; and

6. subject area most commonly taught?

Sub-problem 2.3. In which task areas do teachers experience the greatest need for consultative assistance, as perceived by supervisory personnel?

Sub-problem 2.4. What are the specific concerns of teachers in the task areas in which they experience the greatest need for consultative assistance?

Statement of Problem 3

From whom do junior high school teachers seek consultative assistance in relation to their expressed concerns?

Sub-problem 3.1. With how many referents do teachers consult concerning problems in the listed task areas?

Sub-problem 3.2. What percentage of teachers seek consultative assistance from the available referents?

Sub-problem 3.3. What percentage of supervisory personnel render consultative assistance to teachers for concerns in each task area?

Statement of Problem 4

To what extent do junior high school teachers view themselves as sources of collegial consultative assistance?

Statement of Problem 5

Do junior high school teachers who desire consultative assistance not seek it?

Sub-problem 5.1. To what extent do teachers who desire consultative assistance not seek it?

Sub-problem 5.2. To what extent do supervisory personnel perceive teachers to be in need of consultative assistance though they do not seek it?

Sub-problem 5.3. For those teachers desiring consultative assistance and yet not seeking it, what reasons are given for their inaction?

Sub-problem 5.4. What reasons do supervisory personnel give for teachers not seeking consultative assistance?

Statement of Problem 6

To what extent are teachers satisfied with the consultative assistance they received?

JUSTIFICATION OF THE STUDY

After assessing trends within the fields of supervision and
consultation, Miklos (1971:18) felt that greater individual autonomy was
being accorded the teacher when determining the objectives and methods
of his continuing professional growth. Unruh and Turner (1970:17) saw
the supervisory function as being a social process through which the
". . . stimulating, nuturing, and appraising [of] the professional growth
of teachers" was accomplished. This point of view was similar to that
held by Patterson (1962:34) who felt that ". . . every professional
person has a responsibility to himself, his clients, and to his
profession to maintain and advance his professional competency."

In a study directed toward the professional development needs
of Alberta teachers, Staples (1970:133) observed that responses from the
on percent of 521 teachers surveyed, indicated that ". . . activities
designed to improve or update teaching methods or teaching of new
curricular matter. . . ." were highly desirable. Staples (1970:169)
also noted that:

> The most frequently listed observation by respondents in
> considering likes, dislikes, and suggested improvement of professional
> development programs is that practicing teachers want professional
> development activities to be practical in nature or relevant to the
> classroom situation. They also want opportunities to exchange
> professional development ideas or suggestions with colleagues.

Few research studies appear to have been conducted in the area
of consultative needs of teachers. Those that have been completed have
mainly directed their attention to the needs of first-year teachers or
teachers in elementary schools. None have been encountered that address
themselves solely to the consultative practices of junior high school
teachers.

Plamondon's research study of 1973 paid specific attention to the consultative needs of all the 141 teachers in one Alberta school system. His data showed that over 80 percent of the teachers desired consultative assistance when dealing with remedial programs and special needs of students. Sixty percent of the teachers indicated that instructional methodology, and curriculum and program development were areas in which a need existed for consultative assistance. Of those respondents who indicated that instructional methodology was an area of concern, 23 percent felt that other teachers were best suited to provide the assistance desired (Plamondon, 1973:110). Other research studies (e.g. Haughey, 1976; Lortie, 1975:76; McGillivray, 1966; Milne 1968; and Morin, 1968) have shown that teachers perceive colleagues as being a suitable source of assistance.

School systems have established within their organizational structures consultative mechanisms designed explicitly to deal with these teacher concerns. However, the time has come when greater attention must be given to determining and analyzing the current skills and expertise present in schools as it is these that, because of their availability and accessibility, teachers will most often use.

In addition to the above mentioned-studies of Plamondon (1973) and Haughey (1976), research in the field of consultation has also been conducted by Holdaway (1971). Some of the questions posed by Holdaway (1971:3) concerning consultation were:

> Why do teachers need the assistance of consultants? . . . Who needs the assistance of consultants? . . . In what aspects of classroom teaching do teachers feel they need help? . . . When is such help required? . . . How does the geographical setting of a school influence teachers' needs for consultation? . . . Do different needs exist for teachers in different subject areas?

The intent of this study was to gain further information which may be relevant to these questions.

OPERATIONAL DEFINITIONS OF TERMS

The following operational definitions of terms are specifically applied within the framework of the study.

Consultation

The term "consultation" was defined as any teacher-initiated seeking of advice and/or assistance that occurred between a classroom teacher and other personnel in an educational setting. The personnel offering assistance might have occupied various positions in a regional office of a Department of Education, a central office or area office of a school system, or might have been in-school personnel.

Consultative Assistance

The term "consultative assistance" applied to those services related to content, processes, or outcomes of teaching that were requested by teachers.

Formal Consultative Assistance

"Formal consultative assistance" was regarded as that consultative assistance offered by personnel from a regional office of a Department of Education, a central office or area of a school system, or those holding a formal position in a school.

Informal Consultative Assistance

"Informal consultative assistance" describes the consultative assistance that resulted from interactions between teachers and

in-school personnel other than the school principal.

Junior High School

In this study, "junior high school" (JHS) refers to those schools which enrolled pupils in only Grades 7, 8 and 9 and offered a program of study authorized by the Alberta Department of Education.

Supervisory Personnel

"Supervisory personnel" is a collective term used to describe those persons available to provide formal consultative assistance to teachers. Such persons may include deputy superintendents, assistant superintendents, supervisors, directors, curriculum coordinators, consultants and principals.

Task Areas

The term "task areas" refers to those areas, designated by statements, for which consultative assistance was requested by teachers of other educational personnel.

Teachers

The term "teachers" refers to those employed in-school personnel who held an Alberta teaching certificate.

ORGANIZATION OF THE THESIS

In this chapter, an introduction to the study, the problem statements, the justification for the study and the definitions of terms were presented.

Chapter 2 contains a review of the related literature on the meaning of consultation, the consultative needs of teachers and the

various formal and informal consultative structures existent in school systems. A conceptual framework derived from the related literature and the research of Haughey (1976) is also presented.

The research methodology used in the study, the population and sample, and the treatment of data are presented in Chapter 3. Discussion of the distribution of respondents, the characteristics of respondents and the formal consultative organization in each school system takes place in Chapter 4.

In Chapter 5, the frequency and percentage frequency distributions of teacher responses to sub-problems 1.1 and 1.2 are presented. Chapter 6 contains the analyses of data for the two remaining sub-problems of Problem 1.

Analyses of the data from Problem 2 are discussed in Chapter 7. Specifically, task areas of main concern to teachers, task areas of main concern to teachers as perceived by supervisory personnel, and the specific concerns of teachers are examined.

Data obtained for Problem 3 and Problem 4 are analyzed and presented in Chapter 8.

In Chapter 9, the reasons for teachers not seeking consultative assistance are presented along with the teachers' rating of consultative assistance received.

A summary of the research methodology, the findings of the study, and the conclusions and implications are presented in Chapter 10.

The Appendices contain copies of letters to the Superintendent(s) of schools, the principal(s), the two research questionnaires, and a list of the school systems and schools participating in the study.

Chapter 2

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents a review of writings pertinent to the problems under study and a conceptual framework. The review of literature is divided into four major parts. The first part discusses the meaning of consultation. The three remaining sections deal with teacher consultative needs, formal and informal consultative structure, and related studies on consultation. The conceptual framework which is established from these writings is then presented.

REVIEW OF THE LITERATURE

The Meaning of Consultation

Professionalism in education, in the view of Ellis (1974:15), is characterized by image development and personal growth. Rubin (1975: 37) maintains that in education these aspects are developed by ". . . a sequence of growth activities expressly fitted to the teacher's needs." Further, Rubin (1975:39) suggests that this sequence of growth activities will be continuous in nature because ". . . the need for teacher renewal and . . . the acquisition of new pedagogical skills will be endless." Unruh and Turner (1970:93) state that encouraging professional growth has become part of the supervisory function in education, because it is a social process by which stimulation, training and evaluation occur.

Supervision has not always been concerned with professional growth and development. Neagley and Evans (1970:3) suggested that

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supervision has experienced a gradual evolution. This evolution of
supervision has, according to Blessing (1968:12), involved three
sequential phases: (1) the inspectoral, (2) the supervisory, and (3)
the consultative. According to Unruh and Turner (1970:17), for the
"inspectoral phase" teachers were required to adhere to courses of study
and prescribed teaching methods. In the later "supervisory phase"
Lucio and McNeil (1969:9) indicated that greater emphasis was
placed on the discovery of improved processes by which the educational
task was to be accomplished. An alternative approach to supervision has
superseded the latter phase, to the extent that a "consultative phase"
(Lucio and McNeil, 1969:11) has evolved, incorporating cooperation,
teamwork and interaction as essential mechanisms for the solving of
educational problems.

Unruh and Turner (1970:17-18) considered the consultative approach
to be an essential ingredient of the supervisory function for these
reasons:

> It provides not only the basis for relationships among
> people but also a method for discovering and developing ideas. In
> addition, it is the foundation for cooperation and for the continued
> professional growth of teacher and other school personnel.

In support of this statement mentioned above, Neagley and Evans
(1970:43) proposed that:

> Today's well-educated and enlightened teachers are assuming more
> and more responsibility for their own professional growth programs.
> The supervisor's role is changing from that of one who suggests or
> recommends to the role of an aid or resource person to the teachers.
> The successful instructional leader aids teachers in discovering
> problems related to instruction and learning, assists them in
> finding procedures to use in the solution of these problems, and
> provides time and resources to arrive at creative solutions.

Such a provision of time and resources has lead to the
proliferation of supervisory positions, which Enns (1965:258) suggested

serve such major functions as motivation, program development, consultation and evaluation. Complexity of the school organization has in turn increased with the addition of these various positions.

As the structure of a formal organization will vary from one organization to another, so will the supervisory behavior expected within an organization vary from one organization to another. King (1961:33) identified the following variables as prominent shapers of the supervisory behavior style used:

1. the type of school system;

2. the size of the school system;

3. ". . . the clarity with which the purpose and function of the educational organization are perceived by the members of the staff . . . ;" and

4. "The education, stability and experience of the staff. . . ."

More succinctly, Neagley and Evans (1970:20) stated that: "The size of the school district and the importance it assigns to supervisory activities will determine the number and function of personnel involved in supervision." In addition to the aforementioned variables, consideration should be given to teacher needs and the concerns experienced by teachers in terms of teaching tasks.

Fuller (1969), in conceptualizing the development of teacher concerns, stated that the concerns experienced by individual teachers changed as teaching experience was gained. This conceptualization was substantiated by Gabriel's (1957) earlier research in England. Gabriel (1957), cited in Fuller (1969:209), found that less experienced teachers were more often concerned about student discipline, whereas more experienced teachers were mainly concerned about the slow progress of their students.

Research by Lortie (1975:73) and Unruh and Turner (1970:91)
has indicated that teacher preparation programs are in part responsible
for some of these concerns. Unruh and Turner (1970:91) suggested that
teachers are ". . . inadequately prepared to undertake their
professional responsibilities. . . ."

Consultation, according to Andrews (1960), Enns (1968:285) and
MacKay (1969:9), is but one facet of the supervisory function available
to improve the quality of teaching. Lucio and McNeil (1969:24), though
not in complete disagreement with this view, saw supervisory duties as
being those concerned with planning, administration, curriculum
development, demonstration teaching and research. The consultative
function, as a subset of these supervisory functions is, according to
Lucio and McNeil (1969:24) conducted by:

> . . . an instructional specialist assigned to promote the
> improvement of teaching and the curriculum by advising with teachers,
> principals, assistant superintendents, and others. He [the
> consultant] is especially concerned with the discovery and use of
> instructional aids, materials, teaching guides, methods of teaching,
> and resource units. He [the consultant] has little authority for
> decision making.

From research designed to determine the role of the elementary
school "field consultant" in the Edmonton Public School District, Cowle
(1971:iv) postulated that the role ". . . is basically one of helping
teachers with classroom problems and maintaining . . . a high standard
of professional knowledge and competence . . . ."

Such is the case for the consultant within the formal
organization, though many researchers have found that teachers do not
reveal their problems. This lack of "catharsis" appears to be caused by
teacher perceptions of consultative personnel as authority figures.
Blumberg (1974:31) indicated that teachers do not ask help of a supervisor

(consultant) for these reasons:

> . . . for a teacher to ask for help is tantamount to a
> confession of incompetence, particularly if he is tenured . . . .
> The conflict is evident. Tenure implies competence; asking for
> help implies that a teacher cannot deal with the situation with
> his own resources and is, therefore, incompetent.

Lortie (1975:234) saw teachers as being reluctant to seek
consultative help unless they perceived help to be implementable and
that such help did not endanger their reputations. Unruh and Turner
(1970:164) found that although teachers did discuss problems with
consultants, they felt that little was gained from the interaction.
In a study of the formal consultative services provided to 923 school
systems in eight American states, Savage (1959:59) found that teachers
perceived consultants to generally have these characteristics: (a)
an inability to answer questions, (b) a laxity in making appropriate
recommendations in terms of formative action, and (c) an inability to
understand the situation.

Being cognizant of the limitations experienced by central
office consultants, McKean and Mills (1964:40) stated:

> The central office consultant is limited in his contributions
> because he necessarily must spread his energies and resources among
> many schools in the system. He probably lacks intimate insight
> into the nature of the individual school's student population, the
> strengths and weaknesses of the faculty, close and continuing
> acquaintance with the building and equipment, evolving local modes
> of operation, shifting patterns of interrelationships among the
> staff, and prevalent feelings and attitudes towards change.

Other writers, for example, Babin (1972:18), Lortie (1975:72),
Neagley and Evans (1970:135), Miklos (1971:1), Parsons (1970:30-35),
and Wilhelms (1970:40-41) indicated that the consultative function
is not attributable solely to supervisors. Instead, they suggested that
the services and expertise of all professional personnel including
supervisors, principals, resource persons and colleagues should be fully

utilized.

In this regard, because of the collegial interaction present in schools, Neagley and Evans (1970:6) suggested that:

> A healthy rapport should exist among staff members in a give-and-take atmosphere which is conducive to objective consideration of the educational theories and problems of the day and of the school. A cooperative and creative approach to topics of joint concern is basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be valuable.

In accord with this sentiment, Miklos (1971:1-2) emphasized that the inclusion of other personnel, namely teachers, would be complementary to the consultative function of supervisors. When broadly conceived, consultation (Miklos, 1971:1) could include:

> . . . all of those activities through which teachers seek to improve practice and overcome their teaching problems; conferring with supervisors, participating in in-service activities, professional reading, and so forth. These activities might be initiated either by the teacher or by someone who perceives that the teacher could benefit from such experiences. Although it may be useful to define consultation as broadly as has been indicated, in this discussion we will restrict it specifically to the interaction of a teacher or teachers with resource persons on instruction-related matters. Accordingly, consultation takes place when a teacher discusses a problem with a colleague, seeks advice from the principal, plans a program with a supervisor, or interacts with other resource persons.

Recent research has indicated that the informal or collegial source of consultative assistance has become a resource more frequently used by teachers (e.g. Haughey, 1976:188; Lortie, 1975:72; Plamondon, 1973:113; Unruh and Turner, 1970:164).

Lortie (1975:72) found that "Teachers . . . turn to others [teachers] for help, preferring the informal exchange of opinions and experience to reliance upon the hierarchy." This substantiated the work of Hermanowicz (1966:15-25), cited in Lortie (1975:75), who reported that:

> . . . the beginning teachers he studied were lukewarm or
> negative about the help they got from those officially designated
> as their sources of supervision and assistance [consultants]
> . . . . They [the teachers] clearly preferred the help they
> obtained from the closest to them in rank; they mentioned teachers
> . . . 53 percent of the time . . . . Younger teachers . . . were
> even more inclined to turn to their peers.

Teachers do not deny that they have concerns and are in need of consultative assistance, but rather than consult with supervisory personnel they instead, as the literature so vividly shows, prefer to seek help from their peers.

Since the school systems used in this study were not all endowed with central office or area consultative personnel, consultation was defined as a teacher-initiated seeking of advice and assistance that occurs in an educational setting between a teachers and other personnel.

Research Studies

Studies related to the consultative needs of teachers have focused mainly on the concerns of neophyte teachers (e.g. Franc, 1970; McGillivray, 1966; Milne, 1968; Mollner, 1968). A few have addressed the concerns of teachers of varied teaching experience (e.g. Ellis, 1974; Fuller, 1969; Fuller and Parsons, 1972), but none specifically considered those teaching in junior high schools.

Many of these authors in dealing with the concerns of teachers have at the same time dealt with a specific referent with whom teachers may consult. Therefore, within this portion of the literature review, the consultative needs of teachers, the role of Department of Education regional office personnel, the role of school systems' central office personnel, the role of the principal, and the collegial assistance

offered by teachers are examined in order that the reader might gain a

better insight of those from whom teachers seek assistance.

Consultative Needs of Teachers

Franc (1970) directed her research toward the perceived concerns

of 75 beginning elementary school teachers in the United States through

questionnaire and interview techniques. Data from the study indicated

that 60 percent of all problems experienced by elementary school teachers

were in the major areas of instruction, discipline and the use of

classroom materials. When asked to rank the problems experienced,

teachers designated instruction, discipline and interpersonal problems

as the three areas of most concern. The latter concern was perceived to

be one of a teacher-administrator relationship rather than one between

colleagues.

By surveying a sample of 165 educators, McGillivray (1966)

sought to determine the perceptions of beginning Ontario high school

teachers with regard to the supervisory assistance given them. The

respondents from three large urban centres in Ontario were asked to

select from a prescribed list of 22 problems those that they perceived to

be the most serious. They were also asked to indicate those problems for

which they received the most assistance. Results from McGillivray's

(1966:135) study indicated that problems for which teachers required the

most assistance, namely the areas of classroom teaching, school

orientation and subject matter, were generally the same for male and

female teachers. Pupil motivation and discipline were regarded as being

major concerns.

Findings similar to those of McGillivray's were obtained by

Miller and Hodgson (1953:20) in Alberta. They found that serious
problems experienced by beginning teachers in single and multi-graded
schools included the following: (1) lack of equipment, (2) maintenance
of discipline, (3) motivation of pupils, (4) planning of lessons, and
(5) adjusting to various needs and abilities of pupils.

In a study of 36 teachers in selected senior high schools in
Nebraska, Moller (1968) obtained similar findings to those of
McGillivray (1966). Moller's research showed that the major instructional
problems of beginning teachers were classroom instruction, student
motivation, grading, meeting individual differences, discipline, working
with low ability students, regulating coverage of course material,
making satisfactory tests, and a lack of teaching creativity. Formaner
(1965:150), when interviewing 36 beginning teachers in a large urban
school system in Alberta, found that they mainly required help in
determining pupil evaluation. Of those teachers surveyed, only 19
percent indicated that adequate help was available in terms of pupil
evaluation. In pursuing the orientation procedures of three separate
school systems in Alberta, Kuefler (1959:199) also found that neophyte
teachers often failed to receive help when it was most needed.

Similar findings to those already mentioned were obtained by
Ellis(1974) when he attempted to identify the educational needs of
teachers. Ellis (1974:100) found that teachers perceived student
attitudes as a major concern. Other concerns expressed as teacher needs
were identified by the study:

1. teachers are unable to relate to students and their
individual needs,

2. teachers are not given an adequate background in their

subject area,

3. teachers do not have the basic teaching methods mastered
for daily use,

4. teachers are unable to define educational goals and do
curriculum planning,

5. teachers do not have the basic skills on the use of media
equipment,

6. teachers are unable to handle classroom discipline
problems, and

7. teachers are unable to individualize instruction in large
group situations (Ellis, 1974:10).

Problems experienced by beginning teachers, as indicated by
Fuller and Parsons (1972), suggest that there is some consistency with
respect to the general nature of the expressed concerns. Earlier
Fuller (1969:218-221) in conceptualizing the concerns of the teachers
proposed a three-phase model of concern to include the following:

1. Pre-teaching phase: (non-concern) teaching concerns
   expressed are amorphous and vague.

2. Early teaching phase: (concern with self)
   - covert concerns - Where do I stand? e.g. head of department
   and principals
   - overt concerns - How adequate am I? e.g. ability to
   control class etc.

3. Late concerns: (concerns with pupils) pupil gain and self-
   evaluation.

Kass (1975:4) has further developed Fuller's idea, postulating
a three-phase developmental sequence of concerns. Stage 1 deals with
concerns over self or a teacher centered period, Stage 2 involves
concerns over instructional matters in the form of content structure,
and Stage 3 speaks to concerns over individual learning problems or a

student-centered period. As the stages are considered to be sequential, resolution of an earlier stage leads to a latter stage of concern. Further, Kass (1975:4) indicates, "Individual teachers may move through the developmental sequence at different rates, or may remain at either the first or second stage throughout their teaching careers."

Formal and Informal Consultative Structure

Many formal agencies exist through which teachers may obtain consultative assistance in order to overcome their experienced concerns. However, only those research studies pertinent to the role of the regional office personnel, the role of the central office personnel, and the role of the principal are dealt with in this study. Collegial consultative assistance as an informal agency is also discussed.

Role of regional office personnel. In Alberta, the Regional Offices were established as an extension of the provincial Department of Education in order to equalize the educational opportunities available to rural and urban areas of the province (Ingram, et al., 1974:12). These offices provide highly qualified and specialized consultants in various educational disciplines. Specifically, regional office personnel, Prout (1974:2) declares, provide consultative services to local school districts on behalf of the Department of Education in order that the needs of a diverse and constantly changing society might be met.

Data from a study of the staffing practices of Alberta schools conducted by Haughey (1972:154) showed that over 40 percent of those teachers sampled expected to use subject area consultation, curriculum and instructional innovation, and media services from regional office

staff.

Five studies have considered the role of supervisory personnel situated in Regional Offices of Education in Alberta (e.g. Chapman, 1972; Holdaway, 1971; Ingram, et al., 1974; Prout, 1974; Snelgrove, 1965).

In examining the role and nature of Regional Offices of Education (ROE) in Alberta, Chapman (1972) gathered data from 44 professional staff members. Responses supplied by consultants intimated that the objectives of the ROE were: (1) to provide consultative services to teachers, school administrators, and school boards; and (2) to evaluate as part of the consultative process, though such an evaluation was not to be considered as being synonymous with "inspection." Objectives of a more specific nature included the following: (a) assisting with curriculum development, (b) acting as monitoring agents, and (c) facilitating communication among the educational systems. Consultants also reported that they felt the primary justification for their designation was the provision of consultative assistance to those rural areas having limited support staff and experiencing difficulty in keeping up with current and new educational ideas (Chapman, 1972:68).

Prout (1974), in seeking to evaluate the functions of Regional Offices of Education as they relate to the execution of various tasks, sampled superintendents in the province of Alberta. As in Chapman's (1972) study, respondents indicated that the consultative function was the major reason for contact with ROE staff, due to it being the most requested service.

A descriptive study by Snelgrove (1965), of the administrative role of district inspectors in Newfoundland, gathered data from 17 district supervising inspectors. He found that all of the inspectors

regarded instructional supervision as a means of improving the total
learning stiuation through stimulation of teacher effort and educational
leadership. The consultative function was emphasized as being an
integral aspect of improving instruction, though 15 of the 17 respondents
said that in their regions services were inadequate because the geo-
graphical area to be covered was too large and the number of schools
too many.

Role of the central office personnel. Many studies have
accommodated the role of various central office supervisory personnel
(e.g. Cowle, 1971; Duboyce, 1970; Haughey, 1972; Heron, 1969; Hewko,
1965; McLoughlin, 1965; Pitsula, 1966).

Cowle (1971) sought to examine the role of the elementary field
consultant with a view to determining the potential value of the
position to a large urban elementary school district. The expectations
of the role, in terms of 34 functions that consultants perform,
were sought from five different groups: central office personnel,
elementary school principals, field consultants, elementary coordinators
and elementary teachers. Overall findings indicated a high level of
agreement between all groups. The role of the field consultant was
perceived as being one of helping teachers with classroom problems and
of maintaining by in-service education a high standard of professional
knowledge and competence in teachers.

An examination of large school system growth in Alberta was
conducted by Duboyce in 1970. He determined that principals and teachers
viewed the function of central office personnel differently. Principals
found the functional definition of central office personnel lacked

specificity, whereas teachers perceived the primary function of central office personnel to be that of providing assistance to teachers.

Haughey (1972), in determining the opinions of teachers in Alberta concerning staffing practices, obtained data from 1,558 respondents. Findings (Haughey, 1972:152-154) from these data were as follows:

1. a division of opinion existed with regard to adequacy of numbers of consultative personnel. Fifty-nine percent of rural teachers felt there were insufficient personnel compared to 24 percent of urban teachers:

2. a majority of teachers indicated that the numbers of in-school consultative personnel were insufficient;

3. satisfaction with the numbers of central office and in-school personnel increased with years of post-secondary education;

4. central office consultative services were most frequently used by elementary teachers and in-school consultative services by senior high school teachers;

5. years of post-secondary education indicated a greater use of central office and in-school services;

6. during the September to November 1971 period, district teachers utilized the services of central office and in-school personnel more often than did county and division teachers.

In a study of 18 junior high school coordinators in Alberta, Hewko (1965) obtained data from questionnaires distributed to central office personnel, principals, assistant principals, coordinators, and teachers. These persons were asked to rank in order of importance nine

services for teachers. He found that the assisting of teachers to
develop effective methods of classroom management and engaging in
consultations were the two most important functions of the coordinator.
Teachers and principals felt that discussing classroom management,
teaching procedures, and the use of resource materials with teachers
were the services most highly regarded of coordinators. Coordinator
respondents expressed a concern over the reluctance of teachers to
utilize the services of coordinators, a point which other respondents
considered to be the result of the unattractive personality of the
coordinator. Hewko concluded that consultation rather than coordination
was the perceived function of the junior high school coordinator.

Heron (1969), in a study involving a large school system in
Alberta, conducted a further examination of the coordinator's role,
though the problem considered addressed only science coordinators. In
contrast to the findings of Hewko (1965), the data obtained by Heron
(1969:iv) clearly revealed that the coordinator was able to function
effectively only in the school in which he was domiciled.
Ineffectiveness within other schools was perceived as being attributable
to the following aspects: (a) the coordinator's lack of a clear perception
of his role, (b) the science teachers' lack of clear role expectations of
the coordinator's role, (c) incongruencies between role perceptions and
role expectations, and (d) an insufficient time allocation for
coordinator duties.

McLoughlin (1965) had 240 teachers, 65 principals, 19
supervisors and 19 superintendents from 19 school districts in British
Columbia offer their opinions in order to define the role of the
elementary education supervisor. Data showed that supervisory duties

should include in-service education activities, provision of and
experimentation with instructional materials, and programs to meet the
needs and individual differences of remedial and accelerated students (pp.
107-108). Further, it was stated that consultation should occur with
teachers in terms of their strengths and weaknesses, though principals
and teachers were opposed to anything having the connotation of
"inspection."

Role of the principal. Studies reflecting the perceptions of
principals have been extensive (e.g. Hrynyk, 1963, Morin, 1964, Toews,
1970, Wetter, 1965, Uhlman; 1966; Ziolkowski, 1965).

Hrynyk's (1963) findings, from a study conducted in Alberta,
indicated that the area of supervision of greatest importance to teachers
was that of curriculum development, especially in the determination of
a program for slow and superior learners. In Morin's (1964) research,
principals from 123 public schools in Alberta perceived their role as
consisting primarily of "programming," "stimulating," and "coordinating."
Morin concluded that, due to the principal's role expanding into all
areas of the educational organization, teachers may be inclined to look
for leadership and assistance from other teachers rather than from
principals (p.103).

Toews (1970) surveyed 36 elementary-junior high school principals,
278 teachers, and 20 superintendents in Alberta to determine the role of
the elementary-junior high school principal. He found that teachers
generally agreed that the principal was a main source of assistance for
teachers when solving individual student problems. Further, Toews
observed that female teachers having 10 or more years of teaching

experience and teaching lower elementary grades placed more emphasis on this expectation than did other teachers. However, parents from four elementary attendance areas in a large urban school system in Alberta, as respondents to a study pursued by Wetter (1966), attached higher priority to those tasks of an elementary school principal which related to professional development than to those tasks related to office management.

From a study of Nova Scotia principals conducted by Uhlman (1966), the most important function of a principal was shown to be that of an instructional leader responsible for providing consultative assistance to teachers. Harrison's study of 1965, involving Nova Scotia principals, also emphasized a major function of the principal's role as being one of offering assistance to teachers.

In determining the differences in the supervisory practices of senior high schools in Saskatchewan, Ziolkowski (1965) determined that teachers in schools classified as "superior" attended staff meetings which were planned to emphasize the discussion of teacher problems. However, for schools designated as "interior," such was not the case. Data also showed that over 60 percent of all teachers discussed classroom concerns with principals on social occasions. Over 90 percent of teachers had informally discussed classroom problems with the principal around the school. Further, over 50 percent of all teachers had received consultative assistance from principals in terms of preparing tests, planning special projects and outlining units of work. Principals involved in a study directed by Andersson in Alberta (1971:104) placed heavy emphasis on the consultative aspect of their role, thus indicating that consulting with teachers with regard to their

concerns was an important facet of their role function.

Collegial consultative assistance. Research directed toward the collegial aspect of consultative assistance has increased in recent years. McGillivray (1966:127), in his study in Ontario, found that 45 percent of the 65 educators responding to the questionnaire indicated that fellow teachers were the referent sought. Thirty-nine percent of respondents referenced department heads and three percent principals. Findings from a study conducted by Formaner (1965:150) in Alberta showed that a large proportion of the respondents sought consultative assistance from the principal or vice-principal. Other teachers were also found to be a source of assistance.

An examination of the curriculum planning needs of teachers by Gardner (1971:102) produced results which intimated that ". . . teachers were their own main source in consultations for their decisions," and often a resource person to other teachers. In drawing conclusions from his research, Gardner (1971:115) suggested that teachers experienced concerns in the areas of content and methodology. Sources of consultative assistance ranged from principal, fellow-grade or subject teachers, and a curriculum worker or a librarian. Gardner (1971:115-116) concluded by saying:

> Although elementary teachers turn to many persons for help in unit planning and teaching, they almost invariably turn to three particular persons. These three persons stand apart from others in the analysis of the data, both in number of times they were consulted and in that fourteen of fifteen teachers did consult with them at least once. These three persons are the principal or assistant principal, the fellow grade teacher and the librarian . . . . Secondary teachers also indicated that subject specialists in fields or [sic] other than their own, and department chairman were consulted in more instances than any other group of persons.

Further, Gardner (1971:117) notes that extensive use is made of other teachers of the same grade level or subject area besides that of

specialists in other areas.

Also investigating referent patterns of teachers in curriculum planning, Oberg (1975:236) gathered data from 59 experienced and prospective classroom teachers. She found that when planning curriculum needs teachers would often consult with other classroom teachers.

Lortie (1975:75) conducted a survey of all professional staff in a large school system in order to determine the most important source of classroom ideas. Responses indicated that informal interactions with peers were clearly the modal choice. Therefore, concluded Lortie (1975: 76), "Informal channels are preferred to the institutionalized means,' and the peer group rather than administrative superiors. . . ."

Similar results were obtained by Tower (1965) when he surveyed 36 inexperienced and 24 experienced planning teachers in Indianapolis public schools. Data showed that consultative services perceived to be of most value were those received from other teachers and consultants. Milne (1968) experienced comparable results when surveying 220 neophyte teachers in the Edmonton Public School District. Teachers reported that fellow teachers and department heads offered the most helpful consultative assistance. Principals and central office personnel were perceived as being the least helpful.

Preliminary Study by Plamondon

In 1973, Plamondon sought through questionnaire and interview to obtain teachers' perceptions of the needs for consultative assistance. He asked the teachers of five schools in an urban school district to indicate those areas, from a total of 28, in which they would have liked to have had consultative assistance upon request. The respondents were

also asked to indicate the person whom they would prefer to provide the required assistance. These referents included the following personnel: principal, assistant principal, department head, guidance personnel, librarian, another teachers, district office staff, Department of Education consultants and university personnel.

Data gathered from the study indicated that obtaining information on the background of students was of concern to 89 percent of the respondents. In the general area of student needs over 80 percent of the teachers sampled stated that consultative assistance was needed. Individualizing programs of instruction, arranging for demonstrations, developing testing instruments and developing teaching materials were all task areas in which over 70 percent of respondents revealed a desire for consultative assistance.

Responses to the question "What are teachers' perceptions of the personnel best able to meet their needs for assistance in each of the consultative task areas?" indicated that teachers perceived in-school personnel as being those to whom they would refer when seeking assistance. Of those teachers who required assistance in the areas of "Curriculum and Program Development," 25 percent stated that department heads were best able to meet consultative needs (p. 73). Twenty-three percent chose "another teacher" as a referent for assistance.

Of teachers in need of consultative assistance for the task areas under the collective heading "Instructional Materials," 30 percent perceived the librarian as best meeting those needs. In the collective task areas of "Methodology and Instructional Techniques" and "Student Measurement and Evaluations," other teachers and guidance personnel respectively, were perceived as best able to supply consultative

assistance. Guidance personnel were designated by 59 percent of the total responses as those persons best able to supply assistance toward "Meeting Specific Student Needs."

To the question "Do teachers feel that more release time for consultation should be given to department heads?" 73 percent replied affirmatively. Further, Plamondon (1973:83) stated that:

> The majority of teachers (74 percent) were in favor of giving teachers of recognized ability, who are not in any designated administrative position, released time on a scheduled basis to provide consultative help.

Consultative Study by Haughey

Haughey (1976), in a study based on the exploratory research of Plamondon (1973), asked elementary teachers in three schools of an Alberta school system to provide information on their consultative needs, the persons with whom they consulted, their perceptions of themselves as consultants, the satisfaction experienced with regard to assistance received and the specific reasons for not seeking assistance.

Data were obtained by questionnaire and follow-up interview from a population of 78 teachers. Twenty-one task areas were grouped under four major headings, "Curriculum and Program," "Instructional," "Audio-Visual Technology" and "Special Student Needs." Teachers involved in the study were asked to indicate by a check those task areas for which they had desired assistance. Respondents were also to indicate whether this desire for consultative assistance occurred more than once during the school year. The interview schedule enabled teachers to indicate in greater depth their particular concerns, the time of occurrence, those people consulted and the degree of satisfaction received from the consultation.

In the task areas under the heading "Curriculum and Program," 55 percent desired assistance in "developing course outlines," 72.5 percent in "developing unit/lesson plans" and "developing instructional materials." For those task areas classified as being "Instructional," 46.3 percent of the respondents were in need of assistance when "planning individualized instruction." Thirty-five percent of teachers required assistance when "teaching concepts, constructs, generalizations," "developing/using small group activities" and "grouping for instruction." In the task area "operating audio-visual equipment," 63.8 percent of respondents desired assistance. Of those task areas grouped under "Special Student Needs," over 50 percent of the teachers required assistance in each task area. The task areas under this collective term requiring the most assistance were "diagnosis of learning difficulties" (85 percent) and "developing remedial programs" (75 percent).

Of the 639 specific concerns experienced by teachers in the various task areas, 10 percent were in the area of "diagnosis of learning difficulties." "Developing remedial programs" accounted for 9 percent of teacher concerns; "selecting instructional material" 8 percent; "operating audio-visual equipment" 7 percent; and "developing course outlines," "obtaining student-background information" and "solving teacher-pupil problems" 6 percent.

The referent(s) sought by teachers when desiring assistance for their concerns were usually grade level colleagues, staff holding a formal position in the same school and remedial reading specialists. Though the population ratio of females to males was 3:1, the persons most often consulted were males with five or six years of post-secondary education. Sixty-two percent of respondents indicated that they

supplied consultative assistance at least twice weekly.

Information received from teachers providing assistance was in general rated as being either "satisfactory" or "very satisfactory." Greater dissatisfaction was expressed with assistance provided for "interpreting curriculum guides" and "using problem solving/inquiry discovery methods" than for other task areas. Dissatisfaction with assistance offered by peers was found to be related to years of post-secondary education and years of teaching experience. In other words, less qualified teachers tended to regard collegial consultation as being more satisfactory than did those teachers with more post-secondary education.

For those 27 teachers not seeking consultative assistance for their concerns, 13 reasons were given for their not doing so. These when categorized were as follows: (1) they did not consider the concern to be crucial; (2) they did not know whom to ask; (3) they had no time or materials; and (4) they obtained information without seeking assistance.

In discussion issuing from this study, Haughey et al. (1977:94) indicated that teachers ". . . viewed each other as productive sources of consultation and interacted regularly on professional matters which tended to focus on practical concerns and instructional procedures." Such contact occurred when occasion permitted and if the consultee had confidence in the referent. Haughey et al. (1977:94) therefore suggested that because consultative resources and teacher needs vary from school to school:

> The principal therefore continuously needs to assess his staff and each year, with their consent, develop an inventory of interests and talents which can be utilized. At the same time he can anticipate that certain regular needs will surface, 'such as

curriculum advice near the beginning of the school year, and advice
on special pupil problems during the year. By taken [sic] action
to meet these concerns through such an inventory, the most common
obstacles for not obtaining help, namely lack of resources or lack
of information on whom to consult, could be reduced.

CONCEPTUAL FRAMEWORK

The conceptual framework used in this study focuses upon the
concerns experienced by teachers for which they sought consultative
assistance. In many cases teachers by themselves were unable to solve
these many and varied deficiencies to the extent that they were not
developing in terms of professional and personal growth. This being
the case, the research question becomes "What are the concerns of
teachers with respect to the teaching situation, and, if concerns are
expressed, to whom do teachers turn for assistance?"

The literature review shows that teachers, be they neophytes
or persons with years of experience, generally experience substantial
concerns in the educational milieu. These concerns may arise from
developing subject objectives or determining an efficient evaluation
system. Previously, when teachers taught in schools with an "inspectoral"
school administration, the administrator was able to observe various
deficiencies in teachers. The administrator then prescribed the
remedies that he perceived as being necessary.

Gradually, a supervisory stage evolved whereby greater emphasis
was placed upon the discovery of improved teaching processes. A new
phase has since developed, namely that of consultation, where greater
autonomy is accorded the teacher in the solving of educational concerns.
Within this phase, teachers are encouraged to develop both personally
and professionally.

To meet the needs of teachers, agencies of a formal nature have
been established. Teachers are encouraged to utilize these services,
although some do not, frequently because teachers solve their own
concerns, or because the services offered are perceived to be inadequate.
Even so, attempts are made to solve concerns by incorporating cooperation,
teamwork and interaction involving Department of Education staff,
central office or area staff, and the school principal. But even this
has not been enough. Many authors (e.g. Blumberg, 1974; Haughey, 1976;
Lortie, 1975; Savage, 1959; Unruh and Turner, 1970) have indicated that
teachers utilize sources other than those formally designated. Data from
studies by Haughey (1976) and Plamondon (1973) show that the collegial
or informal referent is much used in the consultative process for these
reasons:

1. a lack of status differential,

2. the removal of an evaluative threat,

3. the availability of referent personnel,

4. an awareness of the teaching situation, and

5. an ability to be selective in the referent sought.

Essentially, collegial assistance leads to the development of a
healthy rapport between teachers in which Neagley and Evans (1970:6)
contend that no single body dominates or influences the group, but
instead the judgments of all are considered. Such an environment leads
to an improved teaching-learning situation for both the teachers and
the students.

From such an interaction a degree of satisfaction or
dissatisfaction with the consultative assistance will exist. In either
situation, the possibility of concerns of a new or recurring nature

developing exists. On the one hand, satisfaction with assistance

provided to the consultee may bring about an improved teaching-

learning situation, although the possibility of a new situational

awareness fostering new concerns is present. On the other hand,

dissatisfaction with assistance provided is likely to be rewarded with

a concern recurrence. In either situation, as new or old concerns

emerge, the problem is either examined at the problem identification

stage or new referents are sought. From such an experience, the

professional and personal growth of the teacher is encouraged.

Figure 1 graphically illustrates the conceptualization of the

cyclical nature of teacher concerns. The stimulus occurs with the

identification of teacher concerns, be they conceptual or pragmatic.

Solving, or attempting to solve, the concerns experienced involves the

process of selecting from formally and informally designated referents

those persons "best" able to help in a given situation. Such selection

may well be made on "hearsay" or a previous past-experience. Also,

situations could arise whereby the teacher does not seek assistance for

his concerns because of a negative previous experience.

Should a referent be chosen, the outcome becomes one of either

satisfaction or dissatisfaction with the assistance rendered. If

satisfaction with the consultative assistance occurs then a further

outcome ensues -- an improved teaching-learning situation for both

teacher and student. This in turn leads to personal and/or professional

growth. At this stage, the teacher because of this growth experiences

new and more complex problems, possibly because of a new "awareness"

gained from the solving of the original concern. Whatever, the cycle

begins again as the teacher in identifying new concerns decides upon the

STIMULUS

Teacher Concerns

Identification of Problems

- conceptual

- pragmatic

OUTCOMES

Consultative
Services Not
Utilized

OUTCOMES

Personal and/or
Professional
Growth

PROCESS

Consultative Referents

Formally Designated

- Department of Education

- Central Office or Area
  Staff

- Principal

Informally Designated

- Other Teacher

  - Same School

  - Different School

- Professional Association

OUTCOMES

Satisfaction
With Consultative
Assistance

OUTCOMES

Dissatisfaction
With Consultative
Assistance

STIMULUS

Recurring and/or
New Concerns

OUTCOMES

Improved Teaching/Learning
Situation for Teacher and
Students

FIGURE 1. CONCEPTUALIZATION OF THE CYCLIC
NATURE OF TEACHER CONCERNS

assistance and consultant needed.

Were the initial outcome one of dissatisfaction with the consultative assistance rendered, then the teacher is faced with several alternatives:

1. in experiencing recurring concerns he can either seek consultative assistance from a different formal or informal referent, or

2. in experiencing recurring concerns he can, because of bad past-experiences, fail to seek consultative assistance for realized concerns, or

3. he can solve the problem himself and through personal and professional growth encounter and identity new concerns for which referent help is sought.

Chapter 3

RESEARCH DESIGN

The research methodology used in the study is presented in this chapter. A description of the research instruments, populations and samples, data collection procedures, treatment of the data, and the delimitations, assumptions and limitations of the design are included.

The questionnaires were based upon those used by Plamondon (1973) and Haughey (1976). Modifications to the questionnaires were made for use in junior high schools, because Plamondon (1973) directed his research towards teachers of all grade levels, whereas Haughey (1976) sampled teachers from elementary schools.

RESEARCH INSTRUMENTS

Choice of Instruments

In educational research, Fox (1969:424) suggested that:

. . . there are two conditions which occurring together suggest and justify the descriptive survey: First that there is an absence of information about a problem of educational significance and second[ly], that the situations which could generate that information do exist and are accessible to the researcher.

Both conditions of which Fox speaks exist in the area of formal and informal consultation in schools. Information pertaining to the concern of teachers and the utilization of consultative personnel is sadly lacking. Therefore, in order to provide some information on the concerns of junior high school teachers a questionnaire was developed and used as a tool for gathering the required data.

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Kerlinger (1973:44) stated that mail questionnaires have serious defects, such as low response rate and the inability for alternative responses to be checked. He stressed that every effort should be made to realize a high return. Procedures employed to accomplish this are given in the section dealing with "Data Collection Procedures."

Good (1972:230) stated that in a questionnaire "The form of questions may be closed (categorical) or open-ended (inviting free-response)." Closed questions, Good (1972:230) advised, are categorized for respondents to check, thereby facilitating the counting of frequencies and percentage responses by the researcher. The open-ended or free response question allows the attitudes, interests and preferences of respondents to be considered, though tabulation and summarization are time-consuming (Good, 1972:230).

The questionnaires developed for the study allowed for both closed and open-ended questioning techniques to be utilized.

Questionnaires

Two separate questionnaires were developed for the study. These were submitted to (a) 358 junior high school teachers, and (b) 66 supervisory personnel in four school systems in Alberta.

Teacher Questionnaire

The questionnaire (Appendix C) had the following sections.

Section A requested the following data pertaining to sex; number of years of teaching experience (a) in total, (b) in present school system, and (c) in their present school; congruence between teacher preparation and teaching assignment; grade level(s) taught; subject area(s) taught; and present position in the school.

Section B contained in Part 1 a list of 38 consultative task areas under the following six major headings: Development of Annual Curriculum and Program, Planning for Daily Instruction, Audio-Visual Technology, Instructional Process, Student Needs, and Interpersonal Relationships. By designating the appropriate consultative task area, with either a 1 or a 2, teachers indicated those task areas that were of concern to them one or more than once during the current school year respectively. Also, teachers denoted the person(s) from whom they sought consultative assistance with regard to their expressed concerns.

For those teachers who experienced concerns not addressed in the questionnaire, a free response section was made available for their use.

To further obtain data allied to the teacher's co respondents were asked in Part 2 to:

1. list three consultative task areas and the specific nature of concerns experienced in each task area;

2. indicate the referent from whom they sought consultative assistance for those specified concerns; and

3. indicate the degree of satisfaction experienced with the consultative assistance rendered.

Respondents were asked in Part 3 to indicate whether they rendered consultative assistance to teachers in their present school or in other schools, the frequency with which such consultative assistance occurred, and the task areas for which consultative assistance was rendered.

Part 4 was made available to respondents in order that they might indicate if there were occasions when consultative assistance was

desired but not sought, the number of occasions when consultative assistance was desired but not sought, the task areas for which consultative assistance was desired but not sought, and the reason(s) for not seeking consultative assistance.

Supervisory Personnel Questionnaire

The questionnaire (Appendix D) had the following sections.

Section A requested the following data pertaining to number of years of post-secondary education; degree(s) attained and speciality of each degree; number of years teaching experience (a) in total, and (b) with present school board; number of years as a consultant; consistency of consultative assignment with academic preparation; and consistency of consultative assignment with teaching experience.

Section B contained in Part 1 a list of 38 consultative task areas under the following six major headings: development of annual curriculum and program, planning for daily instruction, audio-visual, technology, instructional process, student needs, and interpersonal relationships. By designating the appropriate consultative task area with a check mark, supervisory personnel indicated those task areas for which they rendered consultative assistance to teachers, and the frequency of that assistance. Also, supervisory personnel denoted the grade level(s) taught by the teachers to whom consultative assistance was rendered.

For those supervisory personnel who rendered consultative assistance for task areas not addressed in the questionnaire, a free response section was made available for their use.

To obtain further data allied to the consultative assistance rendered by supervisory personnel, respondents were asked in Part 2 to:

1. list three consultative task areas for which their consultative assistance was most requested, and

2. list for each of those three task areas the three most specific concerns experienced by teachers.

Respondents were asked in Part 3 to indicate if there were occasions when teachers were perceived to need consultative assistance but did not seek it, the frequency of such instances, the task areas for which consultative assistance was not sought, and the perceived reason(s) for teachers not seeking consultative assistance.

Validity of Instruments

Kerlinger (1973:457) stated that the most common definition of validity ". . . is epitomized by the question: Are we measuring what we think we are measuring?" To answer this, the question becomes one of whether the researcher through the medium of an adopted instrument is measuring the conceptual intent of the study.

According to Zetterberg (1966:114), ". . . validity, loosely speaking, is the extent to which an indicator corresponds to a definition." In other words, an instrument may be judged valid when its results are comparable to evidence previously obtained (Phillips, 1973: 36).

To facilitate these aspects of validity, the questionnaires adopted for the study were adapted from those used by Plamondon (1973) and Haughey (1976). Task areas listed in the questionnaire used by Haughey (1976) were expanded and reclassified. The task areas were grouped into six general categories:

1. Development of Annual Curriculum and Program,

2. Planning for Daily Instruction,

3. Audio-Visual Technology,

4. Instructional Process,

5. Student Needs, and

6. Interpersonal Relationships.

Expansion and redefinition of these general categories
resulted in part from a review of the related literature which revealed
that teachers, especially neophytes, experienced concern with discipline,
teacher-peer relationships, and teacher-administration conflict. The
categories used by Haughey (1976) were reorganized to accommodate the
concern of discipline, and a new category of "Interpersonal Relationships"
was generated. By rearranging and adding to the task areas and categories,
it was hoped to better represent the concerns of teachers mentioned in
the literature and thereby improve upon the content validity of the
questionnaire.

Kerlinger (1974:458) defined content validity as:

> . . . the representativeness or sampling adequacy of the
> content -- the substance, the matter, the topics -- of a measuring
> instrument. Content validation is guided by the question: Is
> the substance or content of this measure representative of the
> content or the universe of content of the property being measured?

To ensure content validity, clarity and unambiguity of the instruments
designed for the study, the questionnaires and an outline of the purpose
of the study were distributed to the following people for review:

1. four selected staff members in the Department of Educational
Administration, The University of Alberta;

2. sixteen selected graduate students in the Department of
Education Administration, The University of Alberta;

3.	five senior staff from the school systems involved in the study; and

4.	five selected teachers from one of the school systems involved in the study.

These persons were asked to make comments on the response categories, task area descriptions, open-ended questions, satisfaction scale, headings and instructions, format and language used.	A draft of the covering letter was also supplied.

On the basis of recommendations made by these persons, the research instruments were modified.	The modified research questionnaires were distributed as a pilot study to five junior high school teachers and a principal in a school not participating in the main study.

Pilot Study

The purposes of the pilot study were to:

1.	determine if there were any ambiguous questions within the research instruments which should be rephrased;

2.	determine the most appropriate sequence of questions to be used in the research instruments;

3.	determine if any questions should be omitted from the research instruments; and

4.	determine if additional questions were needed in the research instruments to collect information pertinent to the study.

In addition to those already mentioned, Fox (1969:66) delineated several other purposes for a pilot study:

It may be designed to provide a trial run data-collection approach.	It may be intended to test out the data-collection method or an instrument to see if it is in need of revision.	It may be done to provide some pilot data to test out the data-analysis

techniques planned. It may be intended to see if the subjects
of the research can handle the data-collection instruments, or
it may be intended to give the research staff experience . . . .

Those purposes, as elaborated upon by Fox (1969:66), were implemented

in the pilot study. Following the pilot study, the research instruments

were reviewed and revised before being administered to the participating

school systems.

Reliability

According to Phillips (1973:86), "Reliability refers to the

extent to which a measuring instrument is likely to yield a consistent

result." Gorden (1975:6) was more specific in defining reliability as

". . . the probability that an observation if repeated at a different

time by the same person or at the same time by a competent observer, will

give the same result." As the study was not to be repeated with the same

sample at a later date in the year, nor conducted concurrently with a

different population, no formal procedures were adopted to establish the

reliability of the questionnaire. However, the instrument was largely

based on Haughey's questionnaire, the reliability of which was confirmed

. through use of extensive interviews.

POPULATION AND SAMPLE

Haughey (1976:198) recommended that future studies might

examine the consultative practices which occur in junior high schools.

Further, Haughey et al. (1977:95) advocated additional consultative

studies be conducted in the following situations:

1. in secondary schools in systems which have few central
   office consultative staff;
2. in schools in systems which have substantial numbers of
   central office consultative staff;

3. in schools in sparsely populated systems which require considerable travel of central office staff; and

4. in schools in systems which utilize consultants based in 'families of schools.'

In an endeavor to accommodate some of the recommendations put forward by these authors, the population for this study was derived from junior high schools and supervisory personnel from four school systems in Alberta. From each of these four school systems, schools were chosen to include:

1. five randomly selected junior high schools from the Edmonton Public School District, using the random sampling procedures proposed by Ferguson (1971:121);

2. all four junior high schools from the Edmonton Separate School District;

3. all four junior high schools from the County of Strathcona; and

4. all three junior high schools from the County of Parkland.

Supervisory personnel from the four school systems were selected on the basis of their formal consultative contact with junior high school teachers. These supervisory personnel included assistance superintendents, supervisors, directors, curriculum coordinators, consultants and principals.

DATA COLLECTION PROCEDURES

In May 1977 correspondence was initiated by the researcher with the following persons:

1. the superintendents of schools for the counties of Parkland and Strathcona,

2. the Director of Research for the Edmonton Public School

District, and

3. the Cooperative Activities Program Coordinator for the Edmonton Separate School District.

The purpose of this correspondence was to secure a list of junior high schools in each system. Concurrently, permission was sought from these administrators to permit junior high school teachers in their school system to participate in the study.

Subsequent meetings were arranged with each of the school system administrators in order to determine those supervisory personnel to be used in the study, and for approval of the prepared questionnaires. At the same time, questionnaire delivery and collection dates were agreed upon.

During the first week in September 1977, principals of those schools participating in the study were contacted by telephone and informed of the nature of the study. Dates for the delivery and collection of completed questionnaires were also arranged.

Questionnaires were delivered by the researcher to supervisory personnel and the 16 participating schools during the first week of November 1977. In all, 424 questionnaires were distributed. Questionnaires were collected by the researcher two weeks after the delivery date.

One week after the expiration of the questionnaire completion date, follow-up telephone calls were made to the principals of participating schools to arrange collection of late returns. The majority of principals, besides reminding teachers of the required questionnaire completion through "Daily Newsletters," personally supervised the questionnaire collection. The questionnaire return cut-off

date was established as December 9, 1977.

An analysis of questionnaire returns is given in Table 1. Three hundred and fifty-eight questionnaires were distributed to teachers from four school systems. Of those 358 questionnaires, 238 were returned with 209 or 58 percent of the total questionnaires being usable. In most cases, questionnaires were discarded as unusable because teachers had failed to complete any portion of the instrument. Instead they had chosen to return the questionnaire in a sealed envelope unanswered.

Supervisory personnel from the four school systems received 66 questionnaires, of which 48 or 73 percent were returned. All questionnaires returned were found to be usable. In all, 257 or 61 percent of questionnaires received from respondents were usable.

TREATMENT OF DATA

The data analysis was conducted both by the computer and manually by the researcher.

Data from the closed questions in Sections A and Sections B of both questionnaires were transferred onto data coding sheets and the information then punched onto I.B.M. computer cards. Special computer programs were generated for analysis. Responses were analyzed by using frequency distributions, percentage frequency distributions, and cross-tabulations.

Open-ended questions were transcribed separately in long-hand. These responses were first categorized and then frequencies determined.

TABLE 1

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF RESPONDENTS BY SYSTEM AND IN TOTAL

	MAXIMUM POSSIBLE	ACTUALLY RECEIVED		USABLE	
	t	t	%	f	%
TEACHERS					
Edmonton Public School District	129	86	66.7	71	55.0
Edmonton Separate School District	64	47	73.4	40	62.5
County of Strathcona	101	70	69.3	64	63.4
County of Parkland	64	35	54.7	34	53.1
Total	358	238	66.5	209	58.4
SUPERVISORY PERSONNEL					
Edmonton Public School District	20	9	45.0	9	45.0
Edmonton Separate School District	18	12	66.7	12	66.7
County of Strathcona	8	8	100.0	8	100.0
County of Parkland	4	4	100.0	4	100.0
Principals	16	15	93.8	15	93.8
Total	66	48	72.7	48	72.7
OVERALL TOTAL	424	286	67.5	257	60.6

DELIMITATIONS, ASSUMPTIONS AND LIMITATIONS

Delimitations

The study was confined to junior high school teachers and supervisory personnel from four school systems in Alberta.

The notion of "major" significance was employed rather than that of "statistical" significance whenever a percentage differential of 15 percentage points existed within the data.

The study did not seek to determine the quality of the consultative assistance received or rendered, other than asking whether it was either Very Satisfactory, Satisfactory or Not Satisfactory.

Also, no effort was made to determine the nature or extent of the consultative assistance received or rendered, nor the reasons why teachers sought consultative assistance for task area concerns.

Reasons for differences in responses among the different teacher groups were not obtained.

Assumptions

Some assumptions were made in relation to the collection of data:

1. those task areas delineated in the instruments accommodated the major areas of concern experienced by teachers;

2. that all respondents understood the various questions;

3. that all responses to the questionnaires, given by the persons participating in the study, were valid;

4. that data analysis techniques used accurately reflected the respondents' perceptions.

Limitations

As the data for the study were provided by teachers from non-

randomly selected schools and supervisory personnel, these data were des-
criptive in nature. Therefore, statistical inferences in terms of other
teachers, other supervisory personnel, or other school systems were not
made. Restrictions on the generalizability of the findings were also
imposed by the low percentage of returned usable questionnaires. With
regard to the variations that existed between the responses of some
groups, comparative judgments could not always be made because of the low
numbers involved.

SUMMARY

A questionnaire was used to obtain data from teachers in 16
junior high schools in four school systems and from supervisory
personnel employed in the same four school systems. These supervisory
personnel included deputy superintendents, assistant superintendents,
directors, curriculum coordinators, consultants and principals. In
the questionnaire both closed and open-ended questionning techniques
were used.

Meetings were held with administrators from each of the four
school systems in the study in order to determine the schools and
supervisory personnel to be sampled. These meetings culminated in 358
teacher questionnaires and 66 supervisory personnel questionnaires being
delivered by hand to those participating in the study. Once the final
cut-off date had been reached 209 usable teacher questionnaires and 48
usable supervisory personnel questionnaires had been returned. These
accounted for 61 percent of all questionnaires issued.

Data analyses were conducted manually and by computer in order
to provide frequency distributions, percentage frequency distributions
and cross-tabulations as answers to research questions.

Chapter 4

DESCRIPTION OF THE RESPONDENTS

The distribution of questionnaire returns and the characteristics
of the respondents in the study are included in this chapter.

DISTRIBUTION OF THE RESPONDENTS

Questionnaires

The study examined the responses of 209 teachers and 48
supervisory personnel from four school systems. The distributions for
questionnaires returned by these persons are given by system and in
total in Table 1.

Teachers from the Edmonton Public School District returned 77
usable questionnaires (55 percent), whereas, Edmonton Separate School
District teachers had a usable return rate of 63 percent. Usable
returns from the counties of Strathcona and Parkland were 63 percent and
53 percent respectively. Of a total of 286 questionnaires returned,
257 were found to be usable with 29 being destroyed because they were
inadequately completed.

Central office staff from the counties of Strathcona and
Parkland returned all their questionnaires; all were usable. Central
office or area staff from the Edmonton Public School District and the
Edmonton Separate School District had a usable return rate of 45
percent and 67 percent respectively. Principals, when considered as a
group, returned 94 percent of their questionnaires, all of which were
usable.

Questionnaires received from the respondents represented a return of 68 percent from teachers and 73 percent from supervisory personnel. Of these, 58 percent and 73 percent respectively, proved to be usable. This gave an overall usable return of 61 percent.

CHARACTERISTICS OF RESPONDENTS

Teachers

The characteristics of the teacher population by system and in total are given in Table 2.

When examined by school system, male teachers outnumbered female teachers in the Edmonton Public School District and Edmonton Separate School District, whereas female teachers were of a higher proportion in the counties of Strathcona and Parkland. In total, 109 or 52 percent of the teachers were male and 100 or 48 percent were female.

Three percent of the teachers had less than four years of post-secondary education. Sixty-one percent of the teachers had four years of post-secondary education; 23 percent five years of post-secondary education; and 13 percent six years of post-secondary education.

Examination by total years of teaching experience showed that 5 percent had one total year of experience; 11 percent had two total years of experience; and 35 percent between three and seven total years of experience. Forty-nine percent of all teachers had eight or more total years of experience.

In terms of the number of years of employment in their present school, 21 and 18 percent of teachers had one and two years of experience respectively. Forty-four percent of teachers had between

TABLE 2

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF CHARACTERISTICS OF TEACHERS BY SYSTEM AND IN TOTAL

	EPSD[a]		ESSD[b]		CS[c]		CP[d]		TOTAL	
	f	%	f	%	f	%	f	%	f	%
SEX										
MALE	42	20	25	12	26	13	16	8	109	52
FEMALE	29	14	15	7	38	18	18	8	100	48
TOTAL	71	34	40	19	64	31	34	16	209	100
YEARS OF POST SECONDARY EDUCATION										
1-3 YEARS	2	1	2	1	3	1	--	--	7	3
4 YEARS	39	19	17	8	44	21	27	13	127	61
5 YEARS	15	7	13	6	13	6	7	3	48	23
6 YEARS	15	7	8	4	4	2	--	--	27	13
TOTAL	71	34	40	19	64	31	34	16	209	100
TOTAL YEARS OF TEACHING EXPERIENCE										
1 YEAR	1	0	3	1	2	1	4	2	10	5
2 YEARS	10	5	2	1	8	4	3	1	23	11
3-7 YEARS	18	9	10	5	32	15	14	7	74	35
8-12 YEARS	21	10	14	7	12	6	8	4	55	26
13+ YEARS	21	10	11	5	10	5	5	2	47	23
TOTAL	71	34	40	19	64	31	34	16	209	100
YEARS OF EMPLOYMENT IN PRESENT SCHOOL										
1 YEAR	12	6	5	2	11	5	15	7	43	21
2 YEARS	15	7	5	2	14	7	4	2	38	18
3-7 YEARS	25	12	20	10	32	15	14	7	91	44
8+ YEARS	19	9	10	5	7	3	1	0	37	18
TOTAL	71	34	40	19	64	31	34	16	209	100
GRADE LEVEL(S) TAUGHT										
GRADE 7	19	9	6	3	15	7	10	5	50	24
GRADE 8	15	7	12	6	9	4	13		49	23
GRADE 9	17	8	10	5	18	9	3		48	24
GRADES 7-8	4	2	2	1	6	3	4	2	16	8
GRADES 8-9	16	8	10	5	16	8	4	2	46	22
TOTAL	71	34	40	19	64	31	34	16	209	100
SUBJECT AREA MOST COMMONLY TAUGHT										
LANGUAGE ARTS	11	5	10	5	15	7	8	4	44	21
SCIENCE	13	6	6	3	10	5	4	2	33	16
MATHEMATICS	12	6	5	2	11	5	8	4	36	17
SOCIAL STUDIES	6	3	4	2	6	3	3	1	19	9
PHYSICAL EDUCATION	7	3	2	1	5	2	4	2	18	9
INDUSTRIAL ARTS	5	2	3	1	1	0	3	1	12	6
HOME ECONOMICS	4	2	2	1	4	2	1	0	11	5
TOTAL	58	28	33	16	52	25	31	15	173	83

[a] EPSD -- Edmonton Public School District

[b] ESSD -- Edmonton Separate School District

[c] CS -- County of Strathcona

[d] CP -- County of Parkland

three and seven years of experience in their present school, whereas 18 percent had eight or more years of experience in their present school.

When considering grade level(s) taught, 24 percent of teachers taught Grade 7 students, 23 percent taught Grade 8 students, and 23 percent taught Grade 9 students. Of those teachers who spent an equal amount of time teaching students from two grades, 8 percent taught Grade 7 and Grade 8, and 22 percent taught students from Grade 8 and Grade 9.

When examined by subject area most commonly taught, 63 percent of teachers taught "core subjects" which included Language Arts, Science, Mathematics and Social Studies. The greater percentage of teachers taught Language Arts (21 percent), Mathematics (17 percent), Science (16 percent), or Social Studies (9 percent). Options, which included Physical Education, Industrial Arts and Home Economics, accounted for 20 percent of teachers. "Other position," including teachers of Art, Music, Drama, Library, French, Guidance and Religious Education, though not mentioned in the table, accounted for 17 percent of teachers. They were not considered in the tables because of the low numbers involved.

Supervisory Personnel

The characteristics of the supervisory personnel population by system and in total are given in Table 3.

When examined by years of post-secondary education, 10 percent of supervisory personnel had four years of training. Forty-four percent of supervisory personnel had five years of training and 46 percent had six years of training.

The majority of supervisory personnel had more than 11 years of teaching experience. Of the 48 supervisory personnel responding to the

TABLE 3

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF CHARACTERISTICS
OF SUPERVISORY PERSONNEL BY SYSTEM AND IN TOTAL

	RPSD		FSSD		CS		CP		PRINCIPALS		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
YEARS OF POST SECONDARY EDUCATION												
4 YEARS	4	44	-	-	-	--	-	--	1	7	5	10
5 YEARS	4	--	4	33	3	38	-	--	10	67	21	44
6 YEARS	1	11	8	67	5	63	4	100	4	27	22	46
YEARS OF TEACHING EXPERIENCE												
1-5 YEARS			-	-	1	13	1	25	-	--	2	4
6-10 YEARS	2	22	4	33	1	13	1	25	-	--	8	17
11-15 YEARS	4	44	2	17	2	25	2	50	6	40	15	32
16-20 YEARS	1	11	2	17	-	--	-	--	3	20	7	15
21+ YEARS	2	22	4	33	4	50	-	--	6	40	15	32
YEARS WITH PRESENT SCHOOL BOARD												
1-5 YEARS			-	-	-	--	2	50	1	7	3	7
6-10 YEARS	3	33	4	33	-	--	2	50	2	13	10	24
11-15 YEARS	4	44	3	25	2	50	-	--	8	53	16	38
16-20 YEARS	1	11	3	25	1	25	-	--	1	7	6	14
21+ YEARS	1	11	2	17	1	25	-	--	3	20	7	17
YEARS AS FORMAL CONSULTANT												
1 YEAR	1	11	-	--	-	--	-	--	-	--	1	2
2 YEARS	-	--	-	--	-	--	-	--	-	--	-	--
3 YEARS	2	22	3	25	1	13	-	--	-	--	6	13
4 YEARS	3	33	2	17	1	13	-	--	-	--	6	13
5+ YEARS	3	33	7	58	6	75	4	100	15	100	35	73
ASSIGNMENT CONSISTENT WITH ACADEMIC PREPARATION												
YES	7	78	10	83	8	100	4	100	13	87	42	88
NO	2	22	2	17	-	--	-	--	2	13	6	13
ASSIGNMENT CONSISTENT WITH TEACHING EXPERIENCE												
YES	9	100	11	92	8	100	4	100	15	100	47	98
NO	-	--	1	8	-	--	-	--	-	--	1	2
TOTAL	9	100	12	100	8	100	4	100	15	100	48	100

questionnaire only 21 percent had less than 11 years of teaching experience. Thirty-two percent of all supervisory staff had more than 21 years of teaching experience.

With regard to the number of years supervisory personnel had spent with their present school board, 7 percent of supervisory personnel had spent fewer than five years with their present system. Twenty-four percent of supervisory personnel had between six and 10 years of service with their present school boards, whereas 69 percent had been with their present school boards for 11 years or more.

All supervisory personnel (apart from one who was newly appointed as a consultant) had three or more years of formal experience as a consultant. Seventy-three percent of all supervisory personnel had five or more years of experience as formal consultants.

FORMAL CONSULTATIVE ORGANIZATION

Each school system employed personnel available to junior high school teachers for consultative purposes on a full-time or part-time basis. These personnel were either located within a central or area office, or in a specific school.

Edmonton Public School District (EPSB)

Of the four school systems used for the study, the Edmonton Public School District had the largest complement of supervisory personnel available for consultations with teachers. Personnel available to teachers for consultative purposes are known as curriculum coordinators. These persons have the responsibility of working with junior high school teachers.

Curriculum "core" programs, i.e. Language Arts, Mathematics, Science and Social Studies, were each supervised by five curriculum coordinators. Released time for consultative duties was 0.3 (one and one-half days per week).

Other curriculum coordinators supervise "specialist" subjects and have released time ranging from 0.3-1.0 (full-time). These persons were not considered for the study because they did not come into daily contact with the majority of junior high school teachers.

Edmonton Separate School District (ESSD)

This school system employed an extensive supervisory staff. Eighteen of these were designated by the administration as being available to junior high school teachers for consultative purposes on a regular basis. These supervisory personnel were located in the Edmonton Catholic School Education Centre.

County of Strathcona (CS)

In the County of Strathcona, eight persons were available for consultations with junior high school teachers. These personnel included the deputy superintendent, assistant superintendents, directors, supervisors, and a reading consultant. All were based in the county office building.

County of Parkland (CP)

Four persons were available to junior high school teachers for consultative purposes in the County of Parkland. They included the assistant superintendents for personnel, curriculum and student services, and the coordinator of special education. These persons were located in the county office building.

SUMMARY

Of the 358 questionnaires distributed to teachers and supervisory personnel, the usable return rate for teachers was 58 percent and 73 percent for supervisory personnel.

The majority of teachers (52 percent) were males and 97 percent of all the teachers had four or more years of post-secondary education. Only 5 percent of the teachers were beginning teachers and the majority of teachers (86 percent) had three or more years of total teaching experience. Twenty-one percent of the teachers were new to their present school though in most cases teachers had been teaching at the same school for three or more years.

Teachers were fairly evenly divided when examining the numbers teaching each grade level (approximately 23 percent). The exception was that of teachers spending equal time teaching Grade 7 and Grade 8 students. Only 8 percent of teachers taught students from these two grades for an equal amount of time.

Subjects most frequently taught by teachers were those known as "core subjects," Language Arts (21 percent), Mathematics (17 percent), Science (16 percent) and Social Studies (9 percent). Few teachers taught Art, Music, Drama or French.

Most of the supervisory personnel involved in the study had continued their post-secondary education beyond the baccalaurate degree. Forty-six percent of them had six years of post-secondary education. In the majority of cases teaching experience was extensive; only 21 percent had fewer than 11 years of teaching experience. All but one of the supervisory personnel had three or more years of consultative experience.

Though the formal consultative organization varied from school system to

school system, all made consultative personnel available to their

system teachers.

Chapter 5.

TASK AREAS FOR WHICH TEACHERS SOUGHT
CONSULTATIVE ASSISTANCE

The frequency and percentage frequency distributions of teacher

responses to Sub-problems 1.1 and 1.2 of Problem 1 are presented in

this chapter. Problem 1 asked: ."To what extent do junior high school

teachers require consultative assistance in various task areas?"

TASK AREAS OF CONCERN TO TEACHERS

Statement of Sub-problem 1.1. "What percentage of teachers

state that they seek consultative assistance in each of the listed task

areas?"

Frequency and percentage frequency distributions of teacher

responses to Part 1 of the questionnaire are given in Table 4. Of the

task areas placed under six general category headings, those categorized

within Development of Annual Curriculum and Program received the

highest percentage response from teachers in need of consultative

assistance.

Development of Annual Curriculum and Program. Of the 209

teacher respondents in the study, 74 percent sought consultative

assistance in "Developing course outlines for the year" and 68 percent

sought assistance in "Selecting long-use instructional materials." The

majority of teachers sought assistance in "Developing long-use instruc-

tional materials."

TABLE 4

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF 209 TEACHERS
SEEKING CONSULTATIVE ASSISTANCE IN EACH TASK AREA

NO.	TASK AREA DESCRIPTION	f	%	RANK
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM			
1.	Developing course outlines for the year	155	74	2
2.	Selecting long-use instructional materials	142	68	3
3.	Developing long-use instructional materials	125	60	7.5
	PLANNING FOR DAILY INSTRUCTION			
4.	Selecting instructional materials for lessons	126	60	7.5
5.	Planning lessons	86	41	12.5
6.	Planning behavioral objectives	80	38	17
7.	Planning evaluation procedures	114	55	9
8.	Planning student grouping with class	51	24	26.5
9.	Planning large group activities	84	40	14.5
10.	Planning small group activities	59	28	23
11.	Planning sequence of questions	36		33.5
12.	Planning individualized instruction	73		20.5
	AUDIO-VISUAL TECHNOLOGY			
13.	Selecting audio-visual materials	131	63	5
14.	Operating audio-visual equipment	79	38	17
15.	Using kits, charts, games, simulations	80	38	17
16.	Developing audio-visual materials	32	15	35
17.	Making audio-visual materials	36	17	33.5
	INSTRUCTIONAL PROCESS			
18.	Teaching concepts, generalizations	85	41	12.5
19.	Utilizing inquiry methods	53	25	25
20.	Utilizing questioning techniques	39	19	31
21.	Utilizing sequential questioning	28	13	37
22.	Utilizing student grouping	42	20	30
23.	Utilizing large group class activities	47	23	28
24.	Utilizing small group activities	38	18	33
25.	Utilizing individualized instruction	56	27	24
	STUDENT NEEDS			
26.	Diagnosing individual differences	127	61	6
27.	Motivating students	109	52	10
28.	Selecting performance goals and objectives	84	40	14.5
29.	Diagnosing learning difficulties	137	66	4
30.	Creating useful remedial materials	77	37	19
31.	Obtaining student background information	158	76	1
	INTERPERSONAL RELATIONSHIPS			
32.	Establishing classroom control	71	34	22
33.	Maintaining classroom control	74	35	20.5
34.	Solving teacher-pupil problems	106	51	11
35.	Developing team-teaching rapport	51	24	26.5
36.	Solving teacher-teacher conflict	46	22	29
37.	Solving administration-teacher conflict	34	16	36
38.	Solving principal-teacher evaluation conflict	23	11	38
	Number of total responses indicating no concerns	6	3	

In the 209 usable questionnaires, 155 or 74 percent of the teachers sought consultative assistance in Task Area 1, "Developing course outlines for the year."

Planning for Daily Instruction. Sixty percent of teachers sought consultative assistance in "Selecting instructional materials for lessons," 41 percent in "Planning lessons," and 38 percent in "Planning behavioral objectives." Assistance in "Planning evaluation procedures" was sought by 55 percent of teachers. Twenty-four percent of teachers required assistance in "Planning student grouping with class," though a larger percentage of teachers (40 percent) indicated that "Planning large group activities" necessitated their seeking consultative assistance for their task area concerns. However, only 28 percent of teachers requested assistance in "Planning small group activities," and an even smaller percentage of teachers (17 percent) sought assistance in "Planning sequence of questions." Thirty-five percent of teachers were in need of consultative assistance in "Planning individualized instruction."

Audio-Visual Technology. Of the five task areas in this category only in "Selecting audio-visual materials" did the majority of teachers (68 percent) seek consultative assistance. Of the remainder, 38 percent required help in both "Operating audio-visual equipment" and "Using kits, charts, games, simulations." Fifteen percent and 17 percent of teachers respectively, sought assistance in "Developing audio-visual materials" and "Making audio-visual materials."

Instructional Process. Within this category no task area was of major concern to the majority of teachers. Forty-one percent of teachers sought consultative assistance in "Teaching concepts, constructs, and generalizations," 25 percent in "Utilizing inquiry methods," 19 percent in "Utilizing questioning techniques," and 13 percent in

"Utilizing sequential questioning."

The percentages of teachers seeking consultative assistance in the task areas associated with student grouping were also low. In these task areas fewer than 28 percent of teachers stated that they sought consultative assistance in "Utilizing student grouping," "Utilizing large group activities," "Utilizing small group activities," and "Utilizing individualized instruction."

Student Needs. In this category of task areas, the majority of teachers had occasion to seek consultative assistance in "Diagnosing individual differences" (61 percent) and "Motivating students" (52 percent). Fewer teachers (40 percent) sought consultative assistance in "Selecting performance goals and objectives." Teachers who experienced concerns in "Diagnosing learning difficulties" and "Creating useful remedial materials" accounted for 66 percent and 37 percent of teachers respectively. The task area of most concern to all teachers was that of "Obtaining student background information" as this was of concern to 76 percent of all teachers.

Interpersonal Relationships. Apart from "Solving teacher-pupil problems," in which 51 percent of teachers sought consultative assistance, none of the remaining task areas were of concern to the majority of teachers. Thirty-four percent of teachers sought assistance in "Establishing classroom control," whereas 35 percent were in need of consultative assistance in "Maintaining classroom control." Teachers expressing a need for consultative assistance in "Developing team teaching rapport," "Solving teacher-teacher conflict" and "Solving

administration-teacher conflict" accounted for less than 25 percent of all teachers. Only 11 percent of teachers sought consultative assistance in "Solving principal-teacher evaluation conflict."

DISTRIBUTION OF TASK AREA CONCERNS
BY PERSONAL VARIABLES

Statement of Sub-problem 1.2. "To what extent are differences in the distribution of the perceived need for consultative assistance in the specified task areas associated with the following personal variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5. grade level(s) most commonly taught; and

6. subject area most commonly taught?"

.These data were obtained from teacher responses to Section A and Part 1 of the teacher questionnaire (Appendix C).

Responses Classified by Sex

On examining the percentage frequency distribution of teachers seeking consultative assistance in each task area on the basis of sex (Table 5), the percentages proved to be generally similar. Of major significance was that in three separate task areas the percentages of female teachers seeking consultative assistance were far greater than were the percentages for male teachers.

Development of Annual Curriculum and Program. The majority of both male teachers and female teachers sought consultative assistance

TABLE 5

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE
ASSISTANCE IN EACH TASK AREA, BY SEX

NO.	TASK AREA DESCRIPTION	MALES (n=109) %	FEMALES (n=100) %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM		
1.	Developing course outlines for the year	64[a]	85[a]
2.	Selecting long-use instructional materials	62	74
3.	Developing long-use instructional materials	55	65
	PLANNING FOR DAILY INSTRUCTION		
4.	Selecting instructional materials for lessons	51	70
5.	Planning lessons	36	47
6.	Planning behavioral objectives	38	39
7.	Planning evaluation procedures	51	58
8.	Planning student grouping with class	29	19
9.	Planning large group activities	39	42
10.	Planning small group activities	28	28
11.	Planning sequence of questions	17	17
12.	Planning individualized instruction	33	37
	AUDIO-VISUAL TECHNOLOGY		
13.	Selecting audio-visual materials	55	71
14.	Operating audio-visual equipment	37	39
15.	Using kits, charts, games, simulations	38	39
16.	Developing audio-visual materials	17	13
17.	Making audio-visual materials	16	19
	INSTRUCTIONAL PROCESS		
18.	Teaching concepts, constructs, generalizations	40	42
19.	Utilizing inquiry methods	28	23
20.	Utilizing questioning techniques	17	21
21.	Utilizing sequential questioning	17	10
22.	Utilizing student grouping	24	16
23.	Utilizing large group class activities	21	24
24.	Utilizing small group activities	20	16
25.	Utilizing individualized instruction	31	22
	STUDENT NEEDS		
26.	Diagnosing individual differences	60	62
27.	Motivating students	51	53
28.	Selecting performance goals and objectives	40	41
29.	Diagnosing learning difficulties	61	71
30.	Creating useful remedial materials	31	43
31.	Obtaining student background information	76	75
	INTERPERSONAL RELATIONSHIPS		
32.	Establishing classroom control	38	30
33.	Maintaining classroom control	38	33
34.	Solving teacher-pupil problems	48	54
35.	Developing team-teaching rapport	28	21
36.	Solving teacher-teacher conflict	28	15
37.	Solving administration-teacher conflict	17	15
38.	Solving principal-teacher evaluation conflict	11	11
	Number of total responses indicating no concerns	5[b]	1

[a] In the 209 usable questionnaires, 64 percent of 109 male teachers and 85 percent of 100 female teachers sought consultative assistance in Task Area 1, "Developing course outlines for the year."

[b] Five male teachers indicated that task area concerns were not experienced.

in "Developing course outlines for the year," "Selecting long-use instructional materials" and "Developing long-use instructional materials," though in each case a greater percentage of female teachers than male teachers sought consultative assistance for their task area concerns.

Of major significance was the percentage differential that existed between the sexes when assistance was sought in "Developing of course outlines for the year." Sixty-four percent of male teachers sought assistance in this task area, whereas 85 percent of female teachers stated this task area was of concern.

Planning for Daily Instruction. With the exception of one task area, female teachers experienced a similar or greater need for seeking consultative assistance than did male teachers. The task area of greater concern to male teachers than female teachers was of "Planning student grouping with class." Twenty-nine percent of male teachers, in contrast to 19 percent of female teachers, sought consultative assistance for this task area. The percentage differential between male teachers and female teachers proved to be of major significance in "Selecting instructional materials for lessons," as 51 percent of male teachers, compared to 70 percent of female teachers, sought consultative assistance for experienced concerns.

To the majority of male teachers and female teachers, the task area "Planning evaluation procedures" was also of concern. Fewer than 50 percent of male teachers and female teachers found the remaining task areas necessitated their seeking consultative assistance.

Audio-Visual Technology. With but one exception, task areas within this category proved to be of little concern to male teachers and

female teachers. The exception was that of "Selecting audio-visual materials." In this task area the data were of major significance, as 55 percent of male teachers sought assistance as compared with 71 percent of female teachers.

Of the remaining task areas, the highest percentages of male teachers and female teachers seeking consultative assistance were those reported in "Operating audio-visual equipment" and "Using kits, charts, games, simulations" (approximately 38 percent). Less than 20 percent of male teachers and female teachers sought assistance in "Developing audio-visual materials" and "Making audio-visual materials."

Instructional Process. None of these task areas were of concern to the majority of male teachers or female teachers. Only minor percentage differences were reported in "Teaching concepts, constructs, generalizations," "Utilizing inquiry methods," "Utilizing questioning techniques," "Utilizing large group class activities" and "Utilizing small group activities" for teachers of either sex.

In the three remaining task areas, the percentages of male teachers seeking consultative assistance were greater than those of female teachers by seven or more percentage points. The differential was the largest in "Utilizing individualized instruction," as 31 percent of male teachers sought assistance for their concerns compared to 22 percent of female teachers.

Student Needs. Similar data were reported for this category of task areas. The majority of male teachers and female teachers sought consultative assistance in "Diagnosing individual differences," "Motivating students," "Diagnosing learning difficulties" and "Obtaining

student background information." In the remaining task areas, less than 50 percent of male teachers and female teachers sought consultative assistance.

With the exception of the task area "Obtaining student background information" greater percentages of female teachers sought consultative assistance for their concerns than did male teachers.

Interpersonal Relationships. The highest percentages of male teachers (48 percent) and female teachers (54 percent) seeking consultative assistance in this category were in "Solving teacher-pupil problems." Other than this task area, male teachers sought consultative assistance to a greater extent than did female teachers. Consultative assistance was sought in "Solving teacher-teacher conflict" by 28 percent of male teachers and 15 percent of female teachers but by fewer than 18 percent of male teachers and female teachers in "Solving administration-teacher conflict." Even smaller percentages of male teachers and female teachers sought consultative assistance in "Solving principal-teacher evaluation conflict."

Responses Classified by Years of Post-Secondary Education

When examining teacher concerns in each task area on the basis of years of post-secondary education (Table 6), teachers having four, five or six years of post-secondary education experienced concerns in all task areas; teachers having less than four years of post-secondary education had concerns in 33 of the 38 task areas.

Development of Annual Curriculum and Program. The majority of teachers, regardless of the number of years of post-secondary education,

TABLE 6

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE ASSISTANCE
IN EACH TASK AREA, BY YEARS OF POST SECONDARY EDUCATION

NO.	TASK AREA DESCRIPTION	YEARS OF POST-SECONDARY EDUCATION			
		1-3 (n=7) %	4 (n=127) %	5 (n=48) %	6 (n=27) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	71	78	71	63
2.	Selecting long-use instructional materials	86	72	60	56
3.	Developing long-use instructional materials	86	60	54	63
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	57	61	56	63
5.	Planning lessons	14	46	40	30
6.	Planning behavioral objectives	43	37	46	30
7.	Planning evaluation procedures	71	56	52	48
8.	Planning student grouping with class	43	24	27	15
9.	Planning large group activities	14	47	33	26
10.	Planning small group activities	29	28	29	26
11.	Planning sequence of questions	14	20	13	15
12.	Planning individualized instruction	29	40	27	26
AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials	57	65	63	56
14.	Operating audio-visual equipment	29	40	37	40
15.	Using kits, charts, games, simulations	29	42	33	33
16.	Developing audio-visual materials	--	15	17	19
17.	Making audio-visual materials	--	17	19	22
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	43	42	42	33
19.	Utilizing inquiry methods	29	26	23	26
20.	Utilizing questioning techniques	14	20	17	19
21.	Utilizing sequential questioning	-	16	8	15
22.	Utilizing student grouping	14	24	19	22
23.	Utilizing large group class activities	14	27	15	19
24.	Utilizing small group activities	14	20	10	26
25.	Utilizing individualized instruction	43	28	36	26
STUDENT NEEDS					
26.	Diagnosing individual differences	71	63	46	56
27.	Motivating students	43	56	46	48
28.	Selecting performance goals and objectives	43	44	33	33
29.	Diagnosing learning difficulties	57	64	58	67
30.	Creating useful remedial materials	43	32	35	41
31.	Obtaining student background information	57	80	75	60
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	43	38	23	33
33.	Maintaining classroom control	57	35	29	41
34.	Solving teacher-pupil problems	71	54	46	37
35.	Developing team-teaching rapport	--	24	23	33
36.	Solving teacher-teacher conflict	14	23	19	26
37.	Solving administration-teacher conflict	--	18	15	15
38.	Solving principal-teacher evaluation conflict	29	11	8	11
Number of total responses indicating no concerns		--	2**	3	1

*Of those 7 teachers with 1-3 years of post-secondary education, 71 percent sought consultative assistance in Task Area 1, "Developing course outlines for the year."

**Two teachers having four years of post-secondary education indicated that task area concerns were not experienced.

stated that they sought consultative assistance for task areas in this category.

For teachers with one to three years of post-secondary education, 71 percent stated "Developing course outlines for the year" was a concern. Also, 86 percent sought consultative assistance in "Selecting long-use instructional materials" and "Developing long-use instructional materials." The same task areas were of concern to the majority of teachers having four, five or six years of post-secondary education, though not to the same extent. The general tendency was for the percentage distributions to decrease as years of post-secondary education increased. An example of this may be seen in Table 6. In "Selecting long-use instructional materials," 72 percent of teachers with four years of post-secondary education sought consultative assistance as compared to 56 percent of teachers with six years of post-secondary education, a finding of major significance. Also of major significance was the finding that, whereas 86 percent of teachers with one to three years of post-secondary education sought consultative assistance in "Developing long-use instructional materials," fewer than 65 percent of teachers with four, five or six years of post-secondary education sought consultative assistance for the same task area.

Planning for Daily Instruction. Of the task areas in this category only two, "Selecting instructional materials for lessons" and "Planning evaluation procedures," were of concern to the majority of teachers in any post-secondary education group. For the other task areas, fewer than 50 percent of teachers in any group sought consultative assistance. However, in three task areas the findings were of major

significance. The first, "Planning lessons" was of concern to only 14
percent of teachers with one to three years of post-secondary education,
whereas more than 30 percent of teachers with four, five or six years
of post-secondary education reported seeking consultative assistance in
the same task area. Secondly, "Planning evaluation procedures" was of
concern to 71 percent of teachers with one to three years of post-
secondary education; in contrast, fewer than 57 percent of teachers in
the other groups sought assistance for the same task area. Thirdly, 43
percent of teachers with one to three years of post-secondary
education sought consultative assistance in "Planning student grouping
with class," but less than 28 percent of other teachers indicated
similar concerns.

Audio-Visual Technology. Only in one of the task areas, namely
"Selecting audio-visual materials," did the majority of teachers seek
consultative assistance. For the other task areas, less than 50 percent
of teachers in each group sought consultative assistance for their
concerns. Of major significance was the finding that teachers with one
to three years of post-secondary education reported they did not seek
assistance in "Developing audio-visual materials" and "Making audio-
visual materials," whereas between 15 and 22 percent of teachers with
four, five or six years of post-secondary education did seek assistance
in these same task areas.

Instructional Process. In all but one of the task areas, less
than 44 percent of teachers in each category sought consultative
assistance for experienced concerns. Data in the task area "Utilizing
individualized instruction" were of major significance as 56 percent of

teachers with five years of post-secondary education reported seeking consultative assistance compared with 28 percent or less for teachers with four or six years of post-secondary education. Also, teachers with one to three years of teacher education did not seek consultative assistance in "Utilizing sequential questioning," whereas some teachers with four, five or six years of post-secondary education did.

Student Needs. "Diagnosing individual differences" was of concern to the majority of teachers, with the exception of those having five years of post-secondary education as only 46 percent of them sought consultative assistance for this task area. Similarly, in "Motivating students" 56 percent of teachers with four years of post-secondary education sought consultative assistance for their concerns compared to less than 49 percent of teachers in other groups. Fewer than 45 percent of teachers in all groups sought assistance in "Selecting performance goals and objectives" and "Creating useful remedial materials." "Diagnosing learning difficulties" and "Obtaining student background information" were task areas in which more than 56 percent of all teachers sought consultative assistance.

Interpersonal Relationships. In general, task areas in this category were not of concern to the majority of teachers. However, whereas less than 44 percent of teachers in each group sought consultative assistance in "Establishing classroom control," in "Maintaining classroom control" data were of major significance as 57 percent of teachers with one to three years of post-secondary education sought consultative assistance as compared to less than 42 percent of teachers in other groups. Data in the task area "Solving teacher-pupil problems" were only

of major significance because over 70 percent of teachers with one to three years of post-secondary education sought assistance as compared to fewer than 55 percent of teachers in the other categories.

Other task areas in which the data were of major significance included "Developing team-teaching rapport" and "Solving administration-teacher conflict." In these two task areas teachers with one to three years of post-secondary education reported no task area concerns were experienced, whereas teachers in other categories did. Data in "Solving principal-teacher evaluation conflict" were also of major significance, as 29 percent of teachers with one to three years of post-secondary education reported seeking consultative assistance for their concerns, though only a maximum of 11 percent of teachers in other groups sought consultative assistance for the same task area.

Responses Classified by Total Years of Teaching Experience

The responses of teachers classified by total years of teaching experience are presented in Table 7. Overall, the seeking of assistance for concerns experienced in each task area generally decreased as teaching experience was gained.

Development of Annual Curriculum and Program. All of the task areas in this category were of concern to the majority of teachers from all groups. In "Developing course outlines for the year," 96 percent of teachers with two total years of teaching experience, and 83 percent of teachers with three to seven total years of teaching experience sought consultative assistance. Of major significance was the finding that 78 percent of teachers with two total years of teaching experience sought consultative assistance in "Developing long-use instructional materials."

TABLE 7

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE ASSISTANCE
IN EACH TASK AREA, BY TOTAL YEARS OF TEACHING EXPERIENCE

NO.	TASK AREA DESCRIPTION	TOTAL YEARS OF TEACHING EXPERIENCE				
		1 (n=10) %	2 (n=23) %	3-7 (n=75) %	8-12 (n=62) %	13+ (n=46) %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year . . .	70	96	83	69	57
2.	Selecting long-use instructional materials. .	70	78	76	63	54
3.	Developing long-use instructional materials .	60	78	63	55	52
	PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	70	70	56	65	54
5.	Planning lessons.	60	52	43	36	33
6.	Planning behavioral objectives.	30	30	37	44	35
7.	Planning evaluation procedures.	60	57	55	53	50
8.	Planning student grouping with class.	20	35	17	27	28
9.	Planning large group activities	70	44	45	36	30
10.	Planning small group activities	30	17	31	29	30
11.	Planning sequence of questions.	10	17	19	16	17
12.	Planning individualized instruction	20	39	41	27	37
	AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials.	80	70	64	57	59
14.	Operating audio-visual equipment.	40	44	39	37	33
15.	Using kits, charts, games, simulations. . . .	30	44	48	32	28
16.	Developing audio-visual materials	20	13	13	15	17
17.	Making audio-visual materials	10	13	20	18	16
	INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	10	39	48	42	37
19.	Utilizing inquiry methods	10	17	29	21	30
20.	Utilizing questioning techniques.	10	13	21	21	15
21.	Utilizing sequential questioning.	--	13	11	21	11
22.	Utilizing student grouping.	--	26	15	23	28
23.	Utilizing large group class activities. . . .	30	26	27	19	15
24.	Utilizing small group activities.	20	22	16	16	22
25.	Utilizing individualized instruction.	--	30	27	27	30
	STUDENT NEEDS					
26.	Diagnosing individual differences	60	61	71	47	61
27.	Motivating students	40	65	55	55	37
28.	Selecting performance goals and objectives. .	30	44	60	44	37
29.	Diagnosing learning difficulties.	40	70	76	63	54
30.	Creating useful remedial materials.	--	57	37	42	28
31.	Obtaining student background information. . .	80	83	83	68	70
	INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control.	70	26	33	39	22
33.	Maintaining classroom control	70	35	32	40	28
34.	Solving teacher-pupil problems.	60	65	55	47	39
35.	Developing team-teaching rapport.	--	30	24	26	22
36.	Solving teacher-teacher conflict.	10	13	27	26	17
37.	Solving administration-teacher conflict . . .	--	22	16	16	15
38.	Solving principal-teacher evaluation conflict	--	17	7	11	15
	Number of total responses indicating no concerns	1**	--	1	2	2

*Of those 10 teachers with one year of total teaching experience, 70 percent sought consultative assistance in Task Area 1, "Developing course outlines for the year."

**Of those 10 teachers with one year of total teaching experience, one indicated that task area concerns were not experienced.

In comparison, less than 64 percent of teachers in other groups sought consultative assistance for the same task area.

Planning for·Daily Instruction. Two task areas, "Selecting instructional materials for lessons" and "Planning evaluation procedures," were those in which the majority of teachers from all groups sought consultative assistance. Over 50 percent of teachers with one and two total years of teaching experience sought consultative assistance in "Planning lessons." Teachers with more total years of teaching experience, who sought consultative assistance for this task areas, were fewer in number. The number (70 percent) of teachers with one total year of teaching experience who sought consultative assistance in "Planning large group activities" was of major significance when compared to teachers having more total years of teaching experience. Less than 46 percent of teachers with more than one total year of teaching experience sought assistance in the same task area. Fewer than 50 percent of teachers in any of the groups sought consultative assistance for the remaining task areas.

Audio-Visual Technology. "Selecting audio-visual materials" was the one task area from this category which was of concern to the majority of teachers. In this task area, 80 and 70 percent of teachers with one and two total years of teaching experience respectively sought consultative assistance for their concerns. Lesser percentages were reported for teachers with more total years of teaching experience. Fewer than 50 percent of teachers in all groups found the remaining task areas to be of concern.

Instructional Process. Task areas in this category proved not to be of concern to the majority of teachers. For three of the task areas consultative assistance was not sought by teachers with one total year of teaching experience. In two of these task areas data were of major significance, "Utilizing student gr██████ "Utilizing individualized instruction," as a 15 perce███████████████sted between teachers with one total year of teaching experience and teachers with more than one total year of teaching experience.

Also of major significance was the finding that only 10 percent of teachers with one total year of teaching experience sought consultative assistance in "Teaching concepts, constructs, generalizations," whereas consultative assistance was sought by over 32 percent of the teachers in other groups. Consultative assistance for the remaining task areas was sought by less than 31 percent of teachers.

Student Needs. "Diagnosing individual differences" was, with the exception of teachers with between eight and twelve total years of teaching experience (47 percent), of concern to the majority of respondents. Teachers with one total year of teaching experience (40 percent) and teachers with more than 13 total years of teaching experience (37 percent) sought consultative assistance less than did other teachers when experiencing concerns in "Motivating students."

Two task areas in which data were of major significance included "Diagnosing learning difficulties" and "Creating useful remedial materials." In each case, teachers with one total year of teaching experience reported much lower incidences of seeking consultative assistance than did teachers in other groups. In the latter task area, " "Creating useful remedial materials," consultative assistance was not

sought by teachers with one total year of teaching experience.

"Obtaining student background information" was of concern to over 67 percent of teachers in all groups. In the majority of cases, teachers did not seek consultative assistance in "Selecting performance goals and objectives."

Interpersonal Relationships. "Establishing classroom control" and "Maintaining classroom control" were perceived by 70 percent of teachers with one total year of teaching experience to be task areas of concern, and of major significance was the finding that less th percent of teachers with more than one total year of teaching experience sought assistance for the same task areas.

The majority of teachers with less than eight total years of teaching experience reported seeking assistance in "Solving teacher-pupil problems," though the majority of teachers with eight or more years of teaching experience did not view the task area as a concern.

Other task areas in this category were not perceived by the majority of teachers as being reason for seeking consultative assistance.

Responses Classified by Years of Employment in Present School

The distribution of teacher responses classified by years of employment in the present school is shown in Table 8. Generally, the seeking of consultative assistance by teachers decreased during the second year of teaching in the present school, but later increased for teachers with between three and seven years of teaching employment in the present school.

TABLE 8

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE ASSISTANCE
IN EACH TASK AREA, BY YEARS OF EMPLOYMENT IN THEIR PRESENT SCHOOL

NO.	TASK AREA DESCRIPTION	YEARS OF EMPLOYMENT IN PRESENT SCHOOL			
		1 (n=63) %	2 (n=38) %	3-7 (n=92) %	8+ (n=36) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	84	76	76	56
2.	Selecting long-use instructional materials	79	53	72	61
3.	Developing long-use instructional materials	74	53	57	58
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	74	58	55	53
5.	Planning lessons	61	45	38	22
6.	Planning behavioral objectives	44	32	41	31
7.	Planning evaluation procedures	58	45	57	56
8.	Planning student grouping with class	28	24	25	19
9.	Planning large group activities	40	47	46	19
10.	Planning small group activities	33	26	28	25
11.	Planning sequence of questions	19	13	15	25
12.	Planning individualized instruction	35	29	45	17
AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials	72	63	60	58
14.	Operating audio-visual equipment	45	32	37	39
15.	Using kits, charts, games, simulations	43	37	45	22
16.	Developing audio-visual materials	19	8	13	11
17.	Making audio-visual materials	16	21	17	14
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	44	34	42	39
19.	Utilizing inquiry methods	23	21	27	28
20.	Utilizing questioning techniques	19	16	19	22
21.	Utilizing sequential questioning	12	16	12	17
22.	Utilizing student grouping	21	21	21	17
23.	Utilizing large group class activities	21	32	25	8
24.	Utilizing small group activities	16	21	21	11
25.	Utilizing individualized instruction	23	24	33	19
STUDENT NEEDS					
26.	Diagnosing individual differences	67	53	64	53
27.	Motivating students	56	47	57	42
28.	Selecting performance goals and objectives	37	47	40	36
29.	Diagnosing learning difficulties	67	58	72	56
30.	Creating useful remedial materials	30	40	38	39
31.	Obtaining student background information	81	76	75	69
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	56	21	33	31
33.	Maintaining classroom control	49	24	33	39
34.	Solving teacher-pupil problems	67	53	47	39
35.	Developing team-teaching rapport	19	24	28	22
36.	Solving teacher-teacher conflict	12	21	33	8
37.	Solving administration-teacher conflict	9	18	22	11
38.	Solving principal-teacher evaluation conflict	7	8	15	8
Number of total responses indicating no concerns		1	2	3	--

*Of those all teachers with one year of employment in their present school, 84 percent sought consultative assistance in Task Area 1 (Developing course outlines for the year).

**The teacher having one year of employment in his present school indicated task area concerns were not experienced.

Development of Annual Curriculum and Program. Eighty-four percent of teachers employed for one year in their present school sought consultative assistance in "Developing course outlines for the year." The majority of teachers in the other groups also found this task area to be of concern. Of major significance was the finding that in "Selecting long-use instructional materials," 79 percent of teachers employed for one year in their present school sought consultative assistance, whereas only 53 percent of teachers employed for two years in their present school sought consultative assistance for the same task area. Data for "Developing long-use instructional materials" were also of major significance as 74 percent of teachers employed in their present school sought consultative assistance for their concerns, compared to less than 59 percent of teachers from other groups.

Planning for Daily Instruction. In two task areas in this category data were of major significance. These task areas, "Selecting instructional materials for lessons" and "Planning lessons," were both areas in which a greater percentage of teachers employed for one year in their present school (74 percent and 61 percent respectively) sought consultative assistance for their concerns than did teachers in other groups.

"Planning evaluation procedures" was of concern to the majority of teachers other than those with two years of employment in their present school. Less than 50 percent of teachers in all groups sought consultative assistance for the remaining task areas.

Audio-Visual Technology. Only one task area, "Selecting audio-visual materials" was of concern to the majority of teachers in each group. Teachers employed in their present school for one year experienced the highest rate of concern (72 percent) in this task area. Of the remaining task areas, none were of concern to more than 45 percent of the teachers.

Instructional Process. Of the task areas in this category, none were of sufficient concern that the majority of teachers sought consultative assistance. The task area in which the highest percentages of teachers sought consultative assistance, "Teaching concepts, constructs, generalizations," was of concern to approximately 40 percent of teachers from each group. Few teachers from each group sought consultative assistance in the task areas "Utilizing questioning techniques," "Utilizing sequential questioning" and "Utilizing small group activities."

Student Needs. Three task areas, "Diagnosing individual differences," "Motivating students" and "Diagnosing learning difficulties," were of greater concern to teachers with one year of employment in their present school and teachers with three to seven years of employment in their present school than they were to other teachers. In each case, the percentages of teachers seeking consultative assistance decreased for those teachers with two years and eight or more years of employment in their present school.

"Selecting performance goals and objectives" and "Creating useful remedial materials" were of concern to less than 48 percent of teachers, but "Obtaining student backgorund information" was of concern to 69 percent or more of teachers in all groups.

Interpersonal Relationships. Generally, task areas in this category were not of concern to the majority of teachers from each group, though the data in two task areas, "Establishing classroom control" and "Solving teacher-pupil problems," were of major significance. In each of these task areas, the percentages of teachers seeking consultative assistance for task area concerns were much larger for teachers employed in their present school for one year than for those employed for two or more years.

"Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict" were areas in which fewer than 22 percent of teachers in all groups sought consultative assistance.

Responses Classified by Grade Level(s) Most Commonly Taught

When examined by grade level(s) most commonly taught (Table 9), in the majority of cases a greater percentage of teachers teaching Grade 7 sought consultative assistance for their concerns than did teachers of other grades.

Development of Annual Curriculum and Program. The majority of teachers sought consultative assistance for task areas in this category, though a greater percentage of Grade 7 teachers sought consultative assistance than did teachers of other grade levels. In "Developing course outlines for the year," 80 percent of teachers of Grade 7 students sought consultative assistance for their concerns, whereas the percentages of teachers of other grade levels who sought consultative assistance ranged from 70 to 75 percent. Similar findings for teachers from each group were revealed in "Selecting long-use instructional materials."

TABLE 9

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE ASSISTANCE
IN EACH TASK AREA BY GRADE LEVEL(S) MOST FREQUENTLY TAUGHT

No.	TASK AREA DESCRIPTION	7 (n=50) %	8 (n=68) %	9 (n=48) %	7/8 (n=16) %	8/9 (n=27) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM						
1.	Developing course outlines for the year	80	75	71	75	70
2.	Selecting long use instructional materials	78	60	65	75	66
3.	Developing long use instructional materials	76	58	58	50	59
PLANNING FOR DAILY INSTRUCTION						
4.	Selecting instructional materials for lessons	76	69	50	50	69
5.	Planning lessons.	50	44	33	44	30
6.	Planning behavioral objectives	44	35	31	38	43
7.	Planning evaluation procedures.	58	42	60	38	44
8.	Planning student grouping with class.	22	19	29	19	30
9.	Planning large group activities	38	36	42	44	30
10.	Planning small group activities		13	11	11	28
11.	Planning sequence of questions	19	19	15	25	17
12.	Planning individualized instruction	28	29	31	44	28
AUDIO-VISUAL TECHNOLOGY						
13.	Selecting audio-visual materials		62	60	50	53
14.	Operating audio-visual equipment				25	60
15.	Using kits, charts, games, simulations		38	15	17	34
16.	Developing audio-visual materials	14	19	11	6	19
17.	Making audio-visual materials	14	19	17	-	26
INSTRUCTIONAL PROCESS						
18.	Teaching concepts, constructs, generalizations		46		38	45
19.	Utilizing inquiry methods		23		25	32
20.	Utilizing questioning techniques		17	15	6	26
21.	Utilizing sequential questioning	16	13	8	--	21
22.	Utilizing student grouping	20	21	19	6	26
23.	Utilizing large group class activities	28	25	19	12	21
24.	Utilizing small group activities	22	19	13		26
25.	Utilizing individualized instruction	16	20	21	25	21
STUDENT NEEDS						
26.	Diagnosing individual differences	58	56	64	63	68
27.	Motivating students	56	50	60	44	62
28.	Selecting performance goals and objectives	42	31		25	49
29.	Diagnosing learning difficulties	56	67	75	69	64
30.	Creating useful remedial materials		38	35	44	38
31.	Obtaining student background information		21	19	81	
INTERPERSONAL RELATIONSHIPS						
32.	Establishing classroom control	42	33	29	25	34
33.	Maintaining classroom control	44	27	31	38	38
34.	Solving teacher-pupil problems	58	48	52	56	43
35.	Developing team-teaching rapport. . . .	26	21	25	6	32
36.	Solving teacher-teacher conflict. . . .	20	27	19	13	26
37.	Solving administration-teacher conflict	28		19	--	17
38.	Solving principal-teacher evaluation conflict	12	6	13	6	15

| Number of total responses indicating no concerns | -- | 2 | -- | 1 | 3 |

Of those 50 teachers predominantly teaching grade 7 students, 80 percent sought consultative assistance in Task Area 1, developing course outlines for the year.

Of those teachers predominantly teaching grade 8 students, two indicated task area concerns were not experienced.

Data also indicated that of major significance was the percentage distribution of teachers seeking consultative assistance in "Developing long-use instructional materials." Seventy-six percent of teachers of Grade 7 students sought assistance in this task areas compared to 58 percent or less for teachers of other grade levels.

Planning for Daily Instruction. Most of the task areas in this category were not of concern to the majority of teachers, and the percentage frequency distributions were generally similar for each grade level. However, the data in "Selecting instructional materials for lessons" were of major significance. For that task area, teachers of Grade 7 and Grade 8 students (76 and 69 percent respectively) sought consultative assistance to a greater extent than did teachers of other grade levels (50 percent or less). Similarly, of major significance were the data in "Planning evaluation procedures," as 58 percent of Grade 7 teachers and 60 percent of Grade 9 teachers sought consultative assistance for experienced concerns. In contrast, only 42 percent of Grade 8 teachers sought assistance for this same task area.

Data pertaining to "Planning individualized instruction" were also of major significance, as 48 percent of Grade 7 teachers indicated they sought consultative assistance, a percentage figure much higher than the percentage frequency reported for Grade 8 teachers (29 percent) and Grade 9 teachers (31 percent).

Audio-Visual Technology. In three of the task areas, "Selecting audio-visual materials," "Operating audio-visual materials" and "Using kits, charts, games, simulations," a greater percentage of Grade 7 teachers sought consultative assistance than did teachers of other grade

levels. The latter task area "Using kits, charts, games, simulations," was of major significance in terms of data generated, as 54 percent of Grade 7 teachers sought consultative assistance, compared to a maximum of 38 percent for teachers from other groups. Remaining task areas in this category were not of concern to the majority of teachers.

Instructional Process. In comparing the percentage distributions of teachers seeking consultative assistance for these task areas, none were found to be of concern to the majority of teachers of the various grade levels. The higher percentages of teachers seeking assistance were reported in "Teaching concepts, constructs, generalizations," where 38 percent of Grade 7 teachers, 46 percent of Grade 8 teachers, and 35 percent of Grade 9 teachers sought consultative assistance. Similar percentages were obtained for teachers spending equal time with students from two grade levels. Teachers who spent an equal amount of teaching time with Grade 7 and Grade 8 students did not seek assistance in "Utilizing sequential questioning" and "Utilizing small group activities."

Student Needs. Of the five task areas in this category the majority of teachers sought consultative assistance for three of them. For teachers spending equal time with Grade 7 and Grade 8 students, 68 percent sought assistance in "Diagnosing individual differences" and for teachers of both Grade 7 and Grade 8 students, 62 percent sought assistance in "Motivating students." Lower percentages were reported for the same task areas by other grade level teachers.

Percentages of teachers seeking consultative assistance in "Diagnosing learning difficulties" increased with the higher grades. Fifty-six percent of Grade 7 teachers, 67 percent of Grade 8 teachers, and 75 percent of Grade 9 teachers reported seeking consultative

assistance in this task area, an increase of approximately 9 percent in each instance.

The numbers of teachers from each group seeking assistance in "Obtaining student background information" were higher than in other task areas. They ranged from 71 percent for teachers of Grade 8 students to 81 percent for teachers spending equal time with Grade 7 and Grade 8 students.

Interpersonal Relationships. Task areas which may be classified under the generic term "discipline" were of concern to Grade 7 teachers more than for any other group of educators. The percentages of Grade 7 teachers seeking consultative assistance in these task areas were "Establishing classroom control," 42 percent; "Maintaining classroom control," 44 percent; and "Solving teacher-pupil problems," 58 percent.

A finding of major significance was that 32 percent of teachers spending equal time with Grade 8 and Grade 9 students sought consultative assistance in "Developing team-teaching rapport," as compared to only 6 percent for teachers spending equal time with Grade 7 and Grade 8 students.

"Solving teacher-teacher conflict" was a task area in which approximately 22 percent of teachers from all groups sought consultative assistance. Lesser percentages of teachers from all groups sought consultative assistance in "Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict."

Responses Classified by Subject Area Most Commonly Taught

Overall, teachers of Industrial Arts, of whom three indicated they did not seek consultative assistance in any task area, generally sought consultative assistance less than did teachers in other disciplines. However, in the main, the higher percentages of teachers seeking consultative assistance for task area concerns were those reported for Social Studies teachers (Table 10).

Development of Annual Curriculum and Program. In "Developing course outlines for the year," 82 percent and 80 percent of Home Economics teachers and Language Arts teachers respectively sought consultative assistance, compared to 58 percent of Industrial Arts teachers. Similar findings were reported in "Developing long-use instructional materials." Of major significance was the finding that 90 percent of Social Studies teachers sought consultative assistance in "Selecting long-use instructional materials," whereas much lower percentages were generally indicated for teachers in other disciplines.

Planning for Daily Instruction. In all but one task area, "Planning sequence of questions," data were of major significance. All Home Economics teachers sought consultative assistance in "Selecting instructional materials for lessons," whereas fewer than 70 percent of other discipline teachers (33 percent for Industrial Arts) sought consultative assistance in the same area. "Planning lessons" was of concern to 25 percent of Industrial Arts teachers, though the percentage range of other teachers seeking consultative assistance was from 39 percent (Language Arts) to 64 percent (Home Economics).

TABLE 10

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS SEEKING CONSULTATIVE ASSISTANCE
IN EACH TASK AREA BY SUBJECT AREA MOST COMMONLY TAUGHT

NO.	TASK AREA DESCRIPTION	SUBJECT AREA						
		L.A. (n=44) %	SCI (n=32) %	MA (n=36) %	S.S. (n=19) %	P.E. (n=18) %	I.A. (n=12) %	H.EC. (n=11) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM								
1.	Developing course outlines for the year . . .	80*	78	64	79	78	58	82
2.	Selecting long-use instructional materials. .	77	72	56	90	61	58	73
3.	Developing long-use instructional materials .	71	63	53	74	44	50	73
PLANNING FOR DAILY INSTRUCTION								
4.	Selecting instructional materials for lessons	61	69	53	68	67	33	100
5.	Planning lessons.	39	47	42	37	44	25	64
6.	Planning behavioral objectives.	41	44	19	42	50	42	55
7.	Planning evaluation procedures.	61	53	56	63	72	25	64
8.	Planning student grouping with class.	32	19	36	16	22	25	9
9.	Planning large group activities	43	50	22	58	61	33	18
10.	Planning small group activities	39	22	33	32	33	25	18
11.	Planning sequence of questions.	18	19	17	26	22	--	9
12.	Planning individualized instruction	50	31	47	37	28	25	9
AUDIO-VISUAL TECHNOLOGY								
13.	Selecting audio-visual materials.	59	69.	61	84	56	17	91
14.	Operating audio-visual equipment.	34	44	19	58	39	42	64
15.	Using kits, charts, games, simulations. . .	39	47	31	58	22	25	27
16.	Developing audio-visual materials	16	22	14	26	--	8	18
17.	Making audio-visual materials	14	16	14	37	--	17	27
INSTRUCTIONAL PROCESS								
18.	Teaching concepts, constructs, generalizations	43	41	42	47	33	33	55
19.	Utilizing inquiry methods	23	35	28	42	22	17	18
20.	Utilizing questioning techniques.	27	16	17	26	17	8	18
21.	Utilizing sequential questioning.	16	13	14	32	6	17	--
22.	Utilizing student grouping.	25	19	25	32	17	8	9
23.	Utilizing large group class activities. . . .	32	28	14	42	11	8	9
24.	Utilizing small group activities.	25	19	14	26	11	17	9
25.	Utilizing individualized instruction.	39	31	25	32	17	17	--
STUDENT NEEDS								
26.	Diagnosing individual differences	71	59	64	68	50	58	73
27.	Motivating students	52	47	50	63	50	58	55
28.	Selecting performance goals and objectives. .	50	29	39	42	50	42	18
29.	Diagnosing learning difficulties.	73	69	69	79	61	42	52
30.	Creating useful remedial materials.	55	25	44	47	22	17	46
31.	Obtaining student background information. . .	75	78	86	95	66	58	64
INTERPERSONAL RELATIONSHIPS								
32.	Establishing classroom control.	39	31	36	21	39	42	46
33.	Maintaining classroom control	39	44	33	16	44	25	55
34.	Solving teacher-pupil problems.	59	50	44	47	50	33	55
35.	Developing team-teaching rapport.	21	22	19	37	44	25	27
36.	Solving teacher-teacher conflict.	23	25	14	16	56	25	9
37.	Solving administration-teacher conflict . . .	25	3	14	21	22	17	9
38.	Solving principal-teacher evaluation conflict	25	6	3	11	11	17	--
Number of total responses indicating no concerns		1**	1	--	--	--	3	--

*Of those 44 teachers teaching Language Arts, 80 percent sought consultative assistance in Task Area 1, "Developing course outlines for the year."

**One teacher teaching Language Arts indicated task concerns were not experienced.

Nineteen percent of Mathematics teachers stated they sought consultative assistance in "Planning behavioral objects," a low figure when compared to 41 percent (Language Arts) or more for other disciplines. In "Planning evaluation procedures" 72 percent of Physical Education teachers sought consultative assistance for their task area concerns compared to 25 percent of Industrial Arts teachers. Only 9 percent of Home Economics teachers sought consultative assistance in "Planning student grouping with class," a finding of major significance when compared to the percentages for teachers of "core subjects." In other task areas involving the grouping of students, Home Economics teachers also sought less assistance than did teachers from other disciplines.

Few, if any, teachers sought consultative assistance in "Planning sequence of questions." "Planning individualized instruction," was a task area in which 50 percent of Language Arts teachers and 47 percent of Mathematics teachers sought consultative assistance, compared to only 9 percent of Home Economics teachers.

Audio-Visual Technology. In each of the task areas in this category the data were of major significance. In "Selecting audio-visual materials" 91 percent of Home Economics teachers and 84 percent of Social Studies teachers sought consultative assistance, though 17 percent of Industrial Arts teachers sought help in the same area. Similarly, when compared to the 19 percent of Science teachers, the percentages of teachers from Home Economics (64 percent) and Social Studies (58 percent) who sought consultative assistance in "Operating audio-visual equipment" were high.

"Developing audio-visual materials" and "Making audio-visual materials" were task areas in which approximately 16 percent of teachers sought consultative assistance. The exception was that of Physical Education teachers, they did not seek assistance in these task areas.

Instructional Process. In all but one instance, the majority of teachers did not seek consultative assistance for task areas in this category. The exception was that 55 percent of Home Economics teachers sought assistance in "Teaching concepts, constructs, generalizations."

Industrial Arts teachers did not seek consultative assistance in "Utilizing sequential questioning," however, 32 percent of Social Studies teachers did. Also, only 8 percent of Industrial Arts teachers and 9 percent of Home Economics teachers sought assistance in "Utilizing student grouping" and "Utilizing large group class activities." Percentage highs of 32 percent and 42 percent were reported for Social Studies teachers in these two task areas.

Of major significance was the finding that no Home Economics teachers sought consultative assistance in "Utilizing individualized instruction" when at least 17 percent of teachers from the other disciplines did.

Student Needs. "Diagnosing individual differences" was, to the majority of teachers in all disciplines, an area in which consultative assistance was sought. Seventy-three percent of Home Economics teachers and 71 percent of Language Arts teachers sought assistance in this task area. With the exception of Science teachers (47 percent), more than 50 percent of teachers from all groups sought assistance in "Motivating students."

For each of the four remaining task areas in this category, data were of major significance. Only 18 percent of Home Economics teachers reported seeking consultative assistance in "Selecting performance goals and objectives," compared to 50 percent for Language Arts teachers and Physical Education teachers. Likewise, where 82 percent of Home Economics teachers required assistance in "Diagnosing learning difficulties," only 42 percent of Industrial Arts teachers sought assistance for the same task area.

Data in "Creating useful remedial materials" were of major significance as over 45 percent of teachers of Language Arts, Social Studies and Home Economics sought assistance for that task area, compared to less than 26 percent of teachers for Science, Physical Education and Industrial Arts.

Also of major significance were the data pertaining to "Obtaining student background information," as it was a task area in which 95 percent of Social Studies teachers sought consultative assistance. Much lower percentages of teachers from Physical Education, Industrial Arts and Home Economics sought help in the same task area.

Interpersonal Relationships. "Establishing classroom control" and "Maintaining classroom control" were task areas in which the higher percentages of persons seeking consultative assistance were Home Economics teachers (44 and 55 percent respectively). The lowest percentages for these same task areas (21 percent and 16 percent respectively) were those of Social Studies teachers. Other than Industrial Arts teachers (33 percent), more than 43 percent of teachers from the remaining disciplines sought consultative assistance in "Solving teacher-pupil conflict."

Teachers of Physical Education required the most assistance in

"Developing team-teaching rapport" (44 percent) and "Solving teacher-teacher conflict" (56 percent). Percentages of teachers seeking consultative assistance in these task areas were smaller for the other disciplines. Though 25 percent of Language Arts teachers sought consultative assistance in "Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict," few of the remaining teachers viewed this as a consultative need.

SUMMARY

In this chapter the teachers' responses to the first two sub-problems of Problem 1 were presented. These asked teachers to indicate those task areas in which they sought consultative assistance.

The task area of concern to the highest percentage of teachers was that of "Obtaining student background information" (76 percent). Seventy-four percent of teachers stated they sought consultative assistance in "Developing course outlines for the year," whereas 68 percent reported seeking assistance in "Selecting long-use instructional materials." To 66 percent of teachers, "Diagnosing of learning difficulties" was a task area of concern. Few teachers sought consultative assistance in "Solving administration-teacher conflict" (16 percent) or "Solving principal-teacher evaluation conflict" (11 percent).

When examined by sex, in most cases, greater percentages of female teachers sought consultative assistance for their concerns than did male teachers. The percentages of female teachers seeking consultative assistance in "Developing course outlines for the year," "Selecting instructional materials for lessons" and "Selecting audio-visual materials," when compared to those for male teachers, were of major

significance. Though the percentage differential was not of major

significance, it should be noted that in "Solving teacher-teacher

conflict" more male teachers sought consultative assistance than did

female teachers.

Fewer percentages of teachers having between one and three years

of post-secondary education experienced task area concerns than did

other teachers. In the Development of Annual Curriculum and Program

category of task areas, concerns decreased with increased teaching

experience, though in the Planning for Daily Instruction task areas, it

was found that generally higher percentages of teachers with four years

of post-secondary education sought assistance for their concerns.

Overall, it appeared that teachers having five years of post-secondary

education reported fewer instances of their seeking consultative

assistance for task area concerns.

In general, teachers with one total year of teaching experience

reported fewer concerns than did teachers with two total years of

teaching experience. Teachers most frequently seeking assistance in

Development of Annual Curriculum and Program task areas were those with

two total years of teaching experience, whereas in the main, Planning

for Daily Instruction task areas were of concern to first year

teachers. "Diagnosing individual differences" and "Diagnosing learning

difficulties" were of concern generally to teachers having between three

and seven total years of teaching experience. Task areas related to

discipline were of concern to teachers in their first year of teaching.

In contrast, when considering years of employment in their present school,

teachers who had been teaching for between three and seven years reported

higher incidences of seeking consultative assistance in "Solving teacher-

teacher conflict," "Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict."

Grade 7 teachers generally sought consultative assistance more frequently than did other grade level teachers. Task areas associated with Student Needs were in the majority of cases of concern to teachers who spent equal time with two grade levels. Discipline problems were of most concern to Grade 7 teachers. Compared to teachers of other subjects, Industrial Arts teachers reported fewer instances of their seeking consultative assistance for their experienced concerns. Overall, higher percentages of seeking consultative assistance were indicated by teachers of Social Studies. Of special interest was that, though Industrial Arts and Home Economics programs are in many ways similar in organization and teaching technique, the percentages of Home Economics teachers reporting concerns were far higher than those of Industrial Arts teachers in "Maintaining classroom control" and "Solving teacher-pupil problems." When compared to other subject areas, percentage frequency distributions for Physical Education teachers in "Developing team-teaching rapport" and "Solving teacher-teacher conflict" were high.

Chapter 6

TASK AREAS OF RECURRING CONCERN TO TEACHERS

In this chapter, the analyses of the data for the two remaining sub-problems of Problem 1 are discussed. These sub-problems dealt with the recurring concerns of teachers.

Throughout this chapter, there are instances where, in the comparison of data for various groups of teachers, mention of "a finding of major significance" is not made even though these data would indicate this to be the case. The reason for omitting this statement is because of the low numbers of respondents in some groups.

RECURRING CONCERNS OF TEACHERS

Statement of Sub-problem 1.3. "Of the task areas in which teachers seek consultative assistance, what percentage of teacher concerns are recurring?"

The responses of teachers to Part 1 of the teacher questionnaire, as represented by frequency and percentage frequency distributions, are given in Table 11. All the concerns experienced by teachers in each task areas were, to the majority of teachers, recurring concerns.

Development of Annual Curriculum and Program. Of the 155 teachers who sought consultative assistance in "Developing course outlines for the year," 77 percent indicated that the concerns were recurring. Teachers experiencing recurring concerns in "Selecting long-use instructional materials" and "Developing long-use instructional

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TABLE 12

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCING
RECURRING CONCERNS IN EACH TASK AREA

NO.*	TASK AREA DESCRIPTION	TOTAL CONCERNS (n = 209)		RECURRING CONCERNS	
		f	%	f	%
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	155*	74*	120*	77*
2.	Selecting long use instructional materials	142	68	100	70
3.	Developing long use instructional materials	125	60	84	67
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	126	60	106	84
5.	Planning lessons	86	41	64	74
6.	Planning behavioral objectives	80	38	65	81
7.	Planning evaluation procedures	114	55	83	73
8.	Planning student grouping with class	51	24	37	73
9.	Planning large group activities	84	40	63	75
10.	Planning small group activities	59	28	44	75
11.	Planning sequence of questions	36	17	27	75
12.	Planning individualized instruction	73	35	50	69
AUDIO VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials	131	63	96	73
14.	Operating audio visual equipment	79	38	48	61
15.	Using kits, charts, games, simulations	80	38	49	61
16.	Developing audio-visual materials	32	15	23	72
17.	Making audio visual materials	36	17	24	67
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	85	41	65	77
19.	Utilizing inquiry methods	53	25	38	72
20.	Utilizing questioning techniques	39	19	26	67
21.	Utilizing sequential questioning	28	13	18	64
22.	Utilizing student grouping	42	20	30	71
23.	Utilizing large group class activities	47	23	32	68
24.	Utilizing small group activities	38	18	30	79
25.	Utilizing individualized instruction	56	27	39	70
STUDENT NEEDS					
26.	Diagnosing individual differences	127	61	107	84
27.	Motivating students	109	52	93	85
28.	Selecting performance goals and objectives	84	40	67	80
29.	Diagnosing learning difficulties	137	66	110	80
30.	Creating useful remedial materials	77	37	52	68
31.	Obtaining student background information	156	75	138	87
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	71	34	54	76
33.	Maintaining classroom control	74	35	56	76
34.	Solving teacher-pupil problems	106	51	76	72
35.	Developing team-teaching rapport	51	24	33	65
36.	Solving teacher-teacher conflict	46	22	37	80
37.	Solving administration-teacher conflict	34	16	24	71
38.	Solving principal-teacher evaluation conflict	23	11	17	74
Number of total responses indicating no concern		6	3		

*Of or 155 or 74 percent of the teachers who sought consultative assistance in Task Area 1, "Developing course outlines for the year," 120 or 77 percent experienced recurring concerns for that task area.

materials" numbered 70 percent and 67 percent respectively.

Planning for Daily Instruction. In each of the task areas in this category, recurring concerns were experienced by teachers who had previously sought consultative assistance. "Selecting instructional materials for lessons" and "Planning behavioral objectives" were both task areas in which over 80 percent of teachers sought consultative assistance again. Lesser percentages of teachers experienced recurring concerns in the remaining task areas.

Audio-Visual Technology. Seventy-three percent of teachers who had sought consultative assistance in "Selecting audio-visual materials" reported that concerns were recurring. Similarly, 72 percent experienced recurring concerns in "Developing audio-visual materials." Other task areas of recurring concern were "Operating audio-visual equipment" (61 percent), "Using kits, charts, games, simulations" (61 percent) and "Making audio-visual materials" (67 percent).

Instructional Process. For those teachers who sought consultative assistance in these task areas recurring concerns were the norm in all task areas. Seventy-nine percent of teachers who obtained assistance in "Utilizing small group activities" sought assistance for the same task area on a second occasion. Recurring concerns were also reported in "Teaching concepts, constructs, generalizations" (77 percent), "Utilizing inquiry methods" (77 percent), "Utilizing student grouping" (71 percent) and "Utilizing individualized instruction" (70 percent). Recurring concerns in the remaining task areas ranged from 64 to 68 percent.

Student Needs. In five of the six task areas in this category, at least 80 percent of the respondents experienced recurring concerns. The task area in which the highest percentage of teachers reported concerns recurred was "Obtaining student background information" (87 percent). Sixty-eight percent of teachers indicated concerns in "Creating useful remedial materials" recurred.

Interpersonal Relationships. Recurring concerns were indicated for all task areas in this category. Eighty percent of teachers who sought consultative assistance in "Solving teacher-teacher conflict" stated that their concerns were of a recurring nature. Concerns that were recurring were also indicated in "Establishing classroom control" (76 percent), "Maintaining classroom control" (76 percent), "Solving teacher-pupil problems" (72 percent), "Solving administration-teacher conflict" (71 percent) and "Solving principal-teacher evaluation conflict" (74 percent). "Developing team-teaching rapport" was viewed as a recurring concern by 65 percent of teachers seeking consultative assistance.

DISTRIBUTION OF RECURRING CONCERNS BY PERSONAL VARIABLES

Statement of Sub-problem 1.4. To what extent is the recurring need for consultative assistance in the specified task areas associated with the following personal variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5. grade level(s) most commonly taught; and

6. subject area most commonly taught?"

These data were obtained from the responses of teachers to
questions asked in Section A and Part 1 of the teacher questionnaire
(Appendix C).

Responses Classified by Sex

When examining the percentage frequency distribution of the
recurring concerns of teachers who sought consultative assistance in
each task area on the basis of sex (Table 12), generally, the distributions
were similar for both male teachers and female teachers. Of the 38 task
areas listed, only in five were data of major significance. Overall, the
percentages of recurring concerns were greater for male teachers than for
female teachers.

Development of Annual Curriculum and Program. Recurring task
area concerns were reported by the majority of teachers who sought
consultative assistance in each task area. Of those teachers who sought
assistance in "Developing course outlines for the year" concerns that
recurred were experienced by 77 percent of male teachers and 78
percent of female teachers. Percentages of recurring concerns
experienced by both male teachers and female teachers were not as high
in "Selecting long-use instructional materials" and "Developing long-
use instructional materials."

Planning for Daily Instruction. Over 80 percent of male teachers
and female teachers stated that task area concerns in "Selecting
instructional materials for lessons" were recurring concerns. Overall,
male teachers reported higher percentages than did female teachers for

TABLE 12

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF 106 MALE TEACHERS AND 150 FEMALE
TEACHERS EXPERIENCING RECURRING CONCERNS IN EACH TASK AREA, BY SEX

NO.	TASK AREA DESCRIPTION	MALES		FEMALES	
		f	%	f	%
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM				
1.	Developing course outlines for the year	70	77*	85	78
2.	Selecting long-use instructional materials.	68	71	74	70
3.	Developing long-use instructional materials	60	68	65	65
	PLANNING FOR DAILY INSTRUCTION				
4.	Selecting instructional materials for lessons	54	80	70	67
5.	Planning lessons	39	74	47	75
6.	Planning behavioral objectives	41	85	39	77
7.	Planning evaluation procedures	56	75	58	71
8.	Planning student grouping with class	42	78	19	73
9.	Planning large group activities	42	76	42	76
10.	Planning small group activities	33	68	28	62
11.	Planning sequence of questions	14	68	17	62
12.	Planning individualized instruction	36	75	37	62
	AUDIO-VISUAL TECHNIQUES				
13.	Selecting audio-visual materials	60	70	73	76
14.	Operating audio-visual equipment	40	50	34	2
15.	Using kits, charts, games, simulations	41	61	49	72
16.	Developing audio-visual materials	19	68	13	7
17.	Making audio-visual materials	17	71	19	73
	INSTRUCTIONAL PROCESS				
18.	Teaching concepts, constructs, generalizations	43	74	42	74
19.	Utilizing inquiry methods	35	77	73	65
20.	Utilizing questioning techniques	28	72	21	62
21.	Utilizing sequential questioning	18	61	19	5
22.	Utilizing student grouping	26	77	26	55
23.	Utilizing large group class activities	13	63	24	54
24.	Utilizing small group activities	22	91	15	73
25.	Utilizing individualized instruction	34	68	22	73
	STUDENT NEEDS				
26.	Diagnosing individual differences	65	86	62	82
27.	Motivating students	56	80	53	91
28.	Selecting performance goals and objectives	43	86	41	73
29.	Diagnosing learning difficulties	66	79	71	82
30.	Creating useful remedial materials	34	66	43	67
31.	Obtaining student background information	83	87	75	58
	INTERPERSONAL RELATIONSHIPS				
32.	Establishing classroom control	42	81	30	70
33.	Maintaining classroom control	43	76	33	76
34.	Solving teacher-pupil problems	52	73	54	70
35.	Developing team-teaching rapport	30	67	21	62
36.	Solving teacher-teacher conflict	31	81	13	80
37.	Solving administration-teacher conflict	19	74	15	67
38.	Solving principal-teacher evaluation conflict	12	83	11	64

*Of the 70 male teachers who sought consultative assistance in Task Area 1, "Developing course outlines for
the year," 77 percent experienced recurring concerns in that task area.

task areas in this category. Data in "Planning student grouping with class" were of major significance, as 78 percent of male teachers indicated it was a recurring concern, compared to 63 percent for female teachers. Task areas in which the percentage of recurring concerns were higher for female teachers than for male teachers included "Planning lessons," "Planning small group activities" and "Planning sequence of questions."

Audio-Visual Technology. The percentages differential between male teachers and female teachers was of major significance in "Operating audio-visual equipment." Fifty percent of male teachers stated this task area was a recurring concern, a figure much below the percentage frequency (72 percent) for female teachers. Percentage frequencies for the remaining task areas in this category indicated that the majority of male teachers and female teachers experienced recurring concerns.

Instructional Process. In the majority of task areas, greater percentages of male teachers reported recurring concerns than did female teachers. Task areas for which this was the case included "Teaching concepts, constructs, generalizations," "Utilizing inquiry methods," "Utilizing questioning techniques" and "Utilizing student grouping."

Data of major significance were obtained in two task areas involving student grouping, "Utilizing large group class activities" and "Utilizing small group activities." "Utilizing large group class activities" was of recurring concern to 83 percent of male teachers who sought consultative assistance for that task area. However, only 54 percent of female teachers perceived it to be a recurring concern. The

other task area, "Utilizing small group activities," was a recurring concern to 91 percent of male teachers and 63 percent of female teachers.

Student Needs. Except for two task areas, the percentage differentials between male teachers and female teachers experiencing recurring concerns were quite small. The percentages of male teachers and female teachers that found "Motivating students" to be a recurring concern were 80 percent and 91 percent respectively. Eighty-six percent of male teachers and 73 percent of female teachers sought consultative assistance more than once in "Selecting performance goals and objectives."

Interpersonal Relationships. Of those teachers who sought assistance in "Solving principal-teacher evaluation conflict," 83 percent of male teachers and 64 percent of female teachers indicated this task area was of recurring concern. This was the only task area in this category in which data were of major significance. Remaining task areas presented similar percentage frequencies for each of the sexes, though the differentials were smaller.

Responses Classified by Years of Post-Secondary Education

Examining the percentage frequency distributions of teachers experiencing recurring concerns, by years of post-secondary education (Table 13), showed that, though the percentages of recurring concerns varied in each task area, collectively they were not overly affected by years of post-secondary education.

TABLE 13

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCING RECURRING CONCERNS
IN EACH TASK AREA, BY YEARS OF POST-SECONDARY EDUCATION

		YEARS OF POST-SECONDARY EDUCATION			
NO.	TASK AREA DESCRIPTION	1-3 (n=7) %	4 (n=177) %	5 (n=48) %	6 (n=27) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year . . .	80	76 [a]	82	77
2.	Selecting long-use instructional materials. .	50	71	72	73
3.	Developing long-use instructional materials .	33	68	69	71
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	75	85	85	82
5.	Planning lessons.	100	78	68	63
6.	Planning behavioral objectives.	100	83	73	88
7.	Planning evaluation procedures.	80	73	72	69
8.	Planning student grouping with class.	67	77	62	75
9.	Planning large group activities	100	75	75	71
10.	Planning small group activities	50	81	71	57
11.	Planning sequence of questions.	100	68	100	75
12.	Planning individualized instruction	50	69	77	57
AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials.	75	73	70	80
14.	Operating audio-visual equipment.	50	65	56	50
15.	Using kits, charts, games, simulations. . . .	50	64	50	67
16.	Developing audio-visual materials	--	82	50	60
17.	Making audio-visual materials	--	76	44	67
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	33	72	85	100
19.	Utilizing inquiry methods	50	67	82	86
20.	Utilizing questioning techniques.	100	64	75	60
21.	Utilizing sequential questioning.	--	65	75	50
22.	Utilizing student grouping.	--	73	78	67
23.	Utilizing large group class activities. . . .	--	71	71	60
24.	Utilizing small group activities.	100	54	80	57
25.	Utilizing individualized instruction.	67	59	70	71
STUDENT NEEDS					
26.	Diagnosing individual differences	80	83	85	93
27.	Motivating students	100	85	82	92
28.	Selecting performance goals and objectives. .	67	77	82	100
29.	Diagnosing learning difficulties.	100	79	75	89
30.	Creating useful remedial materials.	67	70	71	55
31.	Obtaining student background information. . .	75	88	86	83
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control.	67	77	82	67
33.	Maintaining classroom control	50	76	93	64
34.	Solving teacher-pupil problems.	40	73	73	90
35.	Developing team-teaching rapport.	--	65	73	56
36.	Solving teacher-teacher conflict.	100	75	78	86
37.	Solving administration-teacher conflict	--	70	71	75
38.	Solving principal-teacher evaluation conflict	50	71	75	100

[a] Of the 7 teachers who sought consultative assistance for Task Area 1, "Developing course outlines for the
year," 76 percent of those having four years of post-secondary education experienced recurring concerns in

Development of Annual Curriculum and Program. Eighty percent of teachers with one to three years of post-secondary education stated that they had concerns recur in "Developing course outlines for the year." Comparable percentage frequencies of recurring concerns were reported, for this task area, by teachers from the other groups. Even though the percentages of teachers reporting recurring concerns in "Selecting long-use instructional materials" and "Developing long-use instructional materials" were smaller than in the previous task area, over 67 percent of teachers having four, five or six years of post-secondary education still sought assistance on a second occasion.

Planning for Daily Instruction. Over 80 percent of teachers with four, five or six years of post-secondary education sought assistance for recurring concerns in "Selecting instructional materials for lessons." In "Planning lessons" percentage frequencies of recurring concerns decreased as years of post-secondary education increased. This situation repeated itself in "Planning evaluation procedures" and "Planning large group activities."

Of major significance were the data in "Planning small group activities" and "Planning sequence of questions." In the former task area, 81 percent of those teachers with four years of post-secondary education sought consultative assistance for recurring concerns, compared to 57 percent of teachers with six years of post-secondary education. All teachers having five years of post-secondary education sought assistance for recurring concerns in the latter task area, whereas, only 65 percent of those teachers having four years of post-secondary education and 75 percent of those teachers with six years of

post-secondary education sought consultative assistance again in the
same task area.

Also of major significance was the finding that "Planning
individualized instruction" was a recurring concern to 77 percent of
teachers with five years of post-secondary education, a high figure
when compared to that reported for teachers with six years of post-
secondary education (57 percent).

Audio-Visual Technology. Generally, the majority of teachers in
each group found task area concerns in this category recurred. The task
area in which recurring concerns were most apparent was that of
"Selecting audio-visual materials," as over 70 percent of teachers from
all groups reported seeking consultative assistance again. Data of
major significance were given in "Developing audio-visual materials"
and "Making audio-visual materials." Eighty-two percent of teachers
having four years of post-secondary education sought consultative
assistance for recurring concerns in "Developing audio-visual materials,"
while this task area was only indicated as a recurring concern by 50
percent of those teachers having five years of post-secondary education.
Similarly, less than 44 percent of teachers with five years of post-
secondary education sought assistance for recurring concerns in "Making
audio-visual materials," compared to over 66 percent of teachers with
four or six years of post-secondary education.

Instructional Process. In four of the eight task areas in this
category data were of major significance. The task areas were "Teaching
concepts, constructs, generalizations," "Utilizing inquiry methods,"
"Utilizing student grouping" and "Utilizing small group activities."

In "Teaching concepts, constructs, generalizations," the largest percentage differential in recurring concerns occurred between teachers with five years of post-secondary education (85 percent) and teachers with six years of post-secondary education (100 percent). Seventy-two percent of teachers with four years of post-secondary education also indicated that they sought consultative assistance for recurring concerns in this task area.

Eighty-two percent, or more, of teachers with five and six years of post-secondary education experienced recurring concerns in "Utilizing inquiry methods," compared to 67 percent of teachers with only four years of post-secondary education. Recurring concerns were reported by 65 percent of those with four years of post-secondary education and 75 percent of those with five years of post-secondary education in "Utilizing sequential questioning." However, only 50 percent of teachers having six years of post-secondary education had recurring concerns in that task area.

In "Utilizing small group activities," teachers with six years of post-secondary education had the lowest percentage of recurring concerns (57 percent), whereas those with four and five years of post-secondary education indicated that over 79 percent of their concerns in this task area were recurring concerns. The majority of teachers with four, five or six years of post-secondary education experienced recurring concerns for the remaining task area.

Student Needs. The highest percentages of recurring concerns, overall, were reported for task areas in this category. Teachers with one to three years of post-secondary education indicated that over 66

percent of those seeking assistance had concerns recur in each task area. In two task areas, "Motivating students" and "Diagnosing learning difficulties," all teachers stated concerns were of a recurring nature.

Over 80 percent of teachers with four, five or six years of post-secondary education stated that concerns in "Diagnosing individual differences," "Motivating students" and "Obtaining student background information" were recurring concerns.

Percentage frequency distributions for the three remaining task areas were of major significance. All teacher with six years of post-secondary education experienced recurring concerns in "Selecting performance goals and objectives," whereas similar concerns were experienced by 72 percent of teachers with four years of post-secondary education, and 82 percent of those having five years of post-secondary education.

The range of teachers from all groups who experienced recurring concerns in "Diagnosing learning difficulties" was between 79 and 89 percent. Seventy and 71 percent of teachers, with four or five years of post-secondary education respectively, found concerns recurred in "Creating useful remedial materials," as compared to only 55 percent of teachers having six years of post-secondary education.

Interpersonal Relationships. Recurring concerns in "Establishing classroom control," "Maintaining classroom control" and "Solving teacher-pupil problems" were more evident for teachers with five years of post-secondary education than for any other group. Ninety-three percent of those teachers also had recurring concerns in "Maintaining classroom control." For the same task area, percentages of 50 percent, 76 percent and 64 percent were reported for the other groups; a finding of major significance.

"Developing team-teaching rapport" was to the majority of teachers with four, five or six years of post-secondary education a recurring concern, as were "Solving teacher-teacher conflict" and "Solving administration-teacher conflict." Data showed that all teachers with six years of post-secondary education viewed "Solving principal-teacher evaluation conflict" as a recurring concern to the extent that they again sought consultative assistance.

Responses Classified by Total Years of Teaching Experience

In general, the majority of teachers, regardless of total years of teaching experience, encountered recurring concerns in the 38 task areas, as may be seen in Table 14.

Development of Annual Curriculum and Program. Eighty-six percent of teachers with one total year of teaching experience had concerns recur in "Developing course outlines for the year." This was a finding of major significance when compared to the percentage reported for teachers having two total years of teaching experience (68 percent).

Findings of major significance were also apparent in "Selecting long-use instructional materials" and "Developing long-use instructional materials." In "Selecting long-use instructional materials" only 43 percent of teachers with one total year of teaching experience had concerns recur, whereas at least 61 percent of teachers from other groups reported concerns recurred in this task area. Conversely, teachers with two or more total years of teaching experience indicated their recurring concerns in "Developing long-use instructional materials" were fewer than those of teachers having one total year of teaching experience. Recurring concerns in the latter task area also increased for teachers

TABLE 14

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCING RECURRING CONCERNS
IN EACH TASK AREA, BY TOTAL YEARS OF TEACHING EXPERIENCE

		TOTAL YEARS OF TEACHING EXPERIENCE				
NO.	TASK AREA DESCRIPTION	1 (n=10) %	2 (n=23) %	3-7 (n=74) %	8-12 (n=55) %	13+ (n=47) %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	86*	68	81	79	73
2.	Selecting long-use instructional materials	43	61	65	82	84
3.	Developing long-use instructional materials	83	67	64	55	75
	PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	100	81	91	75	76
5.	Planning lessons.	83	67	75	82	67
6.	Planning behavioral objectives.	100	86	71	82	94
7.	Planning evaluation procedures.	83	85	73	67	70
8.	Planning student grouping with class.	50	75	69	71	77
9.	Planning large group activities	86	70	77	73	64
10.	Planning small group activities	100	100	70	78	57
11.	Planning sequence of questions.	100	75	71	80	75
12.	Planning individualized instruction		67	65	82	65
	AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials.	63	63	81	71	67
14.	Operating audio-visual equipment.	100	80	52	61	47
15.	Using kits, charts, games, simulations.	44	50	58	70	77
16.	Developing audio-visual materials.	100	67	60	78	75
17.	Making audio-visual materials.	100	67	53	73	71
	INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	--	67	81	73	87
19.	Utilizing inquiry methods	100	50	54	85	86
20.	Utilizing questioning techniques.	--	67	63	77	71
21.	Utilizing sequential questioning.	--	67	63	62	80
22.	Utilizing student grouping.	--	33	42	71	77
23.	Utilizing large group class activities.	67	33	70	67	100
24.	Utilizing small group activities.	50	60	83	80	90
25.	Utilizing individualized instruction.	--	29	75	71	79
	STUDENT NEEDS					
26.	Diagnosing individual differences	83	100	81	79	86
27.	Motivating students	100	87	83	85	82
28.	Selecting performance goals and objectives.	33	80	77	83	77
29.	Diagnosing learning difficulties.	75	81	79	80	84
30.	Creating useful remedial materials.	--	77	64	65	77
31.	Obtaining student background information.	88	90	87	91	81
	INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control.	75	83	76	79	70
33.	Maintaining classroom control	86	88	75	76	54
34.	Solving teacher-pupil problems.	83	80	68	79	56
35.	Developing team-teaching rapport.	--	86	61	75	40
36.	Solving teacher-teacher conflict.	100	100	75	88	75
37.	Solving administration-teacher conflict	--	100	42	90	71
38.	Solving principal-teacher evaluation conflict	--	75	40	100	71

*Of those 155 teachers who sought consultative assistance for Task Area 1, "Developing course outlines for the
year," 86 percent of those having one year of total teaching experience encountered recurring concerns in
that task area.

with 13 or more total years of teaching experience when compared to those having between two and 12 total years of teaching experience.

Planning for Daily Instruction. For the majority of task areas in this category the percentages of recurring concerns decreased as teaching experience was gained. As an example of this, in "Planning small group activities," of those teachers with one or two total years of teaching experience who sought consultative assistance for concerns, all stated concerns recurred. But, as a finding of major significance, 70 percent of teachers with three to seven total years of experience and only 57 percent of those with 13 or more total years of experience had recurring concerns in this task area.

Other task areas in which data were of major significance included "Selecting instructional materials for lessons," "Planning behavioral objectives," "Planning student grouping with class," "Planning sequence of questions" and "Planning individualized instruction." In each of these task areas, differences in the percentages of recurring concerns between the various groups were substantial. For those task areas not already mentioned, over 60 percent of teachers experienced recurring concerns.

Audio-Visual Technology. Data for each of these task areas were of major significance. All first year teachers had concerns recur in "Operating audio-visual equipment," "Developing audio-visual materials" and "Making audio-visual materials," whereas less than 61 percent of teachers having between three and seven total years of teaching had concerns recur. However, the opposite was the case in the task areas "Selecting audio-visual materials" and "Using kits, charts, games,

simulations." In each of these task areas, the percentages of teachers experiencing recurring concerns were higher for teachers having more than two total years of teaching experience than for those having two or less total years of teaching experience.

Instructional Process. When comparing percentage frequency distributions for teachers with two total years of experience and those with eight or more total years of experience, the data showed that some recurring task area concerns increased with teaching experience. Specifically, for 50 percent of teachers with two total years of experience recurring concerns occurred in "Utilizing inquiry methods," whereas a frequency of 85 percent was reported for teachers of eight or more total years of teaching experience. Thirty-three percent of second year teachers and 71 percent of those with eight or more total years of teaching experience reported recurring concerns in "Utilizing student grouping."

While only 33 percent of teachers having two total years of teaching experience stated concerns recurred in "Utilizing large group class activities," 67 percent of those with eight to 12 total years of experience and all of those with 13 or more total years of teaching experience, reported recurring concerns for the same task area.

Over 60 percent of teachers with three or more total years of teaching experience stated they experienced recurring concerns in "Utilizing questioning techniques," "Utilizing sequential questioning techniques," "Utilizing small group activities" and "Utilizing individualized instruction."

Student Needs. "Diagnosing individual differences" was a recurring concern to all of the teachers with two total years of teaching experience. Eighty-one percent of teachers having three to seven total years of experience also indicated recurring concerns for that task area.

Of those teachers with only one year of teaching experience who sought consultative assistance in "Motivating students," all had concerns recur. As a finding of major significance, data showed that recurring concerns were experienced by approximately 84 percent of teachers with more total years of teaching experience.

For teachers with more than one year of total teaching experience, recurring concerns were experienced by over 76 percent of those who sought consultative assistance in "Selecting performance goals and objectives" and "Diagnosing learning difficulties." Recurring concerns ranging from 64 to 77 percent were indicated by teachers with more than one total year of teaching experience in "Creating useful remedial materials." Over 80 percent of all teachers stated concerns recurred in "Obtaining student background information."

Interpersonal Relationships. The general indication from data for task areas in this category was that percentages of recurring concerns were high for teachers with two and eight to 12 total years of teaching experience, but low for teachers having between three and seven, and 13 or more total years of teaching experience. An example of this is seen in "Solving teacher-pupil concerns" as 80 percent of teachers with two total years of experience and 79 percent of those with eight to 12 total years of experience reported recurring concerns. However, for the same task area, 68 percent and 56 percent of teachers

with three to seven and 1% or more total years of teaching experience
had recurring concerns.

All teachers with eight to 12 total years of teaching experience
stated concerns in "Solving principal-teacher evaluation conflict"
recurred. Percentages of 75 percent of less were reported for other
groups in the same task area.

Responses Classified by Years of Employment in Present School

The majority of teachers with one or two years of teaching
experience in their present school stated that concerns recurred in all
but five of the 38 task areas. Teachers with more than two years of
teaching experience in their present school indicated that in the
majority of cases recurring concerns were experienced by teachers in
their group. Data pertinent to the years of employment in the teachers'
present school are given in Table 15.

Planning for Daily Instruction. In each of the task areas in
this category the data were of major significance. When examining the
data for "Selecting instructional materials for lessons" and "Planning
evaluation procedures," it was found that greater percentages of teachers
with two years of employment in their present school had recurring
concerns than teachers with eight or more years of employment in their
present school. Conversely, reports of recurring concerns were low for
teachers with two years of employment in their present school in
"Planning lessons" and "Planning behavioral objectives," whereas
incidences of recurring concerns were high for teachers with eight or
more years of employment in their present school.

"Planning student grouping with class" was a recurring concern

TABLE 15

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCING RECURRING CONCERNS IN EACH TASK AREA, BY YEARS OF EMPLOYMENT IN PRESENT SCHOOL

		YEARS OF EMPLOYMENT IN PRESENT SCHOOL			
NO.	TASK AREA DESCRIPTION	1 (n=43) %	2 (n=38) %	3-7 (n=91) %	8+ (n=37) %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	89	72	74	75
2.	Selecting long-use instructional materials. .	62	70	73	77
3.	Developing long-use instructional materials .	66	80	65	62
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	88	91	84	71
5.	Planning lessons.	77	59	77	88
6.	Planning behavioral objectives.	29	83	70	91
7.	Planning evaluation procedures.	80	83	69	65
8.	Planning student grouping within class.	67	69	74	57
9.	Planning large group activities	82	72	76	57
10.	Planning small group activities	71	80	76	67
11.	Planning sequence of questions.	88	80	71	67
12.	Planning individualized instruction	42	91	68	83
AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials.	74	54	82	71
14.	Operating audio-visual equipment.	53	67	65	57
15.	Using kits, charts, games, simulations . . .	42	50	68	75
16.	Developing audio-visual materials	50	100	77	75
17.	Using audio-visual materials	71	38	75	80
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	68	27	80	79
19.	Utilizing inquiry methods	80	75	68	70
20.	Utilizing questioning techniques.	63	67	71	63
21.	Utilizing sequential questioning.	80	50	64	67
22.	Utilizing student grouping.	67	63	79	67
23.	Utilizing large group class activities. . . .	78	42	78	67
24.	Utilizing small group activities.	86	63	84	75
25.	Utilizing individualized instruction	50	57	80	71
STUDENT NEEDS					
26.	Diagnosing individual differences	93	95	80	74
27.	Motivating students	83	83	85	93
28.	Selecting performance goals and objectives. .	69	67	69	85
29.	Diagnosing learning difficulties.	83	82	79	80
30.	Creating useful remedial materials.	77	80	66	50
31.	Obtaining student background information. . .	91	90	68	76
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control.	79	100	68	73
33.	Maintaining classroom control	86	89	73	57
34.	Solving teacher-pupil problems	72	65	74	71
35.	Developing team-teaching rapport.		89	54	75
36.	Solving teacher-teacher conflict.	80	75	62	100
37.	Solving administration-teacher conflict . . .	50	86	63	100
38.	Solving principal-teacher evaluation conflict	33	100	71	100

* Of those 35 teachers who sought consultative assistance for Task Area 1: Developing course outlines for the year, 89 percent who had no previous one year of teaching experience in their present school would encounter recurring concerns in that task area.

to 67 percent of teachers with one year of employment in their present school, 89 percent of those with two years of employment in their present school and 57 percent of those with eight or more years of employment in their present school. In other task areas associated with student grouping, data indicated percentages of recurring concerns were lower for teachers who had been employed in their present school for more than eight years. "Planning individualized instruction" was a recurring concern to only 47 percent of teachers with one year of present school employment, in sharp contrast to the 91 percent for teachers with two years of employment in their present school, a finding of major significance.

Audio-Visual Technology. "Operating audio-visual equipment" was to the majority of teachers from all groups a recurring concern. Of major significance were data for the other task areas in this category. Fifty-four percent of teachers with two years of employment in their present school had recurring concerns in "Selecting audio-visual materials." However, more than 70 percent of the teachers in the other groups stated concerns recurred in the same task area.

Only 47 percent of teachers with one year of employment in their present school experienced recurring concerns in "Using kits, charts, games, simulations," whereas over 67 percent of teachers who had been in the school longer than two years mentioned concerns recurred. To 50 percent of teachers in their first year of employment at their present school, "Developing audio-visual materials" was a recurring concern; teachers in their second year of employment at their present school reported they all had recurring concerns in that task area.

With the exception of teachers in their second year of present school employment, over 70 percent of teachers stated they experienced recurring concerns in "Making audio-visual materials." Only 38 percent of teachers in their second year of employment had recurring concerns in this task areas.

Instructional Process. Over 60 percent of teachers from all groups stated concerns recurred in "Teaching concepts, constructs, generalizations," "Utilizing inquiry methods," "Utilizing questioning techniques" and "Utilizing student grouping." When examining data for teachers with one and two years of employment in their present school, a finding of major significance was that in "Utilizing large group class activities," 78 percent of newly employed teachers had recurring concerns, a high figure when compared to the teachers with two years of present school employment of whom 42 percent found concerns recurred. Other data of major significance were found in "Utilizing sequential questioning," "Utilizing small group activites" and "Utilizing individualized instruction." For the latter task area, recurring concerns were experienced by 80 percent of teachers with between three and seven years of employment in their present school, a figure much higher than the 50 percent and 57 percent reported for teachers having one and two years of present school employment.

Student Needs. Regardless of the years of employment in their present school the majority of teachers stated they experienced recurring concerns in each task area. Over 75 percent of teachers from each group had concerns recur in "Motivating students," "Diagnosing learning difficulties" and "Obtaining student background information."

Percentage frequency distributions were of major significance for "Diagnosing individual differences," "Selecting performance goals and objectives" and "Creating useful remedial materials." High recurring concern percentages were reported for teachers in their first year of employment (93 percent) and those with two years of employment (95 percent) in "Diagnosing individual differences," whereas other teachers indicated fewer incidences of recurring concerns.

"Selecting performance goals and objectives" was a recurring concern to more teachers with three to seven years of present school employment (89 percent) than to teachers in their first year of employment (69 percent). Only 50 percent of those who had been employed in their school for eight or more years had recurring concerns in "Creating useful remedial materials," compared to 80 percent for teachers in their second year of present school employment.

Interpersonal Relationships. Of the seven task areas in this category, only the data for "Solving teacher-pupil problems" were not of major significance. In three of the other task areas, "Establishing class control," "Developing team teaching rapport" and "Solving administration-teacher conflict" larger percentages of recurring concerns were experienced by teachers in their second year of present school employment than by teachers in their first year of present school employment.

Over 85 percent of teachers in the first and second years of employment in their school had recurring concerns in "Maintaining classroom discipline." This, when compared to 73 percent for teachers with three to seven years of employment and only 57 percent for those

having been employed in their school for eight or more years, was a
finding of major significance.

For the task areas "Solving teacher-teacher conflict,"
"Solving administration-teacher conflict," and "Solving principal-
teacher evaluation conflict," all teachers with eight or more years of
employment in their school experienced recurring task area concerns.

Responses Classified by Grade Level(s) Most Commonly Taught

Examination of the responses for each task area showed that, in
general, percentage frequency distributions for recurring concerns
were greater for Grade 7 teachers than for other teachers (Table 16).

Development of Annual Curriculum and Program. Data for each
of the three task areas in this category were of major significance. In
"Developing course outlines for the year," 80 percent and 78 percent
of teachers of Grade 7 and Grade 8 respectively had recurring task
area concerns. However, only 42 percent of teachers who spent equal time
with Grade 7 and Grade 8 students experienced recurring task area
concerns. Less than 65 percent of teachers who taught Grade 7 students
stated concerns recurred in "Selecting long-use instructional materials,"
whereas 81 percent of Grade 9 teachers did. To 55 percent of Grade 7
teachers "Developing long-use instructional materials" was of recurring
concern, a low figure when compared to that of Grade 8 teachers (82
percent).

Planning for Daily Instruction. Except in "Planning evaluation
procedures," a task area in which over 66 percent of teachers from each
group had recurring concerns, data for each task area were of major

TABLE 16

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCING RECURRING CONCERNS
IN EACH TASK AREA, BY GRADE LEVEL(S) MOST COMMONLY TAUGHT

NO.	TASK AREA DESCRIPTION	GRADE LEVEL(S) TAUGHT				
		7 (n=50) %	8 (n=59) %	9 (n=48) %	7/8 (n=16) %	8/9 (n=6) %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	80	78	85	42	79
2.	Selecting long-use instructional materials	64	69	91	53	74
3.	Developing long-use instructional materials	55	82	68	63	70
	PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	82	91	88	75	78
5.	Planning lessons	52	85	88	57	88
6.	Planning behavioral objectives	73	82	80	50	100
7.	Planning evaluation procedures	79	70	76	67	67
8.	Planning student grouping with class	46	78	79	67	86
9.	Planning large group activities	84	62	80	57	77
10.	Planning small group activities	90	69	73	60	77
11.	Planning sequence of questions	88	55	100	50	75
12.	Planning individualized instruction	54	64	63	29	92
	AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials	76	69	72	63	80
14.	Operating audio-visual equipment	75	59	55	25	58
15.	Using kits, charts, games, simulations	52	72	65	50	63
16.	Developing audio-visual materials	86	78	67	-	67
17.	Making audio-visual materials	86	67	50	--	67
	INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	74	77	82	67	76
19.	Utilizing inquiry methods	67	73	64	50	82
20.	Utilizing questioning techniques	73	63	71	100	28
21.	Utilizing sequential questioning	75	33	75	--	70
22.	Utilizing student grouping	70	43	28	--	100
23.	Utilizing large group class activities	64	67	56	50	90
24.	Utilizing small group activities	73	67	67	--	100
25.	Utilizing individualized instruction	67	57	40	50	93
	STUDENT NEEDS					
26.	Diagnosing individual differences	93	89	79	100	72
27.	Motivating students	93	88	91	71	76
28.	Selecting performance goals and objectives	76	87	81	75	78
29.	Diagnosing learning difficulties	82	81	75	91	80
30.	Creating useful remedial materials	71	67	82	57	56
31.	Obtaining student background information	95	91	87	92	86
	INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	93	69	79	75	75
33.	Maintaining classroom control	91	77	73	67	61
34.	Solving teacher-pupil problems	72	87	64	33	80
35.	Developing team-teaching rapport	69	70	67	--	60
36.	Solving teacher-teacher conflict	80	77	67	100	92
37.	Solving administration-teacher conflict	89	63	44	--	88
38.	Solving principal-teacher evaluation conflict	67	1.0	83	100	57

Of these 155 teachers who sought consultative assistance in task area 1, "Developing course outlines for the year," 80 percent of these predominantly teaching grade 9 students requested assistance in that task area.

significance. In "Selecting instructional materials for lessons" 91 percent of Grade 8 teachers had recurring concerns, compared to 75 percent of teachers who spent equal time with Grade 7 and Grade 8 students.

Fifty-two percent of Grade 7 teachers had task area concerns recur in "Planning lessons" whereas recurring concerns were reported by over 80 percent of Grade 8 and Grade 9 teachers. All teachers who gave equal time to Grade 8 and 9 students reported concerns recurred in "Planning behavioral objectives," a percentage much larger than that given by teachers spending equal time with Grade 7 and Grade 8 students (50 percent).

With the exception of the 46 percent of Grade 7 teachers who experienced recurring concerns in "Planning student grouping with class," at least 56 percent of teachers from all groups reported concerns recurred in those task areas associated with the grouping of students.

As a recurring concern, "Planning sequence of questions" was mentioned by all Grade 9 teachers, but by only 56 percent of Grade 8 teachers. Less than 65 percent of educators teaching students in Grade 7, Grade 8, and Grades 7 and 8 reported recurring concerns in "Planning individualized instruction," whereas in comparison, recurring concerns were cited by over 90 percent of Grade 9, and Grades 8 and 9 teachers.

Audio-Visual Technology. Data for all task areas in this category were of major significance and percentages of recurring concerns were generally higher for Grade 7 teachers than for teachers from other groups. The

majority of teachers indicated concerns recurred in "Selecting audio-visual materials" and "Using kits, charts, games, simulations." In comparison, only 25 percent of teachers spending equal time with Grade 7 and Grade 8 students had recurring concerns in "Operating audio-visual equipment." Eighty-six percent of Grade 7 teachers experienced recurring concerns in "Developing audio-visual materials" and "Making audio-visual materials," whereas the number of Grade 9 teachers who had concerns recur in these task areas were 67 and 50 percent respectively.

Instructional Process. The majority of teachers from each group reported that concerns recurred in "Teaching concepts, constructs, generalizations," "Utilizing inquiry methods" and "Utilizing questioning techniques." In "Utilizing sequential questioning" and "Utilizing student grouping," whereas over 69 percent of Grade 7, Grade 9, and Grades 8 and 9 teachers had recurring concerns, less than 41 percent of Grade 8 teachers reported similar concerns.

Of major significance was the finding that in "Utilizing large group class activities," "Utilizing small group activities" and "Utilizing individualized instruction," over 89 percent of teachers spending equal time with Grade 8 and Grade 9 students experienced recurring concerns, large percentages when compared to those of other groups of teachers.

Student Needs. For the majority of teachers from all groups recurring concerns were experienced in each task area. Percentage frequency distributions were of major significance in "Diagnosing individual differences," "Motivating students," "Diagnosing learning difficulties" and "Creating useful remedial materials."

All teachers spending equal time with Grade 7 and Grade 8 students experienced recurring concerns in "Diagnosing individual differences," though teachers spending equal time with Grade 8 and Grade 9 students indicated that 76 percent of their number had concerns recur. "Motivating students" was a recurring concern to over 88 percent of Grade 7, Grade 8, and Grade 9 teachers. Smaller percentages were recorded for those who taught two grades for an equal amount of time.

Over 74 percent of teachers from all groups experienced recurring concerns in "Selecting performance goals and objectives" and "Diagnosing learning difficulties." "Obtaining student background information" was a recurring concern to at least 85 percent of teachers of all grade levels.

Interpersonal Relationships. Teachers of Grade 8 students (69 percent) experienced fewer recurring concerns in "Establishing classroom control" than did Grade 7 teachers (81 percent) and Grade 9 teachers (79 percent). Recurring concerns in "Maintaining classroom discipline" diminished as a higher grade level was taught.

Of major significance was the finding that, whereas 72 percent of Grade 7 teachers and 87 percent of Grade 8 teachers had concerns recur in "Solving teacher-pupil conflict," only 33 percent of those equally teaching Grade 7 and Grade 8 reported experiencing recurring concerns.

"Solving administration-teacher conflict" was to the majority of teachers of most grades a recurring concern. Over 56 percent of teachers from all groups reported that concerns in "Solving principal-teacher evaluation conflict" recurred.

Responses Classified by Subject Area Most Commonly Taught

When examining the percentage frequency distribution of teacher responses, by subject area most commonly taught (Table 17), these data showed that generally the greater percentages of recurring concerns were experienced by teachers of Physical Education, Industrial Arts and Home Economics.

Development of Annual Curriculum and Program. Each of the task areas in this category was to the majority of teachers a recurring concern. Of major significance was the finding that all Home Economics teachers and 93 percent of Physical Education teachers reported recurring concerns in "Developing course outlines for the year." Only 67 percent of Social Studies teachers experienced recurring concerns for the same task area. In "Developing long-use instructional materials" recurring concerns were reported by all Physical Education teachers. Percentages of 61 percent and 60 percent respectively were reported for Language Arts teachers and Science teachers in the same task area. Only 55 percent of Mathematics teachers had concerns recur in "Selecting long-use instructional materials," as compared to 82 percent for Social Studies teachers.

Planning for Daily Instruction. Of major significance in this category of task areas was the finding that, for the majority of task areas the higher percentages of recurring concerns were reported by teachers of Physical Education, Industrial Arts, and Home Economics. "Selecting instructional materials for lessons" and "Planning lessons" were of recurring concern to over 70 percent of teachers from all subject areas represented in Table 17. Recurring concerns were experienced by

TABLE 17

PERCENT OF FREQUENCY DISTRIBUTION OF TEACHERS EXPERIENCED RECURRING CONCERNS
IN EACH TASK AREA, BY SUBJECT AREA MOST COMMONLY TAUGHT

					SUBJECT AREA		
NO.	TASK AREA DESCRIPTION	I.A. (n=44) %	SCI (n=33) %	VA (n=16) %	S.S. (n=19) %	P.E. (n=18) %	I.A. (n=12) %	H.EC. (n=11) %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM							
1	Developing course outlines for the year	74*	84	70	67	93	86	100
2	Selecting long-use instructional materials	77	78	55	82	73	71	63
3	Developing long-use instructional materials	61	60	63	79	100	66	75
	PLANNING FOR DAILY INSTRUCTION							
4	Selecting instructional materials for lessons	74	86	74	77	100	100	100
5	Planning lessons	71	73	53	100	100	100	100
6	Planning behavioral objectives	89	64	71	48	78	100	100
7	Planning evaluation procedures	35	71	60	67	77	100	71
8	Planning student grouping with class	71	83	59	100	100	67	100
9	Planning large group activities	84	67	50	73	91	75	100
10	Planning small group activities	65	71	58	100	100	100	100
11	Planning sequence of questions	88	67	50	80	75	- -	100
12	Planning individualized instruction	77	70	41	71	80	67	100
	AUDIO-VISUAL TECHNOLOGY							
13	Selecting audio-visual materials	23	73	50	88	100	100	70
14	Operating audio-visual equipment	60	59	43	64	100	80	57
15	Using kits, charts, games, simulations	59	67	55	91	50	67	67
16	Developing audio-visual materials	86	71	60	80	- -	100	100
17	Saving audio-visual materials	80	60	40	100	- -	100	67
	INSTRUCTIONAL PROCESS							
18	Teaching concepts, constructs, generalizations	74	77	80	78	63	75	67
19	Utilizing inquiry methods	70	55	60	63	100	100	100
20	Utilizing questioning techniques	75	60	67	40	67	100	50
21	Utilizing sequential questioning	71	75	60	67	100	50	- -
22	Utilizing student grouping	55	83	67	67	100	100	100
23	Utilizing large group class activities	57	78	40	88	100	100	- -
24	Utilizing small group activities	64	83	60	100	100	100	- -
25	Utilizing individualized instruction	59	90	56	67	100	100	- -
	STUDENT NEEDS							
26	Diagnosing individual differences	90	84	82	77	89	86	63
27	Motivating students	87	93	89	92	78	71	100
28	Selecting performance goals and objectives	91	67	86	88	78	80	100
29	Diagnosing learning difficulties	75	86	80	93	73	60	78
30	Creating useful remedial materials	79	63	50	67	50	100	60
31	Obtaining student background information	85	89	81	78	100	86	86
	INTERPERSONAL RELATIONSHIPS							
32	Establishing classroom control	71	80	62	75	86	100	80
33	Maintaining classroom control	52	57	67	100	88	100	83
34	Solving teacher-pupil problems	65	75	56	78	89	100	100
35	Developing team-teaching rapport	67	57	57	71	63	100	67
36	Solving teacher-teacher conflict	80	75	80	100	80	67	100
37	Solving administration-teacher conflict	80	100	40	100	75	100	- -
38	Solving principal-teacher evaluation conflict	67	50	50	100	50	100	- -

* Of those 155 teachers who sought consultative assistance for Task Area 1, Developing course outlines for the year, 74 percent of those teaching Industrial Arts experienced recurring concerns in that task area.

all teachers of Social Studies, Physical Education, Industrial Arts
and Home Economics in "Planning lessons."

Over 59 percent of teachers stated "Planning behavioral
objectives," "Planning evaluation procedures" and "Planning student
grouping with class" were task areas of recurring concern. Those task
areas dealing with large and small group activities, "Planning large
group activities" and "Planning small group activities," had a
percentage frequency range of between 50 and 100 percent. Of those
teachers who sought consultative assistance in "Planning sequence of
questions" and "Planning individualized instruction" the majority of
teachers reported concerns recurred.

Audio-Visual Technology. In the the majority of teachers
experienced concerns of a recurring nature in "Selecting audio-visual
materials." Of major significance was the finding that only 50 percent
of Mathematics teachers indicated recurring concerns for this task area.
This contrasted sharply with the 100 percent reported for Physical
Education teachers. "Using kits, charts, games, simulations" and
"Developing audio-visual materials" were task areas in which at least
50 percent of those teachers who sought consultative assistance
indicated concerns recurred.

Another finding of major significance was that only 40 percent
of Mathematics teachers had recurring concerns in "Making audio-visual
materials," though all teachers of Social Studies and Industrial
Arts stated they experienced recurring concerns in this task area.

Instructional Process. Except for the task area "Teaching
concepts, constructs, generalizations," in which at least 66 percent of

teachers from all groups had recurring concerns, the data for all other task areas in this category were of major significance.

In "Utilizing inquiry methods" all teachers giving instruction in Language Arts, Industrial Arts and Home Economics stated concerns recurred, smaller percentage frequencies were obtained for teachers of Language Arts (70 percent), Science (55 percent), Mathematics (60 percent) and Social Studies (63 percent). "Utilizing questioning techniques" and "Utilizing sequential questioning" were task areas in which the majority of teachers experienced recurring concerns.

Only 55 percent of Language Arts teachers stated concerns recurred in "Utilizing student grouping," as compared to 83 percent for Science teachers and 100 percent for teachers of Physical Education, Industrial Arts and Home Economics. Few Mathematics teachers (40 percent) stated that they had recurring concerns in "Utilizing large group activities," whereas percentages obtained from teachers of Physical Education and Industrial Arts were high (100 percent). Remaining task areas were of recurring concern to the majority of teachers with the exception of Home Economics teachers, they did not experience recurring concerns in these task areas.

Student Needs. When examining data for all task areas in this category, high percentages of recurring concerns were experienced by teachers from all groups. As an example of this, over 80 percent of Language Arts, Science and Mathematics teachers stated that concerns recurred in "Diagnosing individual differences," "Motivating students" and "Obtaining student background information." All of the Home Economics teachers who had previously sought consultative assistance in

"Motivating students" and "Selecting performance goals and objectives"
had concerns recur. Only 50 percent of Mathematics and Physical
Education teachers had to seek additional help in "Creating useful
remedial materials."

Interpersonal Relationships. In these task areas, the highest
percentages of recurring concerns were experienced by Social Studies
teachers and Industrial Arts teachers. With the exception of "Solving
administration-teacher conflict" and "Solving principal-teacher
evaluation conflict," which were not of recurring concern to Home
Economics teachers, all task areas recurred to the majority of teachers.
Moreover, "Solving teacher-teacher conflict," "Establishing classroom
control" and "Maintaining classroom control" were the task areas for
which the highest percentage frequency distributions were reported.
Mathematics teachers were the group of educators for whom recurring
concerns were the least frequent.

SUMMARY

The responses of teachers to Sub-problems 1.3 and 1.4 were
presented in this Chapter. Teachers were asked to indicate whether those
task area concerns for which they sought consultative assistance recurred.
Overall, over 60 percent of teachers who sought consultative assistance
for their task area concerns had concerns recur. Of those recurring
concerns, the highest percentage frequencies were reported in the Student
Needs category. Specific task areas in which high percentages of
recurring concerns were reported included "Obtaining student background
information" (87 percent), "Motivating students" (85 percent),

"Diagnosing individual differences" (84 percent) and "Selecting instructional materials" (84 percent). The lowest percentage frequencies were those of 61 percent in "Operating audio-visual equipment" and "Using kits, charts, games, simulations."

In general, male teachers reported higher percentage frequencies of recurring concerns than did female teachers. This was especially apparent in the categories dealing with Instructional Process and Interpersonal Relationships. For male teachers, the highest percentage frequencies reported for specific task areas were those in "Utilizing small group activities" (91 percent), "Obtaining student background information" (87 percent) and "Diagnosing individual differences" (86 percent). In contrast, 91 percent of female teachers found "Motivating students" to be of recurring concern followed by 88 percent in "Obtaining student background inforamtion" and 87 percent in "Selecting instructional materials."

When examined by years of post-secondary education, recurring concerns were generally experienced equally by all groups. However, it was found that teachers with six years of post-secondary eduation had higher percentage frequencies of recurring concerns than did other teachers in the categories of Development of Annual Curriculum and Program and Student Needs. Teachers with five years of post-secondary education had high percentage frequencies of recurring concerns in the Instructional Process category and in those task areas associated with discipline. Generally, percentage frequencies for recurring concerns in the Planning for Daily Instruction category were higher for teachers having four years of post-secondary education than for any other group.

Recurring concerns in the "Developing course outlines for the year" task area decreased as teaching experience was gained. This finding was substantiated in other task areas. Of those teachers with one total year of teaching experience who sought consultative assistance for task area concerns, all reported concerns recurred in "Selecting instructional materials for lessons," "Planning behavioral objectives," "Planning small group activities," "Operating audio-visual euqipment" and "Motivating students." Similar findings were reported for teachers having two total years of teaching experience in the task areas "Planning small group activities," "Dia███████ndividual differences," "Solving teacher-teacher conflict/ and "Solving administration-teacher conflict."

Eighty-nine percent of teachers with one year of teaching experience in their present school experienced recurring concerns in "Developing course outlines for the year." Teachers with two years of ██████ing experience reported that all of their number had concerns recur "Establishing classroom control." High percentage frequency distributions were experienced for neophyte teachers in the categories Planning for Instruction and Student Needs.

In general, high percentage frequency distributions were recorded for Grade 7 teachers in most task areas. The majority of teachers found "Selecting instructional materials for lessons" to be of recurring concern. Over 85 percent of teachers from all grade levels stated concerns recurred in "Obtaining student background information." Though percentage frequencies were high for most teachers, they were especially so for teachers of Grade 7 students in the task areas associated with discipline and the Student Needs category.

For the subject area teachers, the highest percentages of recurring concerns were reported by teachers of Physical Education, Industrial Arts and Home Economics. This was evident in the categories Planning for Instruction and Instructional Process. High percentages of recurring concerns were experienced by all subject area teachers in the task areas "Diagnosing individual differences," "Motivating students" and "Obtaining student background information." Recurring concerns in the Interpersonal Relationships category as reported by teachers of Social Studies and Industrial Arts were high.

Chapter 7

AREAS OF GREATEST NEED FOR CONSULTATIVE ASSISTANCE

Analyses of the data relevant to Problem 2 are discussed in
this chapter. Specifically, the question asked was "In which task areas
did teachers feel that they had the greatest need for consultative
assistance, and what were their specific problems in those task areas?"

TASK AREAS NEEDING MOST CONSULTATIVE ASSISTANCE

Statement of Sub-problem 2.1. "In which task areas do teachers
experience the greatest need for consultative assistance?"

Table 18 gives the frequency and percentage frequency distributions
for task areas in which teachers experienced the greatest need for
consultative assistance.

Teachers were asked in Part 2 of the questionnaire to indicate
the three task areas in which they experienced the greatest need for
consultative assistance. For clarity of explanation, these task areas
in which the greatest need for consultative assistance existed will
thoughout this chapter be referred to as task areas of "main concern."
Responses from the teachers indicating these task areas of main concern
will be referred to as "mentions."

When the 38 task areas were viewed collectively, the task areas
receiving the most mentions, in terms of being of major concern, were
those in the Student Needs category.

TABLE 13

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION FOR TASK AREAS
OF MAIN CONCERN* TO TEACHERS

NO.	TASK AREA DESCRIPTION	TEACHERS (n = 358)		
		f	%	RANK
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM				
1.	Developing course outlines for the year	50**	14	1
2.	Selecting long-use instructional materials. .	23	6	5.5
3.	Developing long-use instructional materials	16	5	10
PLANNING FOR DAILY INSTRUCTION				
4.	Selecting instructional materials for lessons	18	5	9
5.	Planning lessons.	20	6	7
6.	Planning behavioral objectives.	5	1	17
7.	Planning evaluation procedures.	15	4	11.5
8.	Planning student grouping with class.	1	0	29.5
9.	Planning large group activities	3	1	21.5
10.	Planning small group activities	--	--	--
11.	Planning sequence of questions.	--	--	--
12.	Planning individualized instruction	6	2	16
AUDIO-VISUAL TECHNOLOGY				
13.	Selecting audio-visual materials.	9	3	14
14.	Operating audio-visual equipment.	4	1	19
15.	Using kits, charts, games, simulations. . . .	3	1	21.5
16.	Developing audio-visual materials	2	1	24.5
17.	Making audio-visual materials	--	--	--
INSTRUCTIONAL PROCESS				
18.	Teaching concepts, constructs, generalizations	4	1	19
19.	Utilizing inquiry methods	1	0	29.5
20.	Utilizing questioning techniques.	--	--	--
21.	Utilizing sequential questioning.	--	--	--
22.	Utilizing student grouping.	1	0	29.5
23.	Utilizing large group class activities. . . .	1	0	29.5
24.	Utilizing small group activities.	--	--	--
25.	Utilizing individualized instruction.	1	0	29.5
STUDENT NEEDS				
26.	Diagnosing individual differences	30	8	3
27.	Motivating students	28	8	4
28.	Selecting performance goals and objectives. .	7	2	15
29.	Diagnosing learning difficulties.	31	9	2
30.	Creating useful remedial materials.	15	4	11.5
31.	Obtaining student background information. . .	23	6	5.5
INTERPERSONAL RELATIONSHIPS				
32.	Establishing classroom control.	11	3	13
33.	Maintaining classroom control	4	1	19
34.	Solving teacher-pupil problems.	19	5	8
35.	Developing team-teaching rapport.	2	1	24.5
36.	Solving teacher-teacher conflict.	2	1	24.5
37.	Solving administration-teacher conflict . . .		0	29.5
38.	Solving principal-teacher evaluation conflict	2	1	24.5

*Teachers were asked to indicate three task areas that were of main concern to them. The term "main concern" refers to those task areas in which the greatest need for consultative assistance was experienced.

**Of the 358 occasions where task areas were so designated 50 or 14 percent were Task Area 1, "Developing course outlines for the year."

Development of Annual Curriculum and Program. Of those task areas named by teachers as being of main concern, "Developing course outlines for the year" was mentioned on 14 percent of the 358 occasions. "Selecting long-use instructional materials" was given as a task area of main concern on 6 percent of the mentions and "Developing long-use instructional materials" on 5 percent.

Planning for Daily Instruction. Six percent of the mentions when task areas were of main concern were for "Planning lessons," whereas 5 percent of mentions were for "Selecting instructional materials for lessons." "Planning evaluation procedures" as a task area of main concern received 4 percent of mentions. Remaining task areas in this category accounted for only 4 percent of the metnions with regard to task areas of main concern. No teachers stated that "Planning small group activities" or "Planning sequence of questions" were task areas of main concern.

Audio-Visual Technology. Of the task areas in this category, only "Making audio-visual materials" was not mentioned by teachers as being of main concern. "Selecting audio-visual materials" was of main concern to teachers for 3 percent of the mentions, though only 1 percent of the mentions were attributed to each of "Operating audio-visual equipment," "Using kits, charts, games, simulations" and "Developing audio-visual materials."

Instructional Process. "Teaching concepts, constructs, generalizations" was a task area of main concern for only 1 percent of the occasions when task areas were mentioned. Very few or no mentions were made for the remaining task areas in this category.

Student Needs. Nine percent of the mentions for task areas of main concern were for "Diagnosing learning difficulties," compared with 8 percent of mentions for each of "Diagnosing individual differences" and "Motivating students." Six percent of mentions were for "Obtaining student background information." "Creating useful remedial materials" received 4 percent of the mentions of main concern from teachers, whereas "Selecting performance goals and objectives" received only 2 percent of mentions.

Interpersonal Relationships. Each of the task areas in this category was perceived to be of main concern by some teachers. On 5 percent of occasions "Solving teacher-pupil problems" was mentioned by teachers as being a task area of main concern and "Establishing classroom control" on 3 percent of occasions. The task areas "Maintaining classroom control," "Developing team-teaching rapport," "Solving teacher-teacher conflict" and "Solving principal-teacher evaluation conflict" were reported by teachers as being of main concern on fewer than 2 percent of occasions.

Statement of Sub-problem 2.2. "Of those task areas in which teachers experience the greatest concern for consultative assistance, to what extent are differences in the distribution associated with the following variables:

1. sex of the teacher;

2. years of post-secondary education;

3. total years of teaching experience;

4. years of employment in the present school;

5.   grade level(s) most commonly taught; and

6.   subject area most commonly taught?"

Responses Classified by Sex

The task areas most frequently mentioned as being of main concern to male teachers and female teachers were in the majority of cases the same, as is shown by the frequency and percentage frequency distributions presented in Table 19.

Categories of task areas most often mentioned by teachers of each gender as being of main concern were those of Development of Annual Curriculum and Program, and Student Needs. The individual task area receiving the highest number of mentions by male teachers (12 percent) and female teachers (16 percent) was that of "Developing course outlines for the year." "Selecting long-use instructional materials" and "Developing long-use instructional materials" were also task areas of main concern to both male teachers and female teachers. One noticeable difference between the two sexes occurred in "Planning lessons." For male teachers 8 percent of the mentions were for this task area compared to only 3 percent of the mentions for female teachers.

All task areas in the Student Needs category received at least three mentions of main concern from teachers of either sex. In the task area "Creating useful remedial materials" a 5 percent difference was observed between the number of mentions of main concern for each sex. This showed that fewer male teachers perceived this task area to be of main concern when seeking consultative assistance.

TABLE 19

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MAIN CONCERN* TO TEACHERS, BY SEX

NO.	TASK AREA DESCRIPTION	MALE (n = 173)		FEMALE (n = 155)	
		f	%	f	%
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	20**	12	30	16
2.	Selecting long-use instructional materials	13	8	10	5
3.	Developing long-use instructional materials	10	6	6	3
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	7	4	11	6
5.	Planning lessons	14	8	6	3
6.	Planning behavioral objectives	2	1	3	2
7.	Planning evaluation procedures	5	3	10	5
8.	Planning student grouping with class	1	1	--	--
9.	Planning large group activities	2	1	1	1
10.	Planning small group activities	--		--	--
11	Planning sequence of questions	--			--
12.	Planning individualized instruction	3	2	3	2
AUDIO VISUAL TECHNOLOGY					
13.	Selecting audio visual materials	2	1	7	4
14.	Operating audio visual equipment	3	2	1	1
15.	Using kits, charts, games, simulations	2	1	1	1
16.	Developing audio visual materials		--	2	1
17.	Mixing audio-visual materials				--
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	2	1	2	1
19.	Utilizing inquiry methods	1	1	--	--
20.	Utilizing questioning techniques		--		
21.	Utilizing sequential questioning				--
22.	Utilizing student grouping	1	1		--
23.	Utilizing large group class activities	--		1	1
24.	Utilizing small group activities	--		--	
25.	Utilizing individualized instruction	1	1		--
STUDENT NEEDS					
26.	Diagnosing individual differences	17	10	13	7
27.	Motivating students	16	9	12	7
28.	Selecting performance goals and objectives	4	2	3	2
29.	Diagnosing learning difficulties	13	8	18	10
30.	Creating useful remedial materials	3	2	12	7
31.	Obtaining student background information	11	6	12	7
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	5	3	6	3
33.	Maintaining classroom control	2	1	2	1
34.	Solving teacher-pupil problems	10	6	9	5
35.	Developing team-teaching rapport	2	1	--	--
36.	Solving teacher-teacher conflict	--	--	2	1
37.	Solving administration-teacher conflict	--	--	1	1
38.	Solving principal-teacher evaluation conflict	1	1	1	1

*Teachers were asked to indicate three task areas that were of main concern to them.

**Of the 519 occasions where task areas were so designated, for male teachers, 20 or 4 percent were Task Area

Responses Classified by Years of Post-Secondary Education

When examined by years of post-secondary education the task areas
of main concern to teachers tended to cluster under four of the six
categories, Development of Annual Curriculum and Program, Planning for
Daily Instruction, Student Needs, and Interpersonal Relationships
(Table 20). Also, because of the small number of respondents having
between one and three years of post-secondary education their data was
of minimal value.

The task areas "Developing course outlines for the year"
and "Selecting long-use instructional materials" were of main concern
to the three groups of teachers with four, five or six years of post-
secondary education. These teachers also stated that "Planning   ns"
was also an area of main concern. "Developing long-use instr   ..
materials" was to 6 and 7 percent of teachers with four and six years
of post-secondary education of main concern, but it was not identified
as such by those teachers having five years of post-secondary education.

In the Student Needs category, the task areas of "Diagnosing
individual differences," "Motivating students," "Diagnosing learning
difficulties" and "Obtaining student background information" were those
task areas of main concern frequently mentioned by teachers with four,
five or six years of post-secondary education. Few gross differences
in the percentages of mentions were noted for the teachers from each
group. The one exception was that 12 percent of teachers with five
years of post-secondary education mentioned that "Diagnosing individual
differences" was a task area of main concern. In comparison, this task
area was identified as a main concern by 7 percent of teachers having
four or six years of post-secondary education.

TABLE 20

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MAIN CONCERN[*]
TO TEACHERS, BY YEARS OF POST-SECONDARY EDUCATION

		YEARS OF POST SECONDARY EDUCATION							
NO.	TASK AREA DESCRIPTION	1-3 (n = 6)		4 (n = 226)		5 (n = 82)		6 (n = 44)	
		f	%	f	%	f	%	f	%
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM									
1.	Developing course outlines for the year			28[**]	12[**]	15	18	7	16
2.	Selecting long use instructional materials			15	7	5	6	3	7
3.	Developing long use instructional materials		--	13	6	--	--	3	7
PLANNING FOR DAILY INSTRUCTION									
4.	Selecting instructional materials for lessons	--	--	14	6	2	2	2	5
5.	Planning lessons	--	--	14	6	4	5	3	7
6.	Planning behavioral objectives	--	--	2	1	2	2	1	3
7.	Planning evaluation procedures	1	17	9	4	5	6	--	
8.	Planning student grouping with class	--	--	--		--	--	1	2
9.	Planning large group activities			2	1	1	1	--	
10.	Planning small group activities				--				
11.	Planning sequence of questions					--	--		
12.	Planning individualized instruction			4	2	2	2		
AUDIO VISUAL TECHNOLOGY									
13.	Selecting audio-visual materials	1	17	6	3	2	2	--	
14.	Operating audio visual equipment			3	1	1	1	--	
15.	Using kits, charts, games, simulations			2	1	1	1	--	
16.	Developing audio-visual materials		--	2	1	--	--		
17.	Making audio-visual materials		--						
INSTRUCTIONAL PROCESS									
18.	Teaching concepts, constructs, generalizations		--	2	1	1	1	1	2
19.	Utilizing inquiry methods	--			--		1	--	--
20.	Utilizing questioning techniques	--	--		--			--	--
21.	Utilizing sequential questioning	--	--		--	--	--	--	
22.	Utilizing student grouping	--		1	0		--		
23.	Utilizing large group class activities	--		1	0		--		
24.	Utilizing small group activities		--			--	--		
25.	Utilizing individualized instruction	--	--	1	0				
STUDENT NEEDS									
26.	Diagnosing individual differences	2	33	15	7	10	12	3	7
27.	Motivating students			21	9	5	6	2	
28.	Selecting performance goals and objectives		--	4	2	2	2	2	5
29.	Diagnosing learning difficulties		--			6	4	9	
30.	Creating useful remedial materials	--	--	3	4	3	4	3	7
31.	Obtaining student background information		--	14	6	6			7
INTERPERSONAL RELATIONSHIPS									
32.	Establishing classroom control	1	17	6	3	2	2	5	
33.	Maintaining classroom control	--	--	3	1	1	1	--	
34.	Solving teacher-pupil problems	1	17	11	5	4	5	3	7
35.	Developing team teaching rapport	--	--	--	--	1	1		2
36.	Solving teacher-teacher conflict	--	--	1	0	1	1		
37.	Solving administration-teacher conflict	--	--	1	0	--	--	--	
38.	Solving principal-teacher evaluation conflict	--	--	1	0	1	1	--	

[*] Teachers were asked to indicate three task areas that were of main concern to them.

[**] For the 226 occasions where task areas were so indicated, for teachers with four years of post-secondary education, 28 or 12 percent were Task Area 1, Developing course outlines for the year.

Responses Classified by Total Years of Teaching Experience

When the responses for groups of teachers classified by total years of teaching experience were examined, the most mentions of task areas of main concern were made by teachers with between three and seven total years of teaching experience (Table 21).

"Developing course outlines for the year" was a task area of main concern to teachers of all levels of total teaching experience, as the percentages of mentions ranged from 11 to 18 percent. Though "Selecting long-use instructional materials" was identified as a task area of main concern by teachers from all groups except those with only one total year of teaching experience, the percentages of mentions were lower. However, in the case of teachers having two total years of teaching experience this task area received 12 percent of the mentions.

Teachers who had only one total year of teaching experience identified "Selecting instructional materials for lessons" as a main concern on 18 percent of occasions and "Planning large group activities" in 12 percent of occasions. But, because of the number of respondents in this group was small, these data were of minimal value.

Other task areas identified by teachers from all groups as being of main concern were "Developing long-use instructional materials," "Selecting instructional materials for lessons," "Planning evaluation procedures," "Diagnosing individual differences," "Obtaining student background information" and "Establishing classroom control."

In "Motivating students," the percentages of mention for task areas of main concern were greater for teachers having eight or more total years of teaching experience than they were for teachers having between two and seven total years of teaching experience. Teachers

TABLE 21

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MOST CONCERN[*]
TO TEACHERS, BY TOTAL YEARS OF TEACHING EXPERIENCE

NO.	TASK AREA DESCRIPTION	1 (n = 17) f %	2 (n = 49) f %	(n =) f %	8-12 (n =) f %	13+ (n =) f %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year.	3[**] 15[**]	7 14	19 13	15 16	6 11
2.	Selecting long-use instructional materials	-- --	6 12	8 6	5 5	4 7
3.	Developing long-use instructional materials.	1 6	3 6	4 3	5 5	4 6
	PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons.	3 18	1 2	5 3	6 4	1 2
5.	Planning lessons	--	3 6	8 4	7 8	2 4
6.	Planning behavioral objectives	1 6	-- --	3 2	-- --	1 2
7.	Planning evaluation procedures	1 6	1 2	4 5	3 3	3 6
8.	Planning student grouping with class	-- --	-- --			1 2
9.	Planning large group activities	2 12	-- --	1 2	--	--
10.	Planning small group activities.	-- --	-- --	--		--
11.	Planning sequence of questions	--	--	--		--
12.	Planning individualized instruction	1	-- --	5		--
	AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials for class	--	3 4	4 5	3 3	--
14.	Operating audio-visual equipment	-- --	-- --	3 2	1 1	--
15.	Using kits, charts, games, simulations	1 6	1 2	1	-- --	--
16.	Developing audio-visual materials.	-- --	2 4			--
17.	Making audio-visual materials	-- --	--			--
	INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	-- --	1 2	1 1	1 1	1 2
19.	Utilizing inquiry methods	--	-- --	--	--	1 2
20.	Utilizing questioning techniques	-- --	-- --	--	--	-- --
21.	Utilizing sequential questioning	--	-- --	--	--	--
22.	Utilizing student grouping	-- --	1 2	--	--	--
23.	Utilizing large group class activities	-- --	1	--	--	--
24.	Utilizing small group activities	-- --	-- --	--	--	--
25.	Utilizing individualized instruction	-- --	1 2	-- --	-- --	--
	STUDENT NEEDS					
26.	Diagnosing individual differences	1 6	4 8	14 10	4	5 6
27.	Motivating students	-- --	2	12	4 6	3 3
28.	Selecting performance goals and objectives	-- --	-- --	2	2	--
29.	Diagnosing learning difficulties	-- --	2 4	2	2	4
30.	Creating useful remedial materials	1 6	3 6	4	--	2 4
31.	Obtaining student background information	1 6	2	5	10 11	2 4
	INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	1 6	1 2	3 2	4	2 4
33.	Maintaining classroom control	-- --	-- --	3	1 1	--
34.	Solving teacher-pupil problems	-- --	5 2		3 3	4
35.	Developing team-teaching rapport	-- --	-- --	1 1	1 1	--
36.	Solving teacher-teacher conflict	-- --	-- --	1	-- --	--
37.	Solving administration-teacher conflict	-- --	-- --	1	-- --	-- --
38.	Solving principal-teacher educational conflict	--	--	1	--	--

[*]Teachers were asked to indicate three task areas that were of most concern to them.

[**]If the three listed task areas were not indicated, the frequency for that year of teaching experience for that task area was blank.

having only one total year of teaching experience did not identify this task area as a main concern. Similarly, the percentages of mentions for task areas of main concern were in "Diagnosing learning difficulties" greater for teachers having three or more total years of teaching experience than for teachers having only two total years of teaching experience. Again, neophyte teachers did not identify this task area as one of main concern.

Responses Classified by Years of Employment in Present School

Table 22 shows the frequency and percentage frequency distributions for task areas of main concern to teachers according to years of employment in present school.

Teachers from all groups reported the task area "Developing course outlines for the year" to be one of main concern. This was especially true for teachers with eight or more years of employment in their present school as 22 percent of mentions were for this task area. Remaining task areas in the Development of Annual Curriculum and Program category were also of main concern to teachers from all groups with percentages of mentions for task areas of main concern ranging from 3 to 11 percent.

In the category Planning for Daily Instruction, "Selecting instructional materials for lessons," "Planning lessons," and "Planning evaluation procedures" were task areas of main concern to teachers from all groups.

The highest percentage of mentions for a task area of main concern was that of 7 percent in "Planning lessons" for teachers having between three and seven years of employment in their present schools.

TABLE 27

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MAIN CONCERN[a]
TO TEACHERS, BY YEARS OF EMPLOYMENT IN PRESENT SCHOOL

NO.	TASK AREA DESCRIPTION	YEARS OF EMPLOYMENT IN PRESENT SCHOOL							
		1 (n=84)		2 (n=?)		3-7 (n=15?)		8+ (n=?)	
		f	%	f	%	f	%	f	%
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM								
1.	Developing course outlines for the year	14	17	9	13	18	11	9	21
2.	Selecting long-use instructional materials	3	4	8	11	5	6	3	7
3	Developing long-use instructional materials	4	5	3	4	5	3	4	9
	PLANNING FOR DAILY INSTRUCTION								
4.	Selecting instructional materials for lessons	6	7	4	6	6	--	2	5
5.	Planning lessons	4	5	--	--	10	7	2	5
6.	Planning behavioral objectives	3	4	--	--	2	1	--	--
7.	Planning evaluation procedures	5	6	2	3	7	4	1	2
8.	Planning student grouping with class	--	--	--	--	--	--	1	--
9.	Planning large group activities	2	2	1	1	--	--	--	--
10.	Planning small group activities	--	--	--	--	--	--	--	--
11.	Planning sequence of questions	--	--	--	--	--	--	--	--
12.	Planning individualized instruction	2	2	--	--	2	1	--	--
	AUDIO-VISUAL TECHNOLOGY								
13.	Selecting audio-visual materials	2	2	2	3	4	3	1	2
14.	Operating audio-visual equipment	1	1	--	--	3	2	--	--
15.	Using kits, charts, games, simulations	2	2	1	1	--	--	--	--
16.	Developing audio-visual materials	--	--	2	3	--	--	--	--
17.	Making audio-visual materials	--	--	--	--	--	--	--	--
	INSTRUCTIONAL PROCESS								
18.	Teaching concepts, constructs, generalizations	--	2	--	--	1	1	1	2
19.	Utilizing inquiry methods	--	--	--	--	--	1	--	--
20.	Utilizing questioning techniques	--	--	--	--	--	--	--	--
21.	Utilizing sequential questioning	--	--	--	--	--	--	--	--
22.	Utilizing student grouping	--	--	1	1	--	--	--	--
23.	Utilizing large group class activities	--	--	1	1	--	--	--	--
24.	Utilizing small group activities	--	--	--	--	--	--	--	--
25.	Utilizing individualized instruction	--	--	1	1	--	--	--	--
	STUDENT NEEDS								
26.	Diagnosing individual differences	7	8	6	8	16	9	2	5
27.	Motivating students	5	6	4	6	14	9	5	12
28.	Selecting performance goals and objectives	2	2	--	--	3	2	2	5
29.	Diagnosing learning difficulties	4	5	5	7	14	8	3	7
30.	Creating useful remedial materials	1	1	4	6	--	6	1	2
31.	Obtaining student background information	4	5	5	7	12	6	2	5
	INTERPERSONAL RELATIONSHIPS								
32.	Establishing classroom control	3	4	2	3	5	3	1	2
33.	Maintaining classroom control	2	2	--	--	1	1	1	2
34.	Solving teacher-pupil problems	5	6	4	6	8	5	2	5
35.	Developing team-teaching rapport	1	2	--	--	1	1	--	--
36.	Solving teacher-teacher conflict	--	--	1	1	1	1	--	--
37.	Solving administration-teacher conflict	--	--	--	--	1	1	--	--
38	Solving principal-teacher evaluation conflict	--	--	--	--	2	1	--	--

[a] Teachers were asked to indicate three task items that were of main concern to them.

[b] Of the many situations where task areas were so designated, the teachers who were employed from one to two years in present school indicated most frequently ... item areas. Developing course outlines ...

Student Needs task areas were in all but one case reported as being a main concern of teachers from each group. The exception was that of teachers having two years of employment in their present school; they did not indicate "Selecting performance goals and objectives" was a main concern. When considering all the task areas in this category the higher percentages of mention were those of teachers having between three and seven years of employment in their present school. This was especially true in the task areas "Diagnosing individual differences" (9 percent), "Diagnosing learning difficulties" (12 percent) and "Obtaining student background information" (8 percent). The most mentions of task area of main concern in "Motivating students" were made by teachers having eight or more years of employment in their present school (12 percent).

Responses Classified by Grade Level(s) Most Commonly Taught

When examined by grade level(s) most commonly taught the most frequently mentioned task areas of main concern were those of "Developing course outlines for the year," "Diagnosing individual differences," "Motivating students" and "Diagnosing learning difficulties" (Table 23).

Teachers from all groups, especially those teaching Grade 8 students identified "Developing course outlines for the year" as being a task area of main concern. "Selecting long-use instructional materials" received approximately 8 percent of all mentions of main concern from teachers spending equal teaching time with two grades.

Of the 38 task areas, those in the Student Needs category were the ones most frequently mentioned as task areas of main concern to teachers. The highest percentage of mentions were in "Diagnosing

TABLE 23

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MAIN
CONCERN TO TEACHERS, BY GRADE LEVEL(S) MOST COMMONLY TAUGHT

		GRADE LEVEL(S) TAUGHT								
		7 (n = 96)		8 (n = 78)		9 (n = 77)		7/8 (n = 32)		8/9 (n = 75)
NO.	TASK AREA DESCRIPTION	f	%	f	%	f	%	f	%	f	%
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM										
1.	Developing course outlines for the year	13	14	13	17	11	14	2	6	11	15
2.	Selecting long-use instructional materials	5	5	5	6	4	5	3	9	6	8
3.	Developing long-use instructional materials	8	8	4	5	3	4	--	--	1	1
	PLANNING FOR DAILY INSTRUCTION										
4.	Selecting instructional materials for lessons	4	4	6	8	5	7	--	--	3	4
5.	Planning lessons	5	5	6	8	5	7	1	3	3	4
6.	Planning behavioral objectives	1	1	--	--	1	1	2	6	1	1
7.	Planning evaluation procedures	4	4	2	3	5	7	1	3	3	4
8.	Planning student grouping with class	--	--	--	--	1	1	--	--	--	--
9.	Planning large group activities	1	1	--	--	--	--	1	3	1	1
10.	Planning small group activities	--	--	--	--	--	--	--	--	--	--
11.	Planning sequence of questions	--	--	--	--	--	--	--	--	--	--
12.	Planning individualized instruction	3	3	2	3	1	1	--	--	--	--
	AUDIO-VISUAL TECHNOLOGY										
13.	Selecting audio-visual materials	1	1	5	6	1	1	--	--	2	3
14.	Operating audio-visual equipment	1	1	1	1	1	1	1	3	--	--
15.	Using kits, charts, games, simulations	1	1	--	--	--	--	1	3	--	--
16.	Developing audio-visual materials	2	2	--	--	--	--	--	--	--	--
17.	Mixing audio-visual materials	--	--	--	--	--	--	--	--	--	--
	INSTRUCTIONAL PROCESS										
18.	Teaching concepts, constructs, generalizations	--	--	2	3	--	--	--	--	2	3
19.	Utilizing inquiry methods	--	--	--	--	1	1	--	--	--	--
20.	Utilizing questioning techniques	--	--	--	--	--	--	--	--	--	--
21.	Utilizing sequential questioning	--	--	--	--	--	--	--	--	--	--
22.	Utilizing student grouping	1	1	--	--	--	--	--	--	--	--
23.	Utilizing large group class activities	--	--	--	--	--	--	--	--	1	1
24.	Utilizing small group activities	--	--	--	--	--	--	--	--	--	--
25.	Utilizing individualized instruction	--	--	--	--	--	--	--	--	1	1
	STUDENT NEEDS										
26.	Diagnosing individual differences	9	9	6	8	6	8	5	16	4	5
27.	Motivating students	6	6	4	5	7	9	3	9	8	11
28.	Selecting performance goals and objectives	--	--	--	--	3	4	1	3	3	4
29.	Diagnosing learning difficulties	7	7	5	6	7	9	4	13	8	11
30.	Creating useful remedial materials	6	6	3	4	1	1	2	6	3	4
31.	Obtaining student background information	6	6	4	5	6	8	1	3	6	8
	INTERPERSONAL RELATIONSHIPS										
32.	Establishing classroom control	1	1	3	4	2	3	3	9	2	3
33.	Maintaining classroom control	--	--	1	1	2	3	--	--	1	1
34.	Solving teacher-pupil problems	8	3	3	4	4	5	--	--	4	6
35.	Developing team teaching rapport	--	--	1	1	--	--	--	--	1	1
36.	Solving teacher-teacher conflict	1	1	1	1	--	--	--	--	--	--
37.	Solving administration-teacher conflict	--	--	1	1	--	--	--	--	--	--
38.	Solving principal-teacher evaluation conflict	1	1	--	--	--	--	1	3	--	--

*Teachers were asked to indicate three task areas of more of main concern to them.

**In the 96 questions where task areas were not indicated, for the teachers who most commonly taught grade 7, 8 or 9 were more task areas indicated, those not indicated for the year.

individual differences" for teachers of students from both Grade 7 and
Grade 8 (16 percent). Other task areas receiving high percentage
frequencies of mentions were "Motivating students" (11 percent for
teachers of both Grade 8 and Grade 9 students), and "Diagnosing learning
difficulties" for teachers spending equal time with Grade 7 and Grade 8
students (13 percent), and Grade 8 and Grade 9 students (11 percent).

Though the number of respondents was relatively small, 9
percent of the mentions of main concern made by teachers spending equal
time with Grade 7 and Grade 8 students were for "Establishing classroom
control." Eight percent of mentions by Grade 7 teachers were for
"Solving teacher-pupil problems," though teachers devoting their time
between Grade 7 and Grade 8 did not indicate this was a main concern.

Responses Classified by Subject Area Most Commonly Taught

When examined by the subject area most commonly taught, teachers
of Science, Mathematics and Social Studies were those who most frequently
mentioned task areas of main concern (Table 24). The small numbers of
respondents for Language Arts, Physical Education, Industrial Arts and
Home Economics precludes discussion involving these disciplines on a
comparative basis.

However, it is worth noting that Physical Education teachers
designated "Developing course outlines for the year" as a main concern
on 43 percent of occasions, as compared to 18 percent for Mathematics
teachers, 11 percent for Science teachers and only 5 percent for Social
Studies teachers. Though designated as being task areas of main concern,
small percentages of mention were indicated for "Selecting long-use
instructional materials" and "Developing long-use instructional materials"

TABLE 24

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TASK AREAS OF MAIN CONCERN*
TO TEACHERS, BY SUBJECT AREA MOST COMMONLY TAUGHT

NO.	TASK AREA DESCRIPTION	SUBJECT AREA												
		LA (n=7)		SCI* (n=79)		MA (n=66)		S.S. (n=64)		P.E. (n=7)		I.A. (n=7)		H.EC. (n=4)
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
	DEVELOPMENT OF ANNUAL CURRICULUM PROGRAM														
1.	Developing course outlines for the year	1	14	9	11	12	18	3	5	3	43	--	--	--	--
2.	Selecting long-use instructional materials	--	--	6	8	3	5	3	5	--	--	--	--	1	25
3.	Developing long-use instructional materials	--	--	4	5	3	5	4	6	--	--	--	--	1	25
	PLANNING FOR DAILY INSTRUCTION														
4.	Selecting instructional materials for lessons	--	--	2	3	6	9	--	--	--	--	1	33	--	--
5.	Planning lessons	--	--	1	1	5	8	7	11	1	14	--	--	--	--
6.	Planning behavioural objectives	1	14	2	3	1	2	--	--	--	--	--	--	--	--
7.	Planning evaluation procedures	--	--	4	5	1	2	4	7	--	--	--	--	--	--
8.	Planning student grouping with class	--	--	--	--	--	--	1	2	--	--	--	--	--	--
9.	Planning large group activities	--	--	--	--	1	2	1	2	--	--	1	33	--	--
10.	Planning small group activities	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11.	Planning sequence of questions	--	--	--	--	--	--	--	--	--	--	--	--	--	--
12.	Planning individualized instruction	--	--	1	1	--	--	2	3	--	--	--	--	--	--
	AUDIO-VISUAL TECHNOLOGY														
13.	Selecting audio-visual materials	--	--	1	1	2	3	1	2	--	--	--	--	--	--
14.	Operating audio-visual equipment	--	--	1	1	3	5	--	--	--	--	--	--	--	--
15.	Using kits, charts, games, simulations	--	--	1	1	--	--	--	--	--	--	--	--	--	--
16.	Developing audio-visual materials	--	--	2	3	--	--	--	--	--	--	--	--	--	--
17.	Making audio-visual materials	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	INSTRUCTIONAL PROCESS														
18.	Teaching concepts, constructs, generalizations	--	--	--	--	--	--	1	2	--	--	--	--	--	--
19.	Utilizing inquiry methods	--	--	--	--	1	2	--	--	--	--	--	--	--	--
20.	Utilizing questioning techniques	--	--	--	--	--	--	--	--	--	--	--	--	--	--
21.	Utilizing sequential questioning	--	--	--	--	--	--	--	--	--	--	--	--	--	--
22.	Utilizing student grouping	--	--	--	--	--	--	--	--	--	--	--	--	--	--
23.	Utilizing large group class activities	--	--	--	--	--	--	--	--	--	--	--	--	--	--
24.	Utilizing small group activities	--	--	--	--	--	--	--	--	--	--	--	--	--	--
25.	Utilizing individualized instruction	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	STUDENT NEEDS														
26.	Diagnosing individual differences	1	14	10	13	3	5	7	11	1	14	1	33	--	--
27.	Motivating students	--	--	4	5	3	5	9	14	1	14	--	--	--	--
28.	Selecting performance goals and objectives	--	--	2	3	--	--	1	2	--	--	--	--	--	--
29.	Diagnosing learning difficulties	1	14	8	10	4	6	9	14	--	--	--	--	--	--
30.	Creating useful remedial materials	--	--	6	8	1	2	3	5	--	--	--	--	--	--
31.	Obtaining student background information	1	14	6	8	5	8	3	5	--	--	--	--	1	25
	INTERPERSONAL RELATIONSHIPS														
32.	Establishing classroom control	--	--	2	3	4	6	2	3	1	14	--	--	--	--
33.	Maintaining classroom control	--	--	1	1	2	3	--	--	--	--	--	--	--	--
34.	Solving teacher-pupil problems	1	14	5	6	5	8	2	3	--	--	--	--	--	--
35.	Developing team-teaching rapport	1	14	1	1	--	--	--	--	--	--	--	--	--	--
36.	Solving teacher-teacher conflict	--	--	--	--	1	2	--	--	--	--	--	--	1	25
37.	Solving administration-teacher conflict	--	--	--	--	--	--	--	--	--	--	--	--	--	--
38.	Solving principal-teacher evaluation conflict	--	--	--	--	--	--	1	2	--	--	--	--	--	--

*Teachers were asked to indicate three task areas that were of main concern to them.

**Of the 79 occasions where task areas were so designated for teachers who most commonly taught Science, nine or 11 percent were Task Area 1, "Developing course outlines for the year."

by teachers of Science, Mathematics and Social Studies.

Planning for 'Daily Instruction task█████eas receiving the most
mentions of main concern were "Selecting instructional materials for
lessons" (9 percent of mentions from Mathematics teachers) and "Planning
lessons" (11 percent of mentions from teachers of Social Studies).
The task area "Diagnosing individual differences" was identified as a
main concern on 13 percent of occasions by Science teachers and 11
percent of occasions by Social Studies teachers. These percentages were
high when compared to the 5 percent of mentions credited to Mathematics
teachers. Relatively high percentages of mention (14 percent) were made
by Social Studies teachers in "Motivating students" and "Diagnosing
learning difficulties."

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TASK AREAS OF MAIN CONCERN AS PERCEIVED
BY SUPERVISORY PERSONNEL

</div>

Statement of Sub-problem 2.3. "In which task areas do teachers
experience the greatest need for consultative assistance, as perceived
by supervisory personnel?"

Part 2 of the supervisory personnel questionnaire asked central
office or area staff and principals to identify those three task areas
in which their consultative assistance was most requested. In most
instances the task areas perceived by supervisory personnel as being of
main concern to teachers (Table 25) were similar to those designated by
teachers (Table 18). The task areas receiving the highest percentage
frequencies of mentions were in the Development of Annual Curriculum and
Program category and the Student Needs category.

Of the occasions where task areas were identified by supervisory

TABLE 25

PERCENTAGE DISTRIBUTION OF TASK AREAS SELECTED BY SUPERVISORY
PERSONNEL AS BEING OF MAIN CONCERN TO TEACHERS

		SUPERVISORY PERSONNEL		
NO.	TASK AREA DESCRIPTION	CENTRAL OFFICE OR AREA STAFF (n = 59) %	PRINCIPALS (n = 15) %	TOTAL (n = 75) %
DEVELOPMENT OF A TOTAL CURRICULUM AND PROGRAM				
1.	Developing course outlines for the year	10	6	9
2.	Selecting course instructional materials	7	6	4
3.	Developing course instructional materials	1		1
PLANNING FOR INSTRUCTION				
4.	Selecting instructional materials for lessons	10	--	7
5.	Planning lessons	8	6	7
6.	Planning general objectives	1	--	1
7.	Planning evaluation procedures	1	1	1
8.	Planning student grouping with class	-		-
9.	Planning large group activities	3	1	3
10.	Planning small group activities		--	--
11.	Planning sequence of questions	--		--
12.	Planning individualized instruction	--	6	2
AUDIO-VISUAL AIDS				
13.	Selecting audio-visual materials	1		1
14.	Operating audio-visual equipment			1
15.	Using kits, charts, games, simulations	3	--	2
16.	Developing audio-visual materials	1	-	1
17.	Making audio-visual materials	--		-
INSTRUCTIONAL PROCESS				
18.	Teaching concepts, constructs, generalizations	8	--	5
19.	Utilizing inquiry methods	1	--	1
20.	Utilizing questioning techniques	--		--
21.	Utilizing sequential questioning	--	--	--
22.	Utilizing student grouping	1	--	1
23.	Utilizing large group class activities	1	--	1
24.	Utilizing small group activities		--	--
25.	Utilizing individualized instruction			2
STUDENT NEEDS				
26.	Diagnosing individual differences	3	--	2
27.	Motivating students	8	13	9
28.	Selecting performance goals and objectives	3	--	2
29.	Diagnosing learning difficulties	6	--	5
30.	Creating useful remedial materials	3	--	2
31.	Obtaining student background information	3	1	4
INTERPERSONAL RELATIONSHIPS				
32.	Establishing classroom control	5	13	7
33.	Maintaining classroom control	6	9	7
34.	Solving teacher-pupil problems		13	
35.	Developing team-teaching rapport	1	3	2
36.	Solving teacher-teacher conflicts	-	3	1
37.	Solving administration-teacher conflicts	1	--	1
38.	Solving principal-teacher evaluation conflicts	--	--	--

*Supervisory personnel were asked to indicate the three tasks that as they perceive were of greatest concern to teachers

**Task descriptions where task areas were not selected.

personnel as being of main concern to teachers, 9 percent were for the task areas "Developing course outlines for the year" and "Motivating students." The task area "Selecting long-use instructional materials" was designated on 8 percent of mentions, compared to 7 percent of mentions for "Selecting instructional materials," "Planning lessons," "Establishing classroom control," "Maintaining classroom control" and "Solving teacher-pupil problems." Smaller percentage frequencies were recorded for the majority of the remaining task areas.

A noticeable difference between the perceptions of teachers and supervisory personnel was apparent for the task areas "Diagnosing individual differences" and "Maintaining classroom control." Teachers perceived "Diagnosing individual differences" to be of main concern on 8 percent of occasions compared to only 2 percent of occasions for supervisory personnel. Conversely, teachers perceived "Maintaining classroom control" to be of main concern on 1 percent of occasions, where supervisory personnel ascribed 7 percent of mentions to that task area.

Differences between the perceptions of central office or area staff and principals were also apparent for the task areas "Selecting instructional materials for lessons," "Planning individualized instruction," "Teaching concepts, constructs, generalizations," "Diagnosing learning difficulties," "Obtaining student background information," "Establishing classroom control" and "Solving teacher-pupil problems."

Central office or area staff identified as areas of main concern "Selecting instructional materials for lessons" (10 percent of mentions) mentions), "Teaching concepts, constructs, generalizations" (8 percent of mentions) and "Diagnosing learning difficulties" (6 percent of

mentions), whereas no mention of these task areas was made by
principals. However, principals stated that they perceived "Planning
individualized instruction" (6 percent of mentions), "Obtaining
student background information" (9 percent of mentions), "Establishing
classroom control" (12 percent of mentions) and "Solving teacher-pupil
problems" (2 percent of mentions) to be of main concern to teachers.
Little or no mention was made of these task areas by central office or
area staff.

SPECIFIC CONCERNS OF TEACHERS

Statement of Sub-problem 2.4. "What are the specific concerns of
teachers in the task areas in which they experience the greatest need
for consultative assistance?"

In Part 2 of the questionnaire teachers were asked to state the
three most specific concerns they had in the task areas in which they
experienced the greatest need for consultative assistance. The specific
concerns of teachers for each of these task areas of main concern are
given in Table 26. Though in most cases the specific concerns that 161
teachers mentioned were worded differently, they could be synthesized to
produce a manageable list.

Development of Annual Curriculum and Program. For the three task
areas in this category, 80 specific concerns were mentioned by teachers.
Forty-six of these were in the "Developing course outlines for the year"
task area, compared to 25 for "Selecting appropriate long-use instruc-
tional materials" and nine for "Developing appropriate long-use
instructional materials."

TABLE 26

DISTRIBUTION OF SPECIFIC TEACHER CONCERNS IN EACH TASK AREA

NO.	TASK AREA DESCRIPTION	t

DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM

1. Developing course outlines for the year . . . .

Integration of total year's program	15
Consistency with other teachers	7
New concepts	5
To fit my desires and skills for program	3
Length of time spent in different areas	2
Appropriate for students not repeating grade	1
Resource material	1
Know and understand philosophy	1
Availability of materials	1
Continuity from previous school	1
To be workable	1
Budget	1
Planning student activities	1
Outlines not available	1
Lack of suitable textbooks	1
Teachers not following prescribed curriculum	1
Separation of grade material	1
Agreement on content	1
Agreement on methodology	1

.n

2. Selecting appropriate long-use instructional materials

Determining textbooks to be used	5
Content suitable for interest and ability of students	4
Cost	3
Suitability for grade level	2
Vagueness of curriculum	2
Lack of materials	2
Obtaining sufficient texts	1
Information on specific topics	1
Audio-visual materials	1
Specific reading material	1
Durability of materials	1
Best use of money available	1
Secondary sources	1

'5

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTION	f
3.	Developing appropriate long-use instructional materials	
	Lack of available materials	3
	Specific units within grades	2
	Meeting needs of remedial students	1
	General organization	1
	Variety in textual materials	1
	Standardization of classes in particular grade	1
		9

PLANNING FOR DAILY INSTRUCTION

NO.	TASK AREA DESCRIPTION	f
4.	Selecting instructional materials for particular lessons	
	Accessibility of equipment	4
	Appropriate for specific class	2
	Theory to be taught	1
	A-V materials	1
	Sharing of materials and equipment	1
	Best use	1
		10
5.	Planning lessons.	
	Motivating students	6
	Individualized instruction	6
	Achieving lesson objectives	4
	Sequencing of materials	3
	Setting specific assignments	2
	Lack of preparation time	2
	Staying within budget	2
	Adapting for slow learners	2
	Establishing performance objectives	2
	Availability of lab materials	1
	Field trip liability	1
	Methods of explaining and demonstrations	1
	Conversion to metric system	1
		32
6.	Planning behavioral objectives.	
	Preparing objectives for all levels in class	2
		2

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTION	f
7.	Planning evaluation procedures.	
	Alternative systems of evaluation	4
	Differentiated classes	3
	Consistency	3
	Insufficient time for complete evaluation	3
	Progression of skills	2
	Establishing standards through committee	1
	Viable methods	1
	School and subject area policy	1
	Previous format	1
		19
8.	Planning student grouping with class.	
	------	--
9.	Planning large group activities	
	Organization	2
	Activities for the students	1
	Time involved .	1
	When to initiate	1
	Placement in classroom	1
		6
10.	Planning small group activities	
	------	--
11.	Planning sequence of questions.	
	------	--
12.	Planning individualized instruction	
	Determing level of student ability	3
	Student motivation	2
		5

AUDIO-VISUAL TECHNOLOGY

13.	Selecting audio-visual materials for class.	
	Appropriateness of materials for lesson	3
	Availability of materials	2
	Do materials meet needs of students	2
		7

TABLE 2b (continued)

NO.	TASK AREA DESCRIPTION	f
14.	Operating audio-visual equipment.	
	Use of various items of equipment	1
		1
15.	Using kits, charts, games, simulations.	
	------	--
16.	Developing audio-visual materials	
	New ideas	2
	Methods of doing so	1
	Availability of materials	1
		4
17.	Making audio-visual materials	
	------	--

INSTRUCTIONAL PROCESS

18.	Teaching concepts, constructs, generalizations.	
	Are questions at the students level	3
	How often should I review	1
	Balance between skills and rules	1
		5
19.	Utilizing program solving, inquiry and discovery methods	
	Sequence of activities	3
	Establishing problem statements	2
		5
20.	Utilizing questioning techniques.	
	------	--
21.	Utilizing sequential questioning.	
	------	--
22.	Utilizing student grouping.	
	------	--
23.	Utilizing large group class activities.	
	------	--

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTIONS	f
24.	Utilizing small group activities.	--
25.	Utilizing individualized instruction.	
	Insufficient time in which to prepare	5
	Planning and evaluation	2
		7

STUDENT NEEDS

26.	Diagnosing individual differences	
	Meeting needs of students	3
	Discipline problems	3
	Differentiate low achievement from low ability	2
	Conflicting evidence of ability	2
	Placement for extra help	
	How to separate for differentiated groups	1
	Coping with large classes	1
	Recognizing and accommodating poor students	1
	Providing feedback	1
	Establishing techniques for identifying differences	1
	Testing	1
		18

27.	Motivating students	
	Maintaining high levels of interest	3
	Using time profitably	3
	Student irresponsibility	2
	Completion of homework	2
	Applicability to life skills	2
	Constant apathy on part of student	1
	Learning disabilities	1
	Differentiated classes	1
	Meaningful projects and activities	1
	Avoid duplicating previous program	1
	What do others do	1
	How might I improve	1
	What will work best	1
		20

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTIONS	f
28.	Selecting and specifying performance goals and objectives	
	Student attitudes	2
	Knowledge students pass anyway	2
	Consistency	2
	Determining objectives for specific concepts	1
	Grading subjectively	1
	Sequencing of skills	1
		9
29.	Diagnosing learning difficulties.	
	What is specific concern	7
	How may I help	6
	Insufficient time	5
	Lack of student motivation	3
	Reading and spelling difficulties	2
	Physical problems	1
	Differentiation within class	1
	Lack of awareness and exposure to problems	1
	Analysis of test scores	1
		27
30.	Creating useful remedial materials.	
	Where to find ideas	3
	Aides for specific weaknesses	2
	Motivational value	2
	Obtaining proven materials	2
	Am I qualified to teach remedial program	1
		10
31.	Obtaining student background information.	
	Home background	7
	Cummulative behavior information	6
	Ability level of students	4
	Previous school achievement	4
	Establishing objectives to meet student needs	3
	Understanding test results	2
	Communication with parents	2
	Inexperience in handling parents	1
		29

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTIONS	f
INTERPERSONAL RELATIONSHIPS		
32.	Establishing classroom control.	
	Inexperience	5
	Inconsistency in school and between teachers	5
	Student disregard of rules	4
	Establishing a philosophy	3
		17
33.	Maintaining classroom control	
	Inconsistency standards	8
	Teacher pupil conflict	5
	Inexperience	4
	Corporal punishment	3
	Lack of student performance	1
		21
34.	Solving teacher-pupil problems.	
	Undisciplined students	5
	Student immaturity	5
	Communication	3
	Unmotivated students	3
	Lack of system standards	2
	Poor attitudes	2
	Work habits	2
	Attendance	2
	Administrative rules and regulations	1
	Teacher vindictiveness	1
		26
35.	Developing team-teaching rapport.	
	------	--
36.	Solving teacher-teacher conflict.	
	Insufficient time to solve problems	3
	Who should initiate contact	2
		5

TABLE 26 (continued)

NO.	TASK AREA DESCRIPTIONS	f
37.	Solving administration-teacher status conflict.	--
38.	Solving evaluation conflict between principal-teacher	
	Subjective evaluation	2
		2
	Total number of expressed specific concerns	367

In "Developing course outlines for the year" 15 teachers stated that "integration of total year's program" was a specific concern, whereas, 7 teachers found "consistency with other teachers' to be a specific conern. Five teachers when "Selecting appropriate long-use instructional materials" reported that "determining textbooks to be used" was considered a specific concern within the task area.

Planning for Daily Instruction. Seventy-four specific concerns were reported by teachers for the nine task areas in this category. Of those 74 specific concerns, 10 were in "Selecting instructional materials for lessons," 32 were mentioned in "Planning less, "Planning behavioral objectives," 19 in "Planning evaluatio six in "Planning large group activities," and five in "Planni individualized instruction." Specific were not reported by teachers for the task areas "Planning ing with class," "Planning small group activities" and "P ng sequence of questions."

Audio-Visual Technology. In the five category task areas 12 specific concerns were identified by teachers. For the "Selecting audio-visual materials for class" task area seven wer specified, compared to one for "Operating audio-visual equipment" and four for "Developing audio-visual materials." Specifi concerns for "Using kits, charts, games, simulations" and "Making audio-visual materials" were not mentioned.

Instructional Process. The eight task areas of this category had 17 specific concerns accredited to them by teachers. Five of those specific concerns were in "Teaching concepts, constructs, generalizations,"

five were in "Utilizing problem solving, inquiry and discovery methods" and seven were in "Utilizing individualized instruction." For the task areas "Utilizing questioning techniques," "Utilizing sequential questioning," "Utilizing student grouping," "Utilizing large group activities" and "Utilizing small group activities" specific concerns were not designated by teachers.

Student Needs. One hundred and thirteen specific concerns were mentioned by teachers for the six task areas in this category. Of those 113 specific concerns, 29 were associated with "Obtaining student background information," 27 with "Diagnosing learning difficulties," 20 with "Motivating students," and 18 with "Diagnosing individual differences." Smaller frequencies were recorded for "Selecting and specifying performance goals and objectives" and "Creating useful remedial materials."

Interpersonal Relationships. For the seven task areas in this category, 71 specific concerns were mentioned by teachers. Seventeen of those 71 specific concerns were associated with "Establishing classroom control," as compared to 21 for "Maintaining classroom control" and 26 for "Solving teacher-pupil problems." Five specific concerns were reported in "Solving teacher-teacher conflict" whereas two were given for "Solving principal-teacher evaluation conflict." Specific concerns were not delineated by teachers for the task areas "Developing team-teaching rapport" and "Solving administration-teacher status conflict."

When considering each of the six categories in terms of the number of specific concerns listed in them, 113 specific concerns were listed under Student Needs, 80 under Development of Annual Curriculum and Program, 74 under Planning for Daily Instruction and 71 under

Interpersonal Relationships. Many individual task areas did not have specific concerns listed as they were not identified by teachers as task areas in which the greatest need for consultative assistance existed. However, the task areas in which specific concerns were most prevalent included each of the following: "Developing course outlines for the year" (46 specific concerns), "Planning lessons" (32 specific concerns), "Obtaining student background information" (29 specific concerns) and "Diagnosing learning difficulties" (27 specific concerns).

SUMMARY

Of all the 38 task areas, teachers identified "Developing course outlines for the year," "Diagnosing learning difficulties" and "Diagnosing individual differences" as those which were most often of concern. For both male teachers and female teachers "Developing course outlines for the year" received the highest frequency of mentions for task areas of main concern. The task area receiving the second highest number of mentions from male teachers was "Diagnosing individual differences," whereas for female teachers it was the task area "Diagnosing learning difficulties."

The task areas of main concern to teachers having four or six years of post-secondary education were "Developing course outlines for the year" and "Diagnosing learning difficulties." Teachers with five years of post-secondary education identified "Developing course outlines for the year" and "Diagnosing individual differences" as two of the task areas of main concern.

For teachers with less than 12 years of total teaching experience, "Developing course outlines for the year" was a task area of main

concern, though teachers with more than 12 years of total teaching experience instead reported the task area "Motivating students." Similarly, teachers new to their present school stated that task areas of main concern were "Developing course outlines for the year" and "Diagnosing individual differences," whereas the more experienced teachers reported that they perceived "Motivating students" and "Diagnosing learning difficulties" to be of main concern.

Teachers of only one grade, for example Grade 9, found "Developing course outlines for the year" to be a task area of main concern, whereas for teachers who taught two grade levels for an equal amount of time this was not the case. Instead they found "Diagnosing individual differences" to be of main concern. In the majority of cases the teachers of Science, Mathematics and Social Studies were those who reported task areas of main concern.

In general, central office or area staff perceived "Developing course outlines for the year," "Selecting instructional materials for lessons," "Selecting long-use instructional materials," "Planning lessons" and "Motivating students" as being those task areas of main concern to teachers. However, separately, principals stated that they perceived the task areas of main concern to teachers to be "Solving teacher-pupil problems," "Motivating students" and "Establishing class-room control." Overall, supervisory personnel when considered collectively stated that they perceived "Developing course outlines for the year," "Motivating students" and "Selecting long-use instructional materials" as being the task areas of main concern to teachers.

Specific concerns were identified by teachers for 26 of the 38 task areas. The task areas in which the frequencies of specific

concerns were the highest were "Developing course outlines for the

year," "Planning lessons" and "Diagnosing learning difficulties." In

all, 367 specific concerns were mentioned by teachers.

Chapter 8

REFERENTS USED AND ASSISTANCE OFFERED BY TEACHERS

This chapter includes an analysis of the data for Problem 3 and Problem 4. These problems requested information pertaining to the number of referents used by teachers, the distribution of referents, the perceptions of supervisory personnel in terms of assistance that they rendered, and the extent of assistance that teachers offered to colleagues. Problem 3 specifically asked "From whom did junior high school teachers seek consultative assistance in relation to their expressed concerns", whereas, Problem 4 addressed the question "To what extent do junior high school teachers view themselves as sources of collegial consultative assistance?"

REFERENTS USED BY TEACHERS

Statement of Sub-problem 3.1. "With how many referents do teachers consult concerning problems in the listed task areas?"

Frequency and percentage frequency distributions for the number of referents used by teachers are given in Table 27. These data were obtained in Part 1 of the teacher questionnaire. For 37 of the 38 task areas, most teachers used one referent when seeking consultative assistance for their concerns. The exception was in the task area "Developing course outlines for the year."

Development of Annual Curriculum and Program. In each of the task areas in this category the number of referents used by teachers was five. However, for approximately 93 percent of the occasions no more

TABLE 27

PERCENTAGE FREQUENCY DISTRIBUTION OF NUMBER OF REFERENTS USED BY TEACHERS WHEN SEEKING
CONSULTATIVE ASSISTANCE FOR CONCERNS IN EACH TASK AREA

NO.	TASK AREA DESCRIPTION	(	1 %	2 %	3 %	4 %	5 %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM							
1.	Developing course outlines for the year	155	46*	30	19	5	1
2.	Selecting long-use instructional materials	142	63	21	9	6	1
3.	Developing long-use instructional materials	125	72	18	6	4	1
PLANNING FOR DAILY INSTRUCTION							
4.	Selecting instructional materials for lessons	126	78	18	4	1	--
5.	Planning lessons	86	84	14	2	--	--
6.	Planning behavioral objectives	60	65	26	9	--	--
7.	Planning evaluation procedures	114	66	23	5	--	--
8.	Planning student grouping with class	51	75	25	--	--	--
9.	Planning large group activities	84	74	24	2	--	--
10.	Planning small group activities	59	80	19	2	--	--
11.	Planning sequence of questions	16	94	3	3	--	--
12.	Planning individualized instruction	73	75	25	-	--	--
AUDIO VISUAL TECHNOLOGY							
13.	Selecting audio visual materials	141	84	13	2	1	--
14.	Operating audio visual equipment	74	95	5	--	--	--
15.	Using kits, charts, games, simulations	60	84	14	3	--	--
16.	Developing audio visual materials	32	94	6			
17.	Making audio visual materials	36	86	14	--	-	--
INSTRUCTIONAL PROCESS							
18.	Teaching concepts, constructs, generalizations	85	74	13	6	2	--
19.	Utilizing inquiry methods	53	85	13	2	-	--
20.	Utilizing questioning techniques	57	82	18	--	--	--
21.	Utilizing sequential questioning	28	89	11	--	--	--
22.	Utilizing student grouping	42	71	24	2	--	--**
23.	Utilizing large group class activities	47	85	9	6	--	--
24.	Utilizing small group activities	38	84	13	3	--	--
25.	Utilizing individualized instruction	56	84	14	--	2	--
STUDENT NEEDS							
26.	Diagnosing individual differences	127	60	30	9	1	1
27.	Motivating students	109	60	30	10	--	--
28.	Selecting performance goals and objectives	84	68	23	7	1	1
29.	Diagnosing learning difficulties	137	65	26	-	-	--***
30.	Creating useful remedial materials	77	74	23	3	--	--
31.	Obtaining student background information	158	51	34	10	4	1
INTERPERSONAL RELATIONSHIPS							
32.	Establishing classroom control	71	59	32	7	1	--
33.	Maintaining classroom control	74	59	35	3	3	--
34.	Solving teacher-pupil problems	106	59	35	6	--	--
35.	Developing team-teaching rapport	51	86	14	--	--	--
36.	Solving teacher-teacher conflict	46	65	30	4	--	--
37.	Solving administration-teacher conflict	32	62	29	9	--	--
38.	Solving principal teacher evaluation conflict	23	70	30	--	--	--
Total		147	70	23	6	1	0

*Of the 155 teachers who experienced concerns in Task Area 1, "Developing course outlines for the year," 46 percent sought consultative assistance from one referent.

**Two percent of the respondents for this task area did not indicate the referents sought.

than three were used.

Of the 155 teachers who experienced concerns in "Developing course outlines for the year," 46 percent sought consultative assistance from one referent. Thirty percent of teachers sought assistance from two referents and 19 percent of teachers sought assistance from three referents. The percentage of teachers using only one referent for "Selecting long-use instructional materials" (63 percent), and "Developing long-use instructional materials" (72 percent) was much higher than for "Developing course outlines for the year." Conversely, the percentages of teachers using two and three referents were smaller.

Planning for Daily Instruction. For each of the task areas in this category, at least 64 percent of teachers sought consultative assistance from one referent. The use of two referents was common except in the task area "Planning sequence of questions." For that task area, 94 percent of teachers sought consultative assistance from one referent and only 3 percent of teachers referenced a second person. Few teachers in trying to solve task area concerns sought help from three or more referents, except in "Planning behavioral objectives." In that task area, 9 percent of teachers stated they sought assistance from a third referent.

Audio-Visual Technology. In each of the task areas in this category over 83 percent of teachers consulted with only one referent. Two referents were used on occasions, though for the task areas "Operating audio-visual equipment" and "Developing audio-visual materials" the percentages of teachers doing so were quite low (approximately 5 percent). Few if any teachers sought assistance from

a third referent.

Instructional Process. For the most part, teachers sought
consultative assistance for their concerns from one referent. Though a
second referent was used in each task area by teachers, the percentages
of teachers doing so remained quite small. However, 24 percent of the
teachers sought consultative assistance in "Utilizing student grouping"
from a second referent. Only on a few occasions were three referents
sought by teachers.

Student Needs. Though in the majority of cases only one
referent was used by teachers for their concerns in these task areas,
more use was made of a second and sometimes third referent than had
been done previously. As an example of this, in "Motivating students"
60 percent of teachers chose to utilize one referent for their task area
concerns, 30 percent used two referents and 10 percent used three. In
"Diagnosing individual differences," "Selecting performance goals and
objectives," "Diagnosing learning difficulties" and "Obtaining student
background information" at least 7 percent of teachers used three
referents. Use of four referents was minimal.

Interpersonal Relationships. As in previous categories, the
majority of teachers sought only one referent for their task area
concerns. However, the percentage frequencies of teachers seeking
consultative assistance from a second referent were higher in this
category than in any other. Approximately 30 percent of teachers
sought consultative assistance from a second referent. In each of the
task areas "Establishing classroom control," "Solving teacher-pupil

problems" and "Solving administration-teacher conflict" at least 6
percent of teachers sought consultative assistance from a third
referent.

SPECIFIC REFERENTS USED BY TEACHERS

Statement of Sub-problem 3.2. "What percentage of teachers
seek consultative assistance from the available referents?"

Data pertaining to this sub-problem were obtained from teacher
responses to the questions in Part 1 of the teacher questionnaire.
In most instances, teachers in trying to solve their task area
concerns sought the assistance of their colleagues in the same school.
Where other referents were used as sources of consultative assistance,
teachers generally consulted with teachers in other schools, the
principal and central office or area staff in the category Development
of Annual Curriculum and Program and with the principal in the categories
Instructional Process, Student Needs and Interpersonal Relationships.

As is shown in Table 28, only two percent of all teachers
sought consultative assistance from regional office staff. The task
areas in which teachers most frequently sought the assistance of
regional office staff were "Developing long-use instructional materials"
(7 percent), "Selecting instructional materials for lessons" (6
percent), and "Creating useful remedial materials" (5 percent). Few if
any sought consultative assistance from regional office staff in the
other task areas.

However, teachers sought consultative assistance from central
office or area staff more frequently than they did from regional office
staff. The overall percentage of teachers seeking assistance from

TABLE 28

PERCENTAGE RESPONSE DISTRIBUTION OF RESPONDENTS WHO OFFER USED ... ASSISTANCE FOR PATTERNS IN EACH TASK AREA

		REFERENT				
NO	TASK AREA DESCRIPTION	REGIONAL OFFICE %	CENTRAL OFFICE AREA STAFF %	PRINCIPAL %	TEACHER SAME SCHOOL %	TEACHER OTHER SCHOOL %
	DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1	Developing course outlines for the year	15	3		36	79	41
2	Selecting prescribed instructional materials	14	4	26	24	81	28
3	Developing own use instructional materials	15		25	12	78	22
	PLANNING FOR INSTRUCTION					
4	Selecting instructional materials for lessons	12	5	9	6	94	14
5	Planning lessons	8	1	9		91	14
6	Planning behavioral objectives			15	24	84	15
7	Planning evaluation procedures	44	2	7	4	42	8
8	Planning staffing keeping with	5		5	1	5	4
9	Planning large group activities	4		6	3	80	
10	Planning small group activities		2			83	
11	Planning sequence of materials			3			
12	Planning individualized instruction				23		
	VISUAL AIDS						
13	Selecting audio visual materials	15	2		3		17
14	Operating audio visual equipment	9					
15	Using kits, charts, games, simulations			13			15
16	Developing audio visual materials	12			1		12
17	Making audio visual materials		3			8	16
	INSTRUCTIONAL PROCESS						
18	Learning concepts, constructs, generalizations						
19	Utilizing inquiry methods						
20	Utilizing questioning techniques				8	42	13
21	Utilizing sequential questioning						
22	Utilizing student grouping						
23	Utilizing large group activities		2				
24	Utilizing small group activities				18		
25	Utilizing individualized instruction			3		9	5
	STUDENT NEEDS						
26	Diagnosing individual differences			11		41	
27	Motivating students						
28	Selecting performance goals and objectives						
29	Diagnosing learning difficulties				32	43	
30	Creating useful remedial material		5	1			
31	Obtaining student background information			24			
	INTERPERSONAL RELATIONSHIPS						
32	Establishing classroom control				45		
33	Maintaining classroom control					85	
34	Solving teacher-pupil problems				49	75	
35	Developing counseling rapport						
36	Solving teacher-teacher conflict				52	83	
37	Solving administrative conflict				45	54	
38	Using principal's evaluation results				45	45	

central office or area staff was 11 percent (Table 28).

The category of task areas for which most assistance was requested of central office or area staff by teachers was that of Development of Annual Curriculum and Program. In those task areas 24 percent of teachers sought consultative assistance in "Developing course outlines for the year," 26 percent in "Selecting long-use instructional materials" and 25 percent in "Developing long-use instructional materials."

Other task areas in which relatively high percentages of teachers sought the assistance of central office or area staff included "Planning behavioral objectives" (19 percent), "Making audio-visual materials" (17 percent), and "Selecting performance goals and objectives" (14 percent). Of the 38 task areas in the study, those categorized under Interpersonal Relationships received the lowest percentage frequencies of teachers seeking central office or area staff assistance.

In all task areas, teachers when experiencing task area concerns sought assistance from the principal. The percentage frequencies of teachers seeking consultative assistance from the principal were highest for those task areas in the Student Needs and Interpersonal Relationships categories.

Except for "Developing team-teaching rapport" where only 16 percent of teachers sought assistance from the principal, the majority of teachers used the principal as a consultative referent in the Interpersonal Relationships task areas. Sixty-five percent of teachers sought assistance from the principal in "Solving administration-teacher conflict" compared to 50 percent in "Solving teacher-teacher conflict."

Task areas from other categories in which larger percentage frequencies of teachers sought the assistance of the principal included "Developing course outlines for the year" (36 percent), "Planning evaluation procedures" (35 percent), "Planning student grouping with class" (37 percent), "Utilizing student grouping" (33 percent) and "Utilizing individualized instruction" (31 percent). Very few teachers consulted with principals in those task areas associated with audio-visual technology.

As may be seen in Table 28, the percentage frequencies of teachers seeking consultative assistance from other teachers in their school are substantially higher than for the other referent groups. In total, 85 percent of teachers sought consultative assistance from their peers in the same school. The task area categories Planning for Daily Instruction and Student Needs were those in which most teachers sought assistance from their in-school colleagues.

Task areas in which over 90 percent of teachers sought peer assistance included "Selecting instructional materials for lessons," "Planning evaluation procedures," "Diagnosing individual differences," "Motivating students" and "Diagnosing learning difficulties." The lowest percentage frequencies of teachers seeking assistance from teachers in the same school were for the task areas "Solving administration-teacher conflict" (68 percent) and "Solving principal-teacher evaluation conflict" (65 percent).

Teachers from other schools were most utilized as consultative referents for the task areas in the Development of Annual Curriculum and Program category (Table 28). Forty-one percent of teachers experiencing concerns in "Developing course outlines for the year" stated that they

sought assistance from teachers in other schools. The percentage frequencies for the task areas "Selecting long-use instructional materials" and "Developing long-use instructional materials" were 28 percent and 22 percent respectively. Although teachers used teachers from other schools as a consultative referent for task area concerns, the percentage frequencies of teachers doing so were small when compared to those for teachers in the same school. Very few teachers sought assistance from teachers from other schools for the Interpersonal Relationships task areas. No teachers reported seeking the assistance of peers in other schools for the task area "Developing team-teaching rapport."

SUPERVISORY PERSONNEL PERCEPTIONS OF ASSISTANCE GIVEN

Statement of Sub-problem 3.3. "What percentage of supervisory personnel render consultative assistance to teachers for concerns in each task area?"

When asked to indicate those task areas in which they had rendered consultative assistance to teachers (Part 2 of the supervisory personnel questionnaire), over 87 percent of central office or area staff and at least 80 percent of school principals stated they had given assistance in each of the task areas (Table 29).

Task areas recognized by 97 percent of the central office or area staff as being those for which teachers were in most need of assistance were "Diagnosing individual differences," "Motivating students" and "Solving teacher-pupil problems." Though still a high percentage, only 88 percent of central office or area staff gave teachers assistance pertaining to "Obtaining student background information."

TABLE 39

PERCENTAGE FREQUENCY DISTRIBUTION OF CONSULTATIVE ASSISTANCE RENDERED
BY SUPERVISORY PERSONNEL FOR EACH TASK AREA

		SUPERVISORY PERSONNEL		
NO.	TASK AREA DESCRIPTION	CENTRAL OFFICE OR AREA STAFF (n = 33)	PRINCIPALS (n = 15)	TOTAL (n =)
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM				
1.	Developing course outlines for the year	91	93	92
2.	Selecting long-use instructional materials	91	93	92
3.	Developing long-use instructional materials	91	93	92
PLANNING FOR DAILY INSTRUCTION				
4.	Selecting instructional materials for lessons	94	100	95
5.	Planning lessons	91	93	92
6.	Planning behavioral objectives	91	93	94
7.	Planning evaluation procedures	91	93	93
8.	Planning student grouping with class	91	93	92
9.	Planning large group activities	91	93	92
10.	Planning small group activities	91	93	92
11.	Planning sequence of questions	91	93	92
12.	Planning individualized instruction	91	93	92
AUDIO-VISUAL TECHNOLOGY				
13.	Selecting audio-visual materials	93	100	94
14.	Operating audio-visual equipment	91	100	94
15.	Using kits, charts, games, simulations	91	93	92
16.	Developing audio-visual materials	91	93	92
17.	Making audio-visual materials	91	93	92
INSTRUCTIONAL PROCESS				
18.	Teaching concepts, constructs, generalizations	94	87	92
19.	Utilizing inquiry methods	94	87	92
20.	Utilizing questioning techniques	94	93	94
21.	Utilizing sequential questioning	94	87	92
22.	Utilizing student grouping	94	93	94
23.	Utilizing large group class activities	94	87	92
24.	Utilizing small group activities	94	87	92
25.	Utilizing individualized instruction	94	87	92
STUDENT NEEDS				
26.	Diagnosing individual differences	97	100	98
27.	Motivating students	97	100	98
28.	Selecting performance goals and objectives	91	93	92
29.	Diagnosing learning difficulties	94	93	94
30.	Creating useful remedial materials	94	93	92
31.	Obtaining student background information	88	100	92
INTERPERSONAL RELATIONSHIPS				
32.	Establishing classroom control	94	100	96
33.	Maintaining classroom control	91	93	94
34.	Solving teacher-pupil problems	97	100	98
35.	Developing team-teaching rapport	94	93	94
36.	Solving teacher-teacher conflict	94	100	96
37.	Solving administrator-teacher conflict	94	93	94
38.	Solving principal-teacher evaluation conflict	94	93	90

* Of those supervisory personnel rendering consultative assistance to teachers or others in task area, 92 percent offered consultative assistance for task area 1, "Developing course outlines for the year."

Generally, the percentages of principals rendering assistance to teachers were similar but higher than those for central office or area staff. All principals stated that they gave assistance to teachers in the following task areas "Select▓▓▓▓▓▓ ▓▓▓▓al materials for lessons," "Selecting audio-visual ▓▓▓▓▓▓▓▓▓▓▓ng audio-visual equipment," "Diagnosing individual differences," "Motivating students," "Obtaining student background information," "Establishing classroom control," "Solving teacher-pupil problems" and "Solving teacher-teacher conflict." Eighty percent of principals reported offering assistance in "Solving principal-teacher evaluation conflict."

When the percentage frequencies of central office or area staff and principals were considered collectively, the task areas with the highest percentage of assistance (98 percent) rendered were "Diagnosing individual differences," "Motivating students," and "Solving teacher-pupil problems." The task area for which the least number of supervisory personnel (90 percent) offered consultative assistance was that of "Solving principal-teacher evaluation conflict."

TEACHERS AS SOURCES OF COLLEGIAL ASSISTANCE

Statement of Problem 4. "To what extent do junior high school teachers view themselves as sources of collegial consultative assistance?"

When teachers were asked if they had rendered consultative assistance to colleagues, they were requested to indicate whether the colleagues were from the same school or other schools.

Of the 194 teachers who responded to Part 3 of the questionnaire, 157 or 81 percent indicated that on at least one occasion they had offered consultative assistance to colleagues in the same school.

Thirty-one percent of those responding to this part of the questionnaire stated that they had offered consultative assistance to teachers from other schools at least one.

Task Areas in Which Consultative Assistance Was Rendered to Colleagues

When examined by task area, the consultative assistance rendered by teachers to their colleagues in the same school was in all but eight of the 38 task areas (Table 30). Assistance was given in all the task areas associated with the categories of Student Needs and Development of Annual Curriculum and Program.

One hundred and fifty-seven respondents to this part of the questionnaire made 303 mentions of giving consultative assistance to colleagues in the same school. Of these, the highest percentage (14 percent) was for "Planning lessons." Other task areas in which the percentage frequencies of mention were at least 9 percent included "Developing course outlines for the year" (13 percent), "Solving teacher-pupil problems" (11 percent), and "Selecting instructional materials for lessons" (9 percent).

Task areas for which no mention of consultative assistance was made included "Planning student grouping with class," "Planning individualized instruction," "Using kits, charts, games, simulations," "Utilizing sequential questioning," "Utilizing small group activities," "Utilizing individualized instruction," "Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict."

In terms of teachers from other schools, 75 teachers made 109 mentions of rendering consultative assistance to teachers from other schools (Table 30). Of the 38 task areas, teachers reported that they

TEACHERS

NO.	TASK AREA DESCRIPTION	SAME SCHOOL (n = 157) f	%	OTHER SCHOOL f	%

DEVELOPMENT OF ANNUAL CURRICULUM PROGRAM
1. Developing course outlines for the year ... 18 ... 11 ... 22 ... 20
2. Selecting and using instructional materials
3. Developing and using instructional materials

PLANNING FOR INSTRUCTION
4. Selecting instructional materials for lessons
5. Planning lessons
6. Planning evaluation procedures
7. Planning large group activities
8. Planning small group activities
10. Planning small group activities
11. Planning resource instruction
12. Planning individualized instruction

SELECTING AUDIOVISUAL
13. Selecting audiovisual materials
14. Operating audiovisual equipment
15. Using games, parties, simulations
16. Developing audiovisual materials
17. Making audiovisual materials

INSTRUCTIONAL METHODS
18. Utilizing lectures, demonstrations
19. Utilizing inquiry methods
20. Utilizing performance objectives
21. Utilizing sequential questioning
22. Utilizing student questions
23. Utilizing large group activities
24. Utilizing small group activities
25. Utilizing individualized instruction

STUDENT NEEDS
26. Diagnosing individual differences
27. Motivating students
28. Selecting performance goals and objectives
29. Diagnosing learning difficulties
30. Creating useful remedial materials
31. Obtaining student and parent information

INTERPERSONAL RELATIONSHIPS
32. Establishing classroom control
33. Maintaining classroom control
34. Developing teacher-pupil relations
35. Developing team-teaching rapport
36. Solving teacher-teacher conflict
37. Solving administration-teacher conflict
38. Solving parent-teacher conflict

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offered consultative assistance for concerns experienced in 23 of them.
As was the case for teachers from the same school, teachers stated they
rendered consultative assistance for all the task areas associated with
the Developing Annual Curriculum and Program, and Student Needs
categories.

Task areas receiving the higher percentage frequencies of
mentions were "Developing course outlines for the year" (20 percent),
"Planning lessons" (14 percent) and "Selecting instructional materials
for lessons" (7 percent). Six percent of mentions of assistance were
for the task areas "Motivating students" and "Solving teacher-pupil
problems."

SUMMARY

Seventy percent of teachers sought the assistance of one
referent compared to 23 percent of teachers who sought the assistance of
two. Only 7 percent of teachers sought the assistance of more than two
referents for their task area concerns. Task areas in which over 40
percent of teachers sought assistance from only one referent were those
of "Operating audio-visual equipment," "Planning sequence of questions"
and "Developing audio-visual materials." Generally, higher percentages
of teachers sought consultative assistance from several referents in the
Student Needs and Interpersonal Relationships categories.

Overall, only 2 percent of teachers sought assistance from
regional office personnel, whereas 11 percent of teachers consulted
with central office or area staff. Task areas for which these personnel
were utilized most by teachers were those in the Development of Annual
Curriculum and Program category. Principals were identified as being of

assistance to 27 percent of teachers especially in the areas of Inter-personal Relationships and Student Needs. On the other hand, 85 percent of teachers stated that they sought consultative assistance from their peers.. The task areas "Developing team-teaching rapport," "Planning lessons,""Selecting audio-visual materials" and "Evaluation procedures" were those for which the higher percentages of teachers consulted with their colleagues.

Over 90 percent of supervisory personnel stated that they rendered consultative assistance to teachers in the majority of task areas. The most assistance was given in "Diagnosing individual differences," "Motivating students" and "Solving teacher-pupil problems."

Eighty-one percent of teachers stated they gave assistance to teachers in the same school. Only 39 percent of teachers reported giving consultative assistance to teachers from other schools.

The task area in which the most assistance was given by teachers to colleagues in the same school was "Planning lessons." Generally, the most assistance was rendered for those task areas associated with Development of Annual Curriculum and Program, and Student Needs. Teachers from other schools sought assistance from their colleagues in the task area "Developing course outlines for the year." Though there were fewer task areas in which consultative assistance was given, overall, teachers from other schools sought assistance in the Development of Annual Curriculum and Program, and Student Needs categories.

Chapter 9

REASONS FOR TEACHERS NOT SEEKING CONSULTATIVE ASSISTANCE

In this chapter the frequency and percentage frequency distributions of teacher responses to Problem 5 and Problem 6 are presented. Specifically, Problem 5 asked "Do junior high school teachers who desire consultative assistance not seek it?", whereas, Problem 6 asked "To what extent are teachers satisfied with the consultative assistance they receive?"

TEACHERS NOT SEEKING CONSULTATIVE ASSISTANCE

Statement of Sub-problem 5.1. "To what extent do teachers who desire consultative assistance not seek it?"

One hundred and ninety-three teachers responded to Part 6 of the questionnaire, which requested these data. Of those 193 teachers, 56 or 29 percent stated that there had been occasions when they had desired consultative assistance for task area concerns but had not sought it.

SUPERVISORY PERSONNEL PERCEPTION OF TEACHERS NOT SEEKING ASSISTANCE

Statement of Sub-problem 5.2. "To what extent do supervisory personnel perceive teachers to be in need of consultative assistance though they do not seek it?"

In Table 31 the frequency and percentage distribution of the responses for supervisory personnel are presented. Fifty-three percent of central office or area staff perceived teachers to be, on occasion,

TABLE 31

FREQUENCY AND PERCENTAGE DISTRIBUTION OF SUPERVISORY PERSONNEL
WHO PERCEIVED TEACHERS AS BEING IN NEED OF CONSULTATIVE
ASSISTANCE THOUGH THEY DID NOT SEEK IT

SUPERVISORY PERSONNEL	n	f	%
Central office or area staff	30	16	53
Principals	13	7	54
Total	43	23	54*

*Of the 43 supervisory personnel who responded to this part of the
questionnaire 23 or 54 percent indicated that they perceived teachers
as being in need of consultative assistance though they did not seek it.

in need of consultative assistance though they did not seek it.
Similarly, 54 percent of principals stated that they perceived that
teachers did not always seek desired consultative assistance for task
area concerns. Collectively, of the 43 supervisory personnel who
responded to this part of the questionnaire, 23 or 54 percent stated that
consultative assistance was not always sought by teachers even though
there were occasions when such assistance was desired.

TEACHERS' REASONS FOR NOT SEEKING ASSISTANCE

Statement of Sub-problem 5.3. "For those teachers desiring
consultative assistance and yet not seeking it, what reasons are given
for their inaction?"

Forty-three teachers in responding to Part 4 of the questionnaire
gave 99 reasons for not seeking consultative assistance. These reasons
which are listed in Table 32 are grouped under the headings Administra-
tive and Personal. Reasons classified as "administrative" are those most
often associated with or controlled by school systems and individual
schools, whereas, on the other hand, those classified as "personal" are
mostly the responsibility of the teacher himself.

The most frequently stated reason for teachers not seeking
consultative assistance was that of "insufficient time." It was mentioned
by teachers on 15 of the 99 occasions. "Did not know where to find
information," "lack of availability of personnel," and "information
given not practical, does not suit need, vague" were reasons stated by
teachers on nine occasions each. Reasons mentioned on at least eight
occasions were "problem eventually solved itself" and "previous
experience was negative." Other reasons, such as "situation demands

TABLE 32

DISTRIBUTION OF REASONS GIVEN BY 43 TEACHERS FOR
NOT SEEKING CONSULTATIVE ASSISTANCE

REASONS GIVEN	NUMBER OF TIMES STATED
Administrative	
Insufficient time	15
Did not know where to find information	9
Lack of availability of personnel	9
Information given not practical, does not suit needs, vague	9
Previous experience was negative	8
Availability of personnel not congruent with timetable	5
Red tape	4
Information not available	3
Department has no consultants	3
Situation demands immediate action	2
Fear and insecurity	2
Consultants less qualified in subject area	1
Sub total	
Personal	
Problem eventually solved itself	7
Not aware of need	5
Find out through personal experience	5
Feeling of being inadequate	5
Not knowing who to trust	5
Personality clash	5
Feel fully competent in subject area	2
Made to feel should know answers	2
No apparent solution	2
Total	49

immediate action," "no apparent solution" and "made to feel should know the answers," were given by teachers not seeking consultative assistance, though they were each mentioned on fewer than three occasions.

REASONS AS PERCEIVED BY SUPERVISORY PERSONNEL

Statement of Sub-problem 5.4.. "What reasons do supervisory personnel give for teachers not seeking consultative assistance?"

The reasons given by supervisory personnel for teachers not seeking consultative assistance are presented in Table 33. These data were the responses to questions asked in Part 3 of the supervisory personnel questionnaire and, as in the previous sub-problem, have been grouped under Administrative and Personal headings.

Twenty supervisory personnel responded to this part of the questionnaire, giving 43 reasons for teacher inaction in seeking consultative assistance. One reason, "may imply incompetence," was stated on six occasions by supervisory personnel and the "lack of direction by administration" was a reason offered on five occasions. Reasons mentioned on only one occasion were "seeking assistance may require greater commitment," "desire to stay popular clouds reality" and "professional overconfidence and arrogance."

TEACHERS' RATING OF CONSULTATIVE ASSISTANCE

Statement of Problem 6. "To what extent are teachers satisfied with the consultative assistance they receive?"

Teachers were requested to rate the consultative assistance they

TABLE 33

DISTRIBUTION OF REASONS GIVEN BY 20 SUPERVISORY PERSONNEL FOR TEACHERS NOT SEEKING CONSULTATIVE ASSISTANCE

REASONS GIVEN	NUMBER OF TIMES STATED
Administrative	
Lack of direction by administration	5
Lack of availability of personnel	3
Insufficient time for discussion	3
Trust and acceptance must first be established	3
Do not know where to go for assistance	2
Consultant perceived as a supervisory threat	2
No benchmark from which to gauge problems	2
Evaluative overtones	2
Lack of communication with supervisory personnel	2
Sub total	24
Personal	
May imply incompetence	6
Capable of solving own problem	3
Failure to realize difficulties exist	3
Experienced teachers see no reason to modify	2
Teachers are too tired to explore different ideas and strategies	2
Seeking assistance may require greater commitment	1
Desire to stay popular clouds reality	1
Professional overconfidence and arrogance	1
Total	43

received for their specific concerns in task areas of main concern. The
rating was done on a satsifaction scale consisting of "Very Satisfactory,"
"Satisfactory," and "Not Satisfactory." Frequency and percentage
frequency distributions of the teachers' rating of consultative
assistance rendered by referents are given in Table 34.

When considering the 38 task areas collectively, 333 ratings of
consultative assistance were made by teachers. Of those 333 ratings of
referent assistance, 26 percent were Very Satisfactory, 57 percent were
Satisfactory and 17 percent were Unsatisfactory.

Though there were 333 ratings of consultative assistance made by
teachers, in some instances the number of teachers rating a specific
task area was quite small. Therefore, where the numbers of teachers
rating a given task area are less than five, discussion of these data is
not considered within the text.

Development of Annual Curriculum and Program. Of the 47
teachers who rated the consultative assistance rendered by referents'
for "Developing course outlines for the year," 34 percent gave a Very
Satisfactory rating, 45 percent a Satisfactory rating and 21 a Not
Satisfactory rating. Comparable ratings were given to "Selecting long-
use instructional materials" and "Developing instructional materials."
Compared to the ratings given to task areas in other categories the
frequency of Not Satisfactory ratings given to these task areas by
teachers were high.

Planning for Daily Instruction. In "Selecting instructional
materials for lessons" and "Planning evaluation procedures" the majority

TABLE 34

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHERS' RATING OF CONSULTATIVE ASSISTANCE RENDERED BY REFERENTS IN EACH TASK AREA

NO.	TASK AREA DESCRIPTION	f	VERY SATISFACTORY %	SATISFACTORY %	NOT SATISFACTORY %
DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM					
1.	Developing course outlines for the year	47	34	45	21
2.	Selecting long-use instructional materials	21	38	38	24
3.	Developing long-use instructional materials	15	33	47	20
PLANNING FOR DAILY INSTRUCTION					
4.	Selecting instructional materials for lessons	17	24	70	6
5.	Planning lessons	19	47	42	11
6.	Planning behavioral objectives	5	--	100	--
7.	Planning evaluation procedures	15	27	60	13
8.	Planning student grouping with class	1	--	--	100
9.	Planning large group activities	3	33	67	--
10.	Planning small group activities	0	--	--	--
11.	Planning sequence of questions	0	--	--	--
12.	Planning individualized instruction	4	--	75	25
AUDIO-VISUAL TECHNOLOGY					
13.	Selecting audio-visual materials	9	22	55	22
14.	Operating audio-visual equipment	3	100	--	--
15.	Using kits, charts, games, simulations	3	33	33	33
16.	Developing audio-visual materials	2	--	100	--
17.	Making audio-visual materials	0	--	--	--
INSTRUCTIONAL PROCESS					
18.	Teaching concepts, constructs, generalizations	4	50	50	--
19.	Utilizing inquiry methods	1	--	100	--
20.	Utilizing questioning techniques	0	--	--	--
21.	Utilizing sequential questioning	0	--	--	--
22.	Utilizing student grouping	1	--	100	--
23.	Utilizing large group class activities	0	--	--	--
24.	Utilizing small group activities	0	--	--	--
25.	Utilizing individualized instruction	1	--	--	100
STUDENT NEEDS					
26.	Diagnosing individual differences	30	20	73	7
27.	Motivating students	26	12	73	15
28.	Selecting performance goals and objectives	6	17	67	17
29.	Diagnosing learning difficulties	28	14	61	25
30.	Creating useful remedial materials	12	--	50	50
31.	Obtaining student background information	20	40	55	5
INTERPERSONAL RELATIONSHIPS					
32.	Establishing classroom control	10	--	90	10
33.	Maintaining classroom control	4	50	25	25
34.	Solving teacher-pupil problems	19	32	53	15
35.	Developing team-teaching rapport	2	50	50	--
36.	Solving teacher-teacher conflict	2	--	50	50
37.	Solving administration-teacher conflict	1	--	100	--
38.	Solving principal-teacher evaluation conflict	2	50	50	--
Overall total		353	26	57	17

*Of all respondents who rated consultative assistance rendered by referents for Task Area 1, "Developing course outlines for the year," 34 percent gave a "very satisfactory" rating, 45 percent a "satisfactory" rating...

of consultations were rated by teachers as Satisfactory. The percentage frequencies of Not Satisfactory ratings for these two task areas were low. Forty-seven percent of teachers, when rating the referent assistance rendered in "Planning lessons" stated the assistance was Very Satisfactory. Other Very Satisfactory ratings given to task areas in this category included "Selecting instructional materials for lessons" (24 percent) and "Planning evaluation procedures" (27 percent). All teachers rated the consultative assistance received in "Planning behavioral objectives" as Satisfactory.

Audio-Visual Technology. Of the nine teachers who rated the consultative assistance rendered in "Selecting audio-visual materials" 22 percent gave a Very Satisfactory rating, 56 percent a Satisfactory rating and 22 percent a Not Satisfactory rating. Frequencies of teachers rating other task areas in this category were too low for textual discussion.

Instructional Process. Ratings of consultative assistance in these task areas were few. Of the four task areas that were rated, only in "Utilizing individualized instruction" was the consultative assistance rated as Not Satisfactory.

Student Needs. In all but one of the task areas the majority of consultations with referents were rated as Satisfactory. The exception was that of "Creating useful remedial materials," where 50 percent of the consultations were rated Satisfactory and 50 percent were rated Not Satisfactory. Few teachers found consultative assistance given in "Diagnosing individual differences" (7 percent) and "Obtaining student

background information" (5 percent) to be Not Satisfactory. The highest Very Satisfactory rating of assistance was for "Obtaining student background information" (40 percent).

Interpersonal Relationships. Very Satisfactory ratings were given to assistance received in "Maintaining classroom control," "Developing team-teaching rapport" and "Solving principal-teacher evaluation conflict" by 50 percent of teachers. Thirty-two percent of those who rated the assistance rendered in "Solving teacher-pupil problems" found that consultation to be Very Satisfactory. The highest percentages of Satisfactory ratings were in "Establishing classroom control" (90 percent) and "Solving administrator-teacher conflict" (100 percent).

SUMMARY

Twenty-nine percent of teacher respondents stated that, on occasion, though they desired consultative assistance they did not seek it. This fact was also recognized by supervisory personnel, for 54 percent stated that they perceived there to be some occasions when teachers did not seek the consultative assistance desired.

Reasons given by teachers for their inaction were many, inasmuch that 44 teachers gave a total of 99 reasons for not seeking consultative assistance. The most common reason given was that of insufficient time, though many teachers stated that either they did not know where to find the information they sought or the information they did receive was either vague or impractical. Lack of available personnel to solve experienced concerns was another commonly cited reason for teacher inaction. On the other hand, some supervisory personnel stated that for

teachers to seek consultative assistance for their concerns implied
incompetence and hence they were reluctant to seek advice. Supervisory
personnel also acknowledged that insufficient time and personnel
shortages were causes for teachers not seeking assistance. On three
occasions supervisory personnel stated that before teachers will seek
assistance for their concerns trust and acceptance must be established.

Overall, teachers stated that they were generally satisfied with
the consultative assistance they received from various referents. Only
17 percent of respondents were not satisfied with the information
received through consultation.

SUMMARY, REVIEW OF FINDINGS, CONCLUSIONS AND IMPLICATIONS

The final chapter of this research study is divided into three sections. The first section is a summary of the research problems, the justification of the study, the conceptual framework and the methodology used to conduct the study. In the second section a review of the findings is presented. The third and final section of this chapter deals with the conclusions and implications of the study along with suggestions for further research.

SUMMARY OF RESEARCH PROBLEMS AND METHODOLOGY

Problems Considered in the Study

This study examined the consultative needs of teachers in junior high schools in selected school systems. Specifically, the questions asked were:

1. To what extent did teachers experience concerns in various task areas?

2. To what extent did teachers consult with different personnel in order to solve those experienced concerns?

3. To what extent did teachers view themselves as consultants?

4. To what extent were there occasions when teachers did not seek desired consultative assistance? and

5. To what extent were teachers satisfied with the consultative assistance they received?

Justification of the Study

The study was justified for four reasons. First, few research studies had been considered in the field of the consultative needs of teachers. Secondly, of those that had been completed nearly all directed their attention to the concerns of neophyte or elementary school teachers. Thirdly, of the research studies encountered none had solely addressed the consultative needs of junior high school teachers. And, fourthly, further information concerning referents used by teachers on a consultative basis was needed.

Conceptual Framework

A conceptual base for the study was derived in part from the literature and in part from the research findings of Plamondon (1973) and Haughey (1976).

The cyclical framework states that teachers in experiencing problems in the educational setting seek the assistance of either formally designated or informally designated referents. Whichever is the case, satisfaction or dissatisfaction as an outcome of the consultative interaction occurs. These outcomes then lead either to an improved teacher student learning situation and personal professional growth, or the consultee seeks another referent for assistance. Because of past experiences a further option is present; the teacher may not in future seek consultative assistance for his concerns.

However, because of the very nature of their duties, their interaction with students, peers and administration, and their desire to grow both personally and professionally, teachers will continue to experience concerns related to administration, curriculum planning, instruction or discipline.

Research Methodology

A questionnaire, containing both closed and open-ended sections , was used to collect data. It was developed from those used by Plamondon (1973) and Haughey (1976). Two hundred and nine teachers from selected junior high schools, and 48 supervisory personnel, from four school systems in the Province of Alberta, made up the population. Once the data had been gathered, analysis was completed by using frequency distributions, percentage frequency distributions and cross-tabulations.

REVIEW OF THE FINDINGS

Findings determined from the study for each of the six main problem statements are present in this part of the chapter.

Of the 38 task areas listed, the majority of teachers sought consultative assistance in eleven. They included all task areas in the Development of Annual Curriculum and Program category and "Selecting instructional materials for lessons," "Planning evaluation procedures," "Selecting audio-visual materials," "Diagnosing individual differences," "Motivating students," "Diagnosing learning difficulties," "Obtaining student background information" and "Solving teacher-pupil problems."

The two categories of task areas receiving the highest percentage frequencies of teachers seeking consultative assistance were Development of Annual Curriculum and Program, and Student Needs. Few teachers sought consultative assistance for task areas in the Instructional Process category.

Generally, the percentage frequency distributions for male teachers and female teachers were similar. Of major significance was the

finding that in "Developing course outlines for the year," "Selecting instructional materials for lessons" and "Selecting audio-visual materials" a greater proportion of female teachers sought consultative assistance than did male teachers. Though not a finding of major significance, the percentages of teachers seeking consultative assistance in "Solving teacher-teacher conflict" were much higher for male teachers than for female teachers.

Teachers having between one and three years of post-secondary education reported fewer task area concerns than did teachers with four or more years of post-secondary education. In the task areas "Developing course outlines for the year," "Selecting long-use instructional materials," "Planning lessons," "Planning evaluation procedures," "Selecting audio-visual materials," "Obtaining student background information" and "Solving teacher-pupil problems," the percentage frequencies of teachers seeking consultative assistance decreased as years of post-secondary education increased.

When examined by years of total teaching experience, fewer concerns were experienced by teachers with one year of teaching experience than were experienced by teachers with two years of teaching experience. The task areas in which the greatest percentages of neophyte teachers sought consultative assistance included "Developing course outlines for the year," "Selecting instructional materials for lessons," "Obtaining student background information" and "Establishing classroom control." Fewer teachers with two or more years of total teaching experience sought consultative assistance for task areas associated with discipline. However, the task areas in the Development of Annual Curriculum and Program category were of concern to more teachers with two years of total teaching experience than they were to teachers from any other group.

In the Development of Annual Curriculum and Program task areas, and "Planning lessons," "Planning evaluation procedures," "Motivating students" and "Solving teacher-pupil problems" the percentage frequencies of teachers seeking consultative assistance generally decreased as years of total teaching experience increased.

Teachers who had one year of employment in their present school reported high incidences of seeking assistance in the Development of Annual Curriculum and Program task areas, "Selecting instructional materials for lessons," "Planning lessons," and those task areas associated with discipline. In contrast, more teachers with between three and seven years of employment in their present school sought consultative assistance in "Solving teacher-teacher conflict," "Solving administration-teacher conflict" and "Solving principal-teacher evaluation conflict" than did teachers from other groups.

Overall, teachers of Grade 7 students sought slightly more consultative assistance for their task area concerns than did other grade level teachers. This was especially the case for task areas in the Development of Annual Curriculum and Program category and "Selecting instructional materials for lessons," "Establishing classroom control," "Maintaining classroom control" and "Solving teacher-pupil problems." Teachers who spent equal time teaching students from Grade 8 and Grade 9 sought the most assistance in "Diagnosing individual differences" and "Motivating students."

In terms of subject area taught, fewer Industrial Arts teachers sought consultative assistance for their concerns than did teachers from other subject areas; whereas, overall, the percentage frequencies for Social Studies teachers seeking consultative assistance were high when

compared to those of teachers from other disciplines.

In each task area, at least 60 percent of teachers experienced recurring task area concerns. Those task areas in which the percentage frequencies of recurring concerns were the highest included "Obtaining student background information," "Motivating students," "Diagnosing individual differences," "Selecting instructional materials for lessons" and "Planning behavioral objectives."

Higher percentage frequencies of recurring concerns were generally reported by male teachers, especially in the Instructional Process and Interpersonal Relationships categories. Female teachers experienced high incidences of recurring concerns in "Motivating students," "Obtaining student background information" and "Selecting instructional materials for lessons."

Percentage frequencies of recurring concerns were high in the categories of Student Needs and Development of Annual Curriculum and Program for teachers with six years of post-secondary education. In contrast, the highest percentage frequencies of recurring concerns for the task areas "Establishing classroom control" and "Maintaining classroom control" were those of teachers with five years of post-secondary education.

When examined by total years of teaching experience, recurring concerns in the Student Needs category were high regardless of the number of total years of teaching experience. All neophyte teachers who sought consultative assistance in "Selecting instructional materials for lessons," "Planning behavioral objectives" and "Motivating students" experienced recurring task area concerns.

Teachers with only one year of employment in their present school reported high percentages of recurring concerns in all task areas. This was especially apparent in "Diagnosing individual differences" and "Obtaining student background information." All teachers with two years of employment in their present school had concerns recur in "Establishing classroom control." Generally, the rate of recurring concerns decreased as years of employment in the present school increased.

Recurring concerns were common to teachers of all grade levels, though, when considering all task areas, the higher percentage frequencies were reported by Grade 7 teachers. This was particularly evident in "Planning small group activities," "Motivating students," "Obtaining student background information" and "Maintaining classroom control." Teachers who spent an equal amount of teaching time with Grade 8 and Grade 9 students experienced high frequencies of recurring concerns in the Instructional Process task areas, whereas, "Obtaining student background information" was a recurring concern to over 85 percent of teachers of all grades.

Physical Education teachers as well as those of Industrial Arts and Home Economics reported the highest incidences of recurring concerns. The greatest percentage frequencies reported by these subject area teachers were in the task areas associated with Planning for Daily Instruction and Instructional Process.

The two categories of task areas which received more mentions of main concern than any other categories were Development of Annual Curriculum and Program, and Student Needs. Task areas with the highest percentage frequencies of mentions included "Developing course outlines for the year," "Diagnosing learning difficulties," "Diagnosing individual

differences" and "Motivating students." Very few mentions of main
concern were made for the task areas in the Instructional Process
category.

Male teachers found "Developing course outlines for the year"
and "Diagnosing individual differences" to be the task areas of main
concern, whereas female teachers indicated "Developing course outlines
for the year" and "Diagnosing learning difficulties." Besides reporting
the remainder of the Student Needs task areas as being of main concern,
members from each gender also found "Solving teacher-pupil problems" to
be a task area of main concern.

Examination of task areas of main concern by years of post-
secondary education revealed that a high percentage of teachers with
four or more years of post-secondary education regarded "Developing
course outlines for the year" as a task area of main concern. Similar
findings were also reported for teachers when total years of teaching
experience and years of employment in present school were considered.
Other task areas of main concern receiving high percentage frequencies
included "Diagnosing individual differences," "Motivating students" and
"Diagnosing learning difficulties."

Teachers of all grade levels, Social Studies, Mathematics and
Physical Education designated "Developing course outlines for the year"
as a task area of main concern. "Diagnosing individual differences,"
"Motivating students" and "Diagnosing learning difficulties" were all of
main concern to teachers of all grade levels and the Science and Social
Studies subject area.

Supervisory personnel perceived "Developing course outlines for
the year," "Selecting long-use instructional materials" and "Motivating

students" to be the task areas of main concern to teachers.

In all, 367 specific concerns were identified by teachers. Those in "Developing course outlines for the year" showed that teachers were concerned with the integration of a total year's program, being consistent with other teachers, developing new concepts, and fitting their desires and skills to the program. Concerns in "Selecting long-use materials" centred on determining textbooks to be used and ensuring that content was suitable for the interests and abilities of the students. In "Planning lessons" the prime concerns were those of motivating students, individualized instruction and the achievement of lesson objectives. Alternative systems of evaluation and general overall consistency were sought in "Planning evaluation procedures" though concern was expressed for the lack of time for complete evaluations. Time (in which to prepare) was also mentioned in "Utilizing individualized instruction."

Concerns in "Diagnosing individual differences" centred around meeting the needs of students, discipline problems, conflicting evidence of ability and placement for extra help. Student irresponsibility, using time profitably and maintaining high levels of interest were given as important concerns in "Motivating students." Though lack of student motivation and insufficient time were concerns mentioned in "Diagnosing learning difficulties" the main emphasis was one of "How may I help?" and "What is the specific concern?"

In "Obtaining student background information" the concerns centred on the availability of information pertaining to the ability level of students, the home background, cumulative behavior and previous school achievement.

Teacher inexperience and the inconsistency of standards in schools and between teachers were concerns mentioned in both "Establishing classroom control" and "Maintaining classroom control." Other specific concerns related to the discipline task areas included student disregard of rules, student immaturity, unmotivated students and a lack of communication.

When asked to identify those persons with whom they consulted in relation to their experienced concerns, most teachers stated that they consulted with one referent for their task area concerns, whereas few teachers sought assistance from two or more referents. However, the percentage frequencies changed slightly in those task areas accredited to Student Needs and Interpersonal Relationships as, generally, more teachers sought consultative assistance from a second referent. On occasions three referents were utilized for some task area concerns.

Teachers, when seeking consultative assistance for their task area concerns primarily sought the aid of teachers in the same school (overall, 65 percent). This was adequately indicated in the task areas, "Selecting instructional materials for lessons," "Planning lessons," "Planning evaluation procedures," "Motivating students" and "Developing team-teaching rapport." Principals were utilized as an additional secondary source of consultative assistance by approximately 27 percent of teachers, though when Interpersonal Relationships task areas were the reason for assistance being sought, approximately 50 percent of teachers sought their help. On average, 13 percent of teachers sought assistance from teachers from other schools and central office or area staff. These referents were mostly consulted on matters involving the Development of

Annual Curriculum and Program. Few teachers (2 percent) used regional office persons as a consultative assistance referent.

The majority of teachers also viewed themselves as a source of consultative assistance, especially in the case of assistance rendered to colleagues in the same school. In terms of giving assistance to colleagues in other schools, only one-third of the teachers indicated this was the case. The task areas in which assistance was, in both cases, most frequently given were "Developing course outlines for the year," "Selecting instructional materials for lessons," "Planning lessons," "Motivating students," "Establishing classroom control" and "Solving teacher-pupil problems."

In responding to that part of the questionnaire in which teachers were asked if there were instances when they had not sought consultative assistance for their concerns, approximately one-third of the teachers gave an affirmative response. Of the reasons given for their inaction, insufficient time; did not know where to find the information; lack of available personnel; information given not practical; does not suit needs, vague; previous experience was negative; and capable of solving own problem were the most frequently cited.

Supervisory personnel also perceived that there were occasions when teachers failed to seek assistance for their task area concerns. They gave the following reasons for teacher inaction: may imply incompetence, lack of direction by administration, insufficient time for discussion, capable of solving own problem, and trust and acceptance must first be established. They also recognized the lack of available consultative personnel.

When asked to rate the consultative assistance received, more than half of the teachers found the assistance rendered in "Operating audio-visual equipment," "Teaching concepts, constructs, generalizations," "Maintaining classroom control," "Developing team-teaching rapport" and "Solving principal-teacher evaluation conflict" to be Very Satisfactory.

In only "Planning student grouping with class," "Utilizing individualized instruction," "Creating useful remedial materials" and "Solving teacher-teacher conflict" did most teachers rate consultative assistance as being Not Satisfactory. However, when considering the rating by teachers of the assistance given in these task areas two points must be realized. First, the problem area, because of its inherent difficulty, does not necessarily permit solution by the advice given. Secondly, the actual advice given, because of its individual nature, may not solve the specific problem.

Congruence of the Findings to Previous Results and Opinions

The purpose of the study was to explore the consultative practices of teachers in an attempt to contribute to the theory applicable to consultation. In order that this might be accomplished the findings of the study are discussed in the context of the results and opinions of previous research studies presented in Chapter 2.

Even then, the discussion of the findings of this research will not be as complete as one would wish due to the inconsistencies that arise from study to study, in terms of categories and definitions used. For example, Moller (1968) speaks of "classroom instruction" in global terms, whereas in this study classroom instruction included all of the task areas in the Planning for Daily Instruction category. Also, whereas Miller and Hodgson (1953) broadly address the topic of "individual

differences" in their research, a more specific term -- "Diagnosing
individual differences" -- is used here. Therefore in the melding of
concerns certain assumptions have been made by this researcher.

Consultative needs of teachers. As has been previously mentioned,
other research studies dealing with the needs of teachers have had as
their focus either the concerns of beginning teachers or teachers from
elementary schools. This study, in considering the problems encountered
by teachers in an educational setting, looked, from a broader perspective,
at the concerns experienced by junior high school teachers in six task
area categories.

Concerns experienced by teachers, as reported in the literature,
most often centred on student motivation, discipline, classroom instruc-
tion and pupil evaluation. Both Franc (1970) and McGillivray (1966)
found from their research that student motivation and discipline problems
were major concerns experienced by teachers. Their findings were sub-
stantiated by data obtained in this study, as the majority of the teachers
sampled sought consultative assistance in "Motivating students" and
"Solving teacher-pupil problems."

"Classroom instruction," an all encompassing term used by Moller
(1968) and Franc (1970), was not, as a collective category, considered by
the majority of teachers sampled to be of concern. But, when the term
was segmented into task areas more specific to a given situation as in
"Selecting instructional materials for lessons," "Planning lessons" and
"Planning evaluation procedures," teachers proved to be more responsive
in expressing their concerns.

Franc (1970) found from her research that "time" and "administra-
tion-teacher relationships" were concerns often expressed by teachers.

Time as a task area was not considered in this study, though as evidenced
by the specific concerns of teachers delineated in Chapter 7, time
available for consultations and the development of evaluation models was
an important concern of teachers. As with the finding of Franc (1970),
some teachers in this study stated that "Solving administration-teacher
conflict" was of concern to them.

Data gathered by Ellis (1974) and Miller and Hodgson (1953)
showed that curriculum planning and adjusting to the needs and abilities
of students were of major concern to teachers. Similar findings were
obtained from this study as a large proportion of teachers sought
consultative assistance in "Developing course outlines for the year" and
some sought help for their concerns in "Planning individualized instruc-
tion."

Kuefler (1959) from his research found that neophyte teachers
often failed to receive consultative assistance when it was most needed.
Whether this was due either to a lack of personnel or reticence on the
part of the teacher is not clearly stated. What is apparent from this
study is that even though formal and informal referent networks are
available in schools and school systems teachers do not on occasion seek
assistance for their concerns. This may be because they do not know
where to go for information, because there is a lack of available
personnel, because a previous experience was negative, or because the
information previously received was vague and did not suit their needs.
Needless to say, this is especially disquieting as such assistance is
much needed when one considers that many teachers are concerned with
inadequacies in their subject area background and lack a mastery of basic
teaching methods.

Fuller (1969) and later Kass (1975) had proposed that teacher
concerns evolved through a three-phase developmental sequence. This
conceptualization postulated that teachers were first concerned with the
self, secondly with instructional matters, and thirdly with the individual
learning problems of students.

Patterns in the seeking of consultative assistance existed. Data
from this study primarily showed (Table 7) that in terms of concerns
related to teacher survival, neophyte teachers were in the main those who
sought consultative assistance in "Selecting instructional materials for
lessons," "Planning lessons," "Planning evaluation procedures,"
"Selecting audio-visual materials," "Establishing classroom control" and
"Monitoring classroom control." Conversely, fewer beginning teachers
sought assistance in the instructional matters areas and in those task
areas associated with the specific needs of their students.

However, teachers with between three and seven years of teaching
experience proved to be more concerned with the instructional and student
need task areas such as "Developing course outlines for the year,"
"Selecting long-use instructional materials, "Planning behavioral
objectives," "Planning individualized instruction," "Teaching concepts,
constructs, generalizations," "Diagnosing individual differences" and
"Diagnosing learning difficulties." That teachers with only a few years
of teaching experience should be concerned with "Diagnosing individual
differences" and "Diagnosing learning difficulties," both of which are
student-centred concerns, would seem to be in conflict with the assump-
tions proposed by Kass. However, Kass did mention that teachers may well
pass through these various developmental phases at different rates.
Apart from this, larger percentages of teachers having between three and

seven years of teaching experience did, in general, seek assistance for instructional matters than did teachers from other groups.

Teachers with eight or more years of teaching experience were on the other hand primarily concerned (over 60 percent) with the student-centred task areas, namely "Developing course outlines for the year," "Selecting long-use instructional materials," "Selecting instructional materials for lessons," "Diagnosing learning difficulties" and "Obtaining student background information." Also, they noticeably sought consultative assistance (over 40 percent) in "Creating useful remedial materials," "Planning behavioral objectives" and "Diagnosing individual differences."

Although the majority of teachers in this group sought consultative assistance in "Selecting instructional materials for lessons," "Planning evaluation procedures" and "Selecting audio-visual materials," which are task areas generally thought of as those pertaining to teacher survival, this may have been due to the teachers' added desire to meet the specific needs of individual students, or that the varying degrees of competence displayed by teachers are directly related to the concerns experienced.

However, these data show that teachers, regardless of years of teaching experience, are concerned with curriculum matters, instructional procedures and individual student needs. Because some teachers after many years of teaching still view these areas as being of concern, Kass's claim that teachers move from stage to stage at different rates, and in some instances not at all, is substantiated.

Grouping years of experience together as was done in this study did not permit a full examination of the reliability of the assumptions posited by Kass. To have done so would have required a more detailed

analysis of teacher concerns according to specific individual years of teaching experience.

Regional office personnel as referents. In the related literature, little evidence existed of regional office personnel being utilized as consultative referents. Data gathered by Haughey (1972) showed that teachers expected to use the services of regional office personnel with a major role being that of assisting in curriculum development (Chapman, 1972).

In this study, only 2 percent of teachers stated that they sought consultative assistance from regional office personnel. Those that were utilized by teachers most frequently rendered assistance in those task areas associated with the Development of Annual Curriculum and Program. Task areas in other categories in which assistance was sought from regional office personnel included "Selecting instructional materials for lessons" and "Creating useful remedial materials."

Central office personnel as referents. Cowle (1971) stated that one of the recognized roles of central office personnel has been that of helping with classroom problems and inservice education. Though no mention was made of the inservice capabilities of central office staff, teachers (11 percent overall) did recognize their usefulness in offering consultative assistance. Approximately 25 percent of teachers acknowledged seeking the aid of central office personnel in matters dealing with the Development of Annual Curriculum and Program. Few teachers used the services of central office personnel in those task areas dealing with classroom management. This proved to be in direct contrast to a finding of Hewko's (1965), as he found that junior high school coordinators were

used extensively as referents for the development of effective methods of classroom management. However, this dichotomy in findings may well be the product of a change in the demands placed on curricular coordinators. Currently, teacher utilization of these resource persons (Table 28) is primarily in terms of concerns in curriculum development, an area in which their expertise includes a knowledge of the curriculum as it pertains to the school system as well as to other individual schools.

McLoughlin (1965) had found in his study that central office personnel were commonly asked to provide materials and programs in order that the individual needs and differences of students might be met. This did not prove to be the case in this study, as only a few teachers stated they sought consultative assistance from central office personnel in "Planning individualized instruction."

The number and availability of consultative personnel was questioned by Haughey (1972) and Heron (1969) as teachers felt that besides there being an insufficient number of central office personnel to deal with all teacher concerns, these consultants had little time in which to conduct their duties. These were also concerns of teachers in this study. Two of the main reasons given by teachers for not seeking consultative assistance were the lack of availability of personnel and the availability of personnel was not conducive to the timetable (Table 32).

Principal as a referent. Often in the literature the principal is depicted as one whose role involves programming, stimulating or coordinating. Hrynyk (1963) was more specific, as he suggested that for the principal curriculum development is an important task, whereas Ziolkowski (1965) found that half of the teachers in his study received

principal assistance in planning projects and units of work. The data
obtained in this study showed that many teachers (approximately 35 per-
cent) sought the help of the school principal in "Planning evaluation
procedures," "Diagnosing individual differences" and "Motivating
students." But, the main areas in which teachers sought consultative
assistance were those involving "Obtaining student background information"
and those task areas associated with the Interpersonal Relationships
category. In the latter task areas, "Establishing classroom control,"
"Maintaining classroom control," "Solving teacher-pupil problems" were
those areas in which most teachers sought assistance from the principal.
On the other hand, very few teachers used the principal as a referent for
concerns experienced in the Audio-Visual Technology task areas.

Colleagues as referents. The overwhelming indication from the
literature is that teachers use colleagues as referents for concerns
experienced in the field of education (Formaner, 1965; Gardner, 1971;
Lortie, 1975). Oberg (1975) found that in planning curriculum needs
teachers sought advice from other teachers, whereas McGillivray (1966)
from his research was able to state that 45 per cent of teachers used
colleagues as consultants.

In this study, 50 percent of those teachers sampled sought con-
sultative assistance from their colleagues. The task areas in which
teachers most often sought collegial advice included "Selecting instruc-
tional materials for lessons," "Planning evaluation procedures,"
"Diagnosing individual differences," "Motivating students" and "Diagnosing
learning difficulties" (Table 28).

Preliminary study by Plamondon. In the study conducted by

Plamondon (1973) teachers were asked to designate, from a prescribed

list of 28 task areas, those areas in which they would have sought

assistance were it available. Data obtained by the study showed that

nearly all teachers would have sought assistance in gaining more back-

ground information on their students. Further, assistance would have

been requested in the areas associated with student needs, individualized

instruction, models of evaluation, and demonstrations.

When also asked to indicate those personnel best suited to

provide the assistance they sought, teachers chose in-school personnel as

their primary source in all task areas.

Similar results were obtained from this study. Teachers indicated

that obtaining background information on their students was of major

importance, to the extent that nearly all teachers sought assistance from

various referent sources. Other task areas involving individualized

instruction, student motivation and learning difficulties were also of

concern to teachers. For the most part, teachers sought assistance from

their colleagues in the same school, and the school principal.

In-school personnel were most used, in the case of the Plamondon

study, in the areas of "Curriculum and Program Development," "Methodology

and Instructional Techniques" and "Student Evaluations." Data from the

present study showed that the referents used by teachers for these areas

of concern were the same.

Consultative study by Haughey. Haughey (1976) in basing her work

on the exploratory research of Plamondon (1973) sought to determine the

consultative needs of elementary teachers in three schools in an Alberta

school system. Information pertaining to the persons consulted, the

quality of assistance received, and the reasons for teachers not seeking assistance was also sought.

Twenty-one task areas were grouped under four major headings, Curriculum and Program, Instructional, Audio-Visual Technology and Special Student Needs. Of those four task area categories, the task areas in Curriculum and Program (Development of Annual Curriculum and Program) and Special Student Needs (Student Needs) received the highest percentage frequencies of teachers desiring consultative assistance for their concerns. Findings from the current study replicated those of Haughey.

Though large percentages of teachers from both studies consistently sought consultative assistance in the areas of Development of Annual Curriculum and Program, and Student Needs, the percentage frequencies of teachers seeking assistance in each specific task area were in some instances quite different. Those in which the percentage frequency differential is greater than 15 percentage points are reported in this comparative summary.

In each of the Development of Annual Curriculum and Program task areas the percentage frequencies of each study are quite different. The most noticeable was that, in "Developing course outlines for the year," 74 percent of junior high school teachers sought consultative assistance for their concerns, as compared to 55 percent teachers from elementary schools. "Planning evaluation procedures" was of concern to 55 percent of junior high school teachers though only 28 percent of elementary school teachers desired assistance in the same area.

Conversely, the percentage frequencies of elementary school teachers who stated that they needed help in "operating audio-visual

activities" and "Utilizing individualized instruction" were much larger than those reported for junior high school teachers.

For concerns in "Diagnosing learning difficulties" 66 percent of junior high school teachers sought consultative assistance. This was a much lower percentage than the 85 percent reported for elementary school teachers. However, in "Obtaining school background information" the opposite was the case. Junior high school teachers (76 percent) sought consultative assistance for this task area with greater frequency than did elementary school teachers (54 percent). Percentage frequencies for teachers experiencing concern in the area of discipline (51 percent) were the same in both studies.

Personnel consulted for task area concerns were to a large extent the same. The main choices of referents were teachers in the same school and the school principal. Also, the degree of satisfaction experienced with the assistance rendered by these referents was approximately the same for each study.

In terms of the reasons given by both junior high school teachers and elementary school teachers for their not seeking assistance for their concerns, the variation in reasons most cited were slight. Whereas in Haughey's study the main reasons for teachers not seeking consultative assistance were "No one to ask or didn't know," "No time," "Not high priority/major concern," and "Didn't want to take up teacher's time," teachers in the junior high schools sampled gave as their main reasons "Insufficient time," "Did not know where to find information," "Lack of availability of personnel" and "Information given not practical, does not suit needs, vague."

Interpretation of the Findings and Their Relationship to the Conceptual Framework

In the conceptual framework the main tenet was that teacher concerns, be they conceptual or pragmatic, were cyclical in nature.

For the initial facet of the cycle, the identification of concerns, the findings revealed that junior high school teachers often experienced concerns in developing programs and course outlines, and in meeting student needs. When examined as discrete groups the concerns of teachers often varied. For example, an increase in post-graduate education led to a decrease in experienced concerns, perhaps indicating that teachers, in gaining academic competence and maturity, adopt a more "professional" orientation to their work. Neophyte teachers on the other hand tended to experience fewer concerns than did other teachers, except in the areas that might be loosely labelled as involving "survival." These would include developing course outlines for the year, selecting instructional materials for lessons and establishing classroom cont████ From these findings the proposal might be forwarded that beginning teachers, other than seeking help to stay alive in the educational milieu, are either not aware of their short-comings or do not seek assistance for fear of being identified as incompetent. At the same time it could be reasoned that those new to teaching have insufficient time in which to seek assistance, besides not having a bench mark from which to assess themselves.

Teachers who have been in the same school for a few years, on the other hand, experienced a greater need for consultative assistance in solving teacher-teacher conflict than did other teachers. This would seem to suggest that as tenure in the school is established, teachers assert themselves more, and institute curricular and methodological

domains besides guarding territorial and hierarchical positions.

Teachers, especially those of Grade 7 Students, indicated that the "discipline" task areas were most often of concern to them. This may perhaps be attributed to a "testing" of both the teacher and the system on the part of the students entering a new social and academic environment. Industrial Arts and Home Economics teachers, possibly because of the individualized and motivational nature of their courses, experienced fewer task area concerns than did other teachers. From this finding, the conjecture might be that the organized nature of the program offered or the segregation of Industrial Arts and Home Economics laboratories from the main body of the school may have been instrumental in these teachers not seeking consultative assistance.

In considering the second facet of the cyclical nature of the conceptual framework, namely the referent chosen when seeking consultative assistance, colleagues from the same school proved to be the modal choice. This was especially apparent in selecting instructional materials for lessons, planning lessons and planning evaluation procedures. Teachers possibly turn to their peers for assistance because they share common concerns, because they are conversant with the problems experienced and are available, or because their judgment is trusted.

However, when considering concerns associated with interpersonal relationships, teachers also frequently sought the assistance of the school principal. Needless to say, when the teachers' respect for and reliance upon the ultimate authority of the principal is considered, along with his power to make decisions and his capacity to arbitrate in conflict situations, the fact that the principal is often consulted is not surprising.

In contrast, central office or area staff, perhaps because of

their awareness of the total school system were utilized as referents, in addition to school colleagues, for task areas involving curriculum and program development.

When considering the third facet of the conceptual framework, the teacher rating of consultative assistance received, more than half of the teachers stated the assistance was satisfactory. Only a few teachers expressed dissatisfaction with the help rendered by referents. The fact that the majority of teachers were satisfied with assistance received would in itself seem to be contradictory, as most of the teachers stated that concerns were of a recurring nature. However, Maslow's hierarchy of needs suggests that once a basic concern is resolved through consultative assistance, an awareness of higher-level concerns within the same domain may become a recurring factor.

Some teachers, as suggested in the conceptual framework, do not seek the assistance of a consultative referent for their concerns. Though specific reasons for not doing so were given by various teachers, the point at which the assistance was not sought by teachers was left unanswered by the study. In other words, one was not able to determine from the data gathered whether teachers did not seek assistance because of a previously negative experience or because the problem eventually solved itself.

The final aspect of the conceptual framework, the personal and professional growth of teachers, was not directly answered by the study data, though teaching might be posited as a dynamic process in which problems and concerns are constantly evolving to the extent that personal and professional growth occurs.

CONCLUSIONS AND IMPLICATIONS

Within the first few months of the scholastic year a wide variety of concerns in the educational setting is experienced by junior high school teachers. In order to solve these problems, interaction between teachers and consultative personnel may occur at either a formal or informal level. Interaction of this nature can be initiated either by consultants or teachers. For this study a limited perspective of consultation, namely that initiated by a teacher, was held by the researcher. This perspective was specifically taken in order to negate the stigma of incompetence often linked to consultant-initiated consultation.

This study shows conclusively that teachers seek consultative assistance from both their colleagues in the same school and the school principal in an endeavor to solve the majority of those concerns. Other sources of assistance such as central office or area staff, teachers from other schools and regional office personnel are utilized but on a much smaller scale. At times when junior high school teachers have not sought assistance from those referents already cited, the reasons given suggest that apart from a time factor, teachers do not know where to go for assistance or that the information received is not always suitable to their needs.

The implications to be drawn from these findings as they affect individual schools, school systems and teacher training institutions are described below.

PRESERVICE TEACHER TRAINING PROGRAMS

Teacher Training Institutions

In institutions involved in the preparation of prospective teachers, special consideration should be given to the problems and concerns encountered by teachers in the educational milieu. This is of the utmost importance, as the literature clearly indicates that teacher preparation programs inadequately prepare educators for their accepted vocation (Lortie, 1975; Unruh and Turner, 1970). Through such a reevaluation of program content, greater accommodation should be given to pragmatic ideas, situations, and solutions in order that teachers become better prepared to meet and deal with the responsibilities placed upon them.

INSERVICE TEACHER TRAINING PROGRAMS

School Systems

School systems should, in considering the needs of teachers and the "current" utilization of formally designated consultants, consider the establishment of a more diverse network of generalist/specialist consultant positions. This consultative network could include some or all of the following:

1. A series of resident school-based generalist/specialist consultant positions could be initiated throughout the system on a part-time basis. The consultants could be developed as an extension of the department head position often found in senior high schools. Through these persons, consultative assistance could be rendered in terms of the concerns experienced. Discussing teacher needs and advising on classroom aids and demonstrations would be the main functions of the consultant.

2. A body of full-time resident curricular consultants could be established within the organizational structure of the system central office. These consultants who would be either generalists or specialists, could be developed as an extension of the consultant function found in the elementary grades of some school systems.

Assistance provided would be initiated either by the teacher or the principal in order to discuss teacher needs, inform school personnel of consultative service and facilities available to them, advise on classroom aids, and speak at school meetings on common school problems. Another important aspect of their duties would be to liaise between various schools in the system besides encouraging experimentation with new teaching methods.

3. A body of full-time curricular consultants could reside in teacher resource centres which are already available to elementary school teachers in some large school systems. Assistance in this case would be initiated by the teacher in order that he might develop curriculum resources, develop professionally, develop new programs, and aid in the coordination of grade and subject materials in order to meet the system's needs.

Individual Schools

1. Within individual schools, principals at the beginning of each school year should initiate an orientation seminar for their staff. A curriculum for orientation seminars organized by the school principals or for other "inservice programs" may possibly be developed from those "specific concerns" delineated in Chapter 7. This program, besides offering general school information, should specifically address such topics as an overview of the consultative services available to teacher,

the location of resource material and audio-visual equipment, the procedures to be adopted when dealing with ordering of supplies, field trips and teacher-parent meetings. Also, special attention should be given to the desire for consistency in following course outlines, establishing and maintaining discipline and the evaluation of pupil attainment.

2. Consideration should be given to assigning neophyte teachers, and those teachers new to the school system, to teachers known for their "experience" in educational matters of concern to teachers, in order that the initial burdens and concerns of teaching might be shared.

3. Teachers who have been designated as "experienced" teachers, and who accept the consultative nature of their duties should be afforded time in which to accomplish this additional task. These teachers may be "generalist" or "specialist" educators depending upon the task at hand.

4. Teachers should also, through the utilization of "Professional Development" days, be encouraged to exchange ideas, to meet with other teachers, and to discuss areas of concern.

SUGGESTIONS FOR FURTHER RESEARCH

As this study used a population of junior high school teachers from four school systems, a question which arises is whether similar findings would be obtained were the study to be replicated on a provincial scale.

Because of the very specialist nature of curricula taught at senior high schools it may well be found that teachers experience concerns of a completely different order. Therefore, a study of the consultative practices of senior high school teachers at the system or

provincial levels would seem to be essential. A replicative study involving the whole province would enable one to determine whether regional disparities exist in terms of concerns experienced by teachers and referents used.

For comparative purposes, cross-sectional studies involving schools from all levels of elementary and secondary education would be appropriate. Further, a longitudinal study involving research into teachers' concerns throughout the academic year would facilitate the analysis of teacher concerns as they develop, are dealt with, and possibly later recur. A study to determine whether concerns experienced by teachers at the beginning of the year are similar to those experienced at year's end could also be helpful in the design of teacher inservice programs.

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APPENDICES

APPENDIX A

A SAMPLE COPY OF THE LETTER SENT TO EACH SUPERINTENDENT OF SCHOOLS
FOR THE SCHOOL SYSTEMS PARTICIPATING IN THE STUDY

May 24, 1977

Dr. G. J. Rancier
Superintendent of Schools
County of Strathcona No. 20
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7

Dear Dr. Rancier:

One of our doctoral students, Mr. Christopher Harrison, plans to conduct
his dissertation research in the field of consultative needs and practices
of teachers in junior high schools. This is a follow-up to previous work
conducted by Dr. Margaret Haughey of this department (a copy of a recent
article entitled "Consultative Practices of Elementary School Teachers;
Some Research Findings," is enclosed).

Mr. Harrison would like to obtain data from teachers employed in schools
in your county, as well as in the County of Parkland and the Edmonton
Public School District. His methodology and questionnaire/interview schedule
have already been developed. He hopes to send the questionnaire to all
junior high school teachers in your school system, with interviews being
conducted with teachers on a voluntary basis. The overall project has been
discussed with Mr. Samuel Johnson, an employee of your school system currently
undertaking graduate research in this department.

Before Mr. Harrison proceeds any further with his research it would be helpful
if he could discuss the project with either you or another official in your
central office.

Would you please contact me as soon as possible concerning this matter.

Yours sincerely,

E. A. Holdaway
Professor

EAH/hlp
Enclosure

APPENDIX B

A SAMPLE COPY OF THE COVERING LETTER SENT TO PRINCIPALS
WITH THE QUESTIONNAIRES TO BE DISTRIBUTED

Dear Principal:

At present I am on a leave of absence from the Edmonton
Public School Board to complete doctoral studies in Educational
Administration. The dissertation is in the field of consultative
needs and practices of teachers in junior high schools. Approval
to conduct the study has been obtained from Dr. T. Blowers of the
Edmonton Public School Board, and my advisor Dr. E.A. Holdaway.

In order to collect the necessary data, all teachers
within your school are requested to complete and return the
enclosed questionnaires. Would you please carry out the following
procedures:

1. Distribute one copy of the questionnaire to each
    staff member in your school who holds a valid
    teaching certificate.

2. Provide a mechanism whereby teachers may return
    completed questionnaires in sealed envelopes to
    you while respecting anonymity of response.

3. Keep the completed questionnaires until I can
    collect them.

I hope that you will try to obtain replies from every
staff member. All data received by the researcher will be treated
as privileged information.

Thank you for your cooperation.

Yours sincerely,

Christopher Harrison

APPENDIX C

THE TEACHER QUESTIONNAIRE

FORMAL AND INFORMAL CONSULTATIVE PRACTICES
OF JUNIOR HIGH SCHOOL TEACHERS
(TEACHER QUESTIONNAIRE)

Purpose of the Questionnaire

On the following pages are a few questions requesting some personal data, but **mainly the questions** refer to:

a. What are the specific concerns of teachers in selected task areas?

b. With whom do teachers consult in terms of these concerns?

c. To what degree are teachers satisfied with the consultative assistance received?

d. Do teachers act as a source of consultative assistance?

For the purposes of this study, "consultative assistance" is defined as:

Assistance which is derived by a teacher-initiated seeking of advice and/or assistance that occurs in an educational setting between a teacher and other personnel.

Such personnel may include the principal, colleagues in school, colleagues in other schools, school system central office or area office staff, or Alberta Department of Education regional office staff.

General Instructions

1. Please answer each question. It should take approximately half an hour to complete all sections of the questionnaire.

2. On completion place questionnaire in original envelope and seal.

3. Return the sealed envelope to your principal, who will see that it is returned directly to the University.

4. Please ensure that you have returned the completed questionnaire to your principal no later than November 7, 1977.

ALL DATA COLLECTED BY THE RESEARCHER WILL BE TREATED AS CONFIDENTIAL INFORMATION.

Your cooperation is very much appreciated. Thank you.

<div style="text-align:right">

Christopher Harrison
Department of Educational Administration
The University of Alberta

</div>

This questionnaire is made up of the following:

SECTION A -- PERSONAL DATA

SECTION B -- PART 1 -- TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN SOUGHT

PART 2 -- SPECIFIC CONCERNS WITHIN THREE TASK AREAS

PART 3 -- CONSULTATIVE ASSISTANCE PROVIDED BY TEACHER

PART 4 -- TASK AREA CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT

* CODE NO. ___

SECTION A

PERSONAL DATA

Please place a check mark (✓) or appropriate response in the space provided.

		CC

1. Name of your school jurisdiction:
   1. Edmonton Public School District ( )
   2. Edmonton Separate School District ( )
   3. County of Strathcona ( )
   4. County of Parkland ( )   1-4

2. Sex: 1. Male ( )   2. Female ( )   5-6

3. (a) Does your spouse work full-time? 1. Yes ( ) 2. No ( ) 3. Not married ( )   7

   (b) If "Yes", is your spouse also employed as a teacher? 1. Yes ( ) 2. No ( )   8

4. What was your age on your last birthday?
   1. 20-24 ( )   4. 35-39 ( )   7. 50-54 ( )
   2. 25-29 ( )   5. 40-44 ( )   8. 55-59 ( )
   3. 30-34 ( )   6. 45-49 ( )   9. 60 and over ( )   9

5. How many complete years of post-secondary education do you have as assessed for salary purposes?
   1 ( )   2 ( )   3 ( )   4 ( )   5 ( )   6 or more ( )   10

CC	11-14	15	16-20	21-36

6. How many complete years of teaching experience do you have? (Include the current academic year as one full year.)

   1. Total number   2. In present school

7. What is your position in your present school? (Check one only)

   1. Principal ( )   4. Teacher-Librarian ( )

   2. Assistant Principal ( )   5. Counselor ( )

   3. Classroom Teacher ( )   6. Other (please specify) ( ) _____

8. Which grade level(s) do you teach? (Rank in order of amount of teaching contact, e.g., Grade 7 (2), Grade 8 (1), where 1 is the higher rank.)

   1. Grade 7 ( )   3. Grade 9 ( )   5. Equal time Grades 8/9 ( )

   2. Grade 8 ( )   4. Equal time Grades 7/8 ( )

9. Which three subject areas do you most commonly teach? (Designate the most commonly taught with a number 1, and the next two most commonly taught with a 2 and a 3, e.g., Math (1), Science (2).)

   1. Do not teach ( )   6. Music ( )   11. Physical Education ( )

   2. Language Arts ( )   7. Drama ( )   12. Industrial Arts ( )

   3. Science ( )   8. Library ( )   13. Home Economics ( )

   4. Math ( )   9. French ( )   14. Guidance ( )

   5. Art ( )   10. Social Studies ( )   15. Religious Education ( )

                  16. Other (please specify) ( ) _____

CC	
37	
38	

10. (a) Is your present teaching assignment generally consistent with your academic prepartion?

1. Yes ( )   2. No ( )

(b) It "No" give reason(s) _____

11. (a) Is your present teaching assignment generally consistent with your teaching experience?

1. Yes ( )   2. No ( )

(b) If "No" give reason(s) _____

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SECTION B

PART 1

TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN SOUGHT

Instructions:

1. Below are 38 task areas which have been categorized under six major headings. For each of the task areas named, if you have sought consultative assistance only once since September 1, 1977, place a one (1) in the NUMBER OF OCCASIONS column.

2. For each of the task areas named, it you have sought consultative assistance more than once since September 1, 1977, place a two (2) in the NUMBER OF OCCASIONS column.

3. Circle the number(s) in the REFERENT column to indicate all the person(s) from whom you sought consultative assistance for that task area.

CC

REFERENT				
REGIONAL OFFICE STAFF				
CENTRAL OFFICE OR AREA STAFF				
COLLEAGUE(S) OTHER SCHOOL				
COLLEAGUE(S) IN SCHOOL				
PRINCIPAL				
NUMBER OF OCCASIONS				39

TASK AREAS

DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM

1. Developing course outlines for the year . . . . | 1 | 2 | 3 | 4 | 5 |

	REFERENT								CC	

TASK AREAS

#	Task						Col.
2.	Selecting appropriate long-use instructional materials (e.g., textbooks, working booklets)	1	2	3	4	5	40
3.	Developing appropriate long-use instructional materials (e.g., unit materials)	1	2	3	4	5	41

PLANNING FOR DAILY INSTRUCTION

#	Task						Col.
4.	Selecting instructional materials for particular lessons	1	2	3	4	5	42
5.	Planning lessons	1	2	3	4	5	43
6.	Planning behavioral objectives	1	2	3	4	5	44
7.	Planning evaluation procedures	1	2	3	4	5	45
8.	Planning student grouping with class	1	2	3	4	5	46
9.	Planning large group activities	1	2	3	4	5	47
10.	Planning small group activities	1	2	3	4	5	48
11.	Planning sequence of questions	1	2	3	4	5	49
12.	Planning individualized instruction	1	2	3	4	5	50

REFERENT key:
REGIONAL OFFICE STAFF
CENTRAL OFFICE OR AREA STAFF
COLLEAGUE(S) OTHER SCHOOL
COLLEAGUE(S) IN SCHOOL
PRINCIPAL
NUMBER OF OCCASIONS

REFERENT

∴: NUMBER OF OCCASIONS
PRINCIPAL
COLLEAGUE(S) IN SCHOOL
COLLEAGUE(S) OTHER SCHOOL
CENTRAL OFFICE OR AREA STAFF
REGIONAL OFFICE STAFF

TASK AREAS

AUDIO-VISUAL TECHNOLOGY

Task	CC	Rating				
13. Selecting audio-visual materials for class	51	1	2	3	4	5
14. Operating audio-visual equipment	52	1	2	3	4	5
15. Using kits, charts, games, simulations	53	1	2	3	4	5
16. Developing audio-visual materials	54	1	2	3	4	5
17. Making audio-visual materials	55	1	2	3	4	5
INSTRUCTIONAL PROCESS						
Teaching concepts, constructs, generalizations	56	1	2	3	4	5
Utilizing problem solving, inquiry and discovery methods	57	1	2	3	4	5
20. Utilizing questioning techniques	58	1	2	3	4	5
21. Utilizing sequential questioning	59	1	2	3	4	5
22. Utilizing student grouping	60	1	2	3	4	5
23. Utilizing large group class activities	61	1	2	3	4	5
24. Utilizing small group activities	62	1	2	3	4	5
25. Utilizing individualized instruction	63	1	2	3	4	5

CC

REFERENT

REGIONAL OFFICE STAFF
CENTRAL OFFICE OR AREA STAFF
COLLEAGUE(S) OTHER SCHOOL
COLLEAGUE(S) IN SCHOOL
PRINCIPAL
NUMBER OF OCCASIONS

TASK AREAS

STUDENT NEEDS

Task Area	Principal	Colleague(s) in School	Colleague(s) Other School	Central Office or Area Staff	Regional Office Staff	CC
26. Diagnosing individual differences	1	2	3	4	5	64
27. Motivating students	1	2	3	4	5	65
28. Selecting and specifying performance goals and objectives	1	2	3	4	5	66
29. Diagnosing learning difficulties	1	2	3	4	5	67
30. Creating useful remedial materials	1	2	3	4	5	68
31. Obtaining student background information	1	2	3	4	5	69

INTERPERSONAL RELATIONSHIPS

Task Area	Principal	Colleague(s) in School	Colleague(s) Other School	Central Office or Area Staff	Regional Office Staff	CC
32. Establishing classroom control	1	2	3	4	5	70
33. Maintaining classroom control	1	2	3	4	5	71
34. Solving teacher-pupil problems	1	2	3	4	5	72

CC

REFERENT

- REGIONAL OFFICE STAFF
- CENTRAL OFFICE OR AREA STAFF
- COLLEAGUE(S) OTHER SCHOOL
- COLLEAGUE(S) IN SCHOOL
- PRINCIPAL
- NUMBER OF OCCASIONS

TASK AREAS

						Col
35. Developing team teaching rapport	1	2	3	4	5	73
36. Solving teacher-teacher conflict	1	2	3	4	5	74
37. Solving administration-teacher status conflict	1	2	3	4	5	75
38. Solving evaluation conflict between principal-teacher	1	2	3	4	5	76

Add any other areas in which you have desired consultative assistance.

Please check accordingly in appropriate columns.

						Col
	1	2	3	4	5	77
	1	2	3	4	5	78
	1	2	3	4	5	79
	1	2	3	4	5	80

PART 2

SPECIFIC CONCERNS WITHIN THREE TASK AREAS

Instructions:

1. Name the three (3) task areas (from PART 1) in which you feel that you had greatest need for consultative assistance.

2. For each of these task areas state your three (3) most specific concerns.

3. For each of these specific concerns circle the number of the referent from whom you sought consultative assistance and the degree of satisfaction experienced with the consultative assistance rendered.

SATISFACTION EXPERIENCED

NOT SATISFACTORY
SATISFACTORY
VERY SATISFACTORY

REFERENT

REGIONAL OFFICE STAFF
CENTRAL OFFICE OR AREA STAFF
COLLEAGUE(S) OTHER SCHOOL
COLLEAGUE(S) IN SCHOOL
PRINCIPAL

SPECIFIC CONCERNS

TASK AREA

1.

1.

2.

3.

	1 2 3	1 2 3 4 5
	1 2 3	1 2 3 4 5
	1 2 3	1 2 3 4 5

SATISFACTION
EXPERIENCED

NOT SATISFACTORY
SATISFACTORY
VERY SATISFACTORY

REGIONAL OFFICE STAFF
CENTRAL OFFICE OR AREA
STAFF
COLLEAGUE(S) OTHER SCHOOL
COLLEAGUE(S) IN SCHOOL
PRINCIPAL

REFERENT

1	2	3	4	5	1	2	3
1	2	3	4	5	1	2	3
1	2	3	4	5	1	2	3
1	2	3	4	5	1	2	3
1	2	3	4	5	1	2	3
1	2	3	4	5	1	2	3

SPECIFIC CONCERNS

1.

2.

3.

1.

2.

3.

TASK AREA

2.

3.

PART 3

CONSULTATIVE ASSISTANCE PROVIDED BY TEACHER

Instructions:

1. Indicate by a check (✓) and/or written response:

   a. whether you have rendered consultative assistance to teachers A. in your present school and/or B. in other schools since September 1, 1977;

   b. the frequency with which this consultative assistance was given; and

   c. those task areas (maximum of three (3)) for which consultative assistance was given.

A. CONSULTATIVE ASSISTANCE (IN-SCHOOL)

1. Have you rendered consultative assistance to teachers in your present school?

   1. Yes ( )   2. No ( )

2. If YES, on how many occasions did you render consultative assistance to these person(s)?

   1. Once a week ( )   2. Twice a week ( )   3. Twice a month ( )   4. Infrequently ( )

3. Indicate those task areas for which you have rendered consultative assistance most commonly.

   1. _____

   2. _____

   3. _____

B. CONSULTATIVE ASSISTANCE (OTHER SCHOOL(S))

1. Have you rendered consultative assistance to teachers in other schools?

   1. Yes ( )   2. No ( )

2. If YES, on how many occasions did you render consultative assistance to those person(s)?

   1. Once a week ( )   2. Twice a week ( )   3. Twice a month ( )   4. Infrequently ( )

3. Indicate those task areas for which you rendered consultative assistance most commonly.

   1. _____

   2. _____

   3. _____

PART 4

TASK AREA CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT

Instructions:

Indicate by a check mark (✓) and/or written response your reasons for NOT seeking consultative assistance for task area concerns experienced since September 1, 1977.

1. Have there been occasions when you may have desired consultative assistance but did not seek it?

    Yes ( )   No ( )

2. If YES, on how many occasions did you desire consultative assistance and yet not seek it?

    1 ( )   2 ( )   3 ( )   4 ( )   5 or more ( )

3. Indicate those task areas (from PART 1) for which you desired consultative assistance but did not seek it:

    1. _____   3. _____

    2. _____

4. Indicate the reason(s) why you did not seek consultative assistance:

    1. ....

    2. ....

    3. ....

    4. ....

    5. ....

APPENDIX D

THE SUPERVISORY PERSONNEL QUESTIONNAIRE

251

This questionnaire is made up of the following:

SECTION A -- PERSONAL DATA

SECTION B -- PART 1 -- TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN SOUGHT

PART 2 -- SPECIFIC CONCERNS WITHIN THREE TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE WAS GIVEN

PART 3 -- TASK AREA CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT

CODE NO. _____

SECTION A

PERSONAL DATA

Please place a check mark (✓) or appropriate response in the space provided.

1. Name of your school jurisdiction:
   1. Edmonton Public School District ( )
   2. Edmonton Separate School District ( )
   3. County of Strathcona ( )
   4. County of Parkland ( )

2. How many complete years of post-secondary education do you have as assessed for salary purposes?

   1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 or more ( )

3. Indicate the degree(s) that you have attained and the area of speciality for each degree.

   Degree: Area of Speciality:
   1. _____   1. _____
   2. _____   2. _____
   3. _____   3. _____

4. How many complete years of teaching experience do you have? If you are currently teaching include this as one year.

   1. Total number _____   2. With you present school board _____

253

CC		
	1-4	
	5	
	6-7	
	8-9	

CC	10	11	12

5. Indicate the number of years you have been in a position to offer formal consultative assistance. Include the present academic year as one year.

   1 ( )   2 ( )   3 ( )   4 ( )   5 or more ( )

6. (a) Is your present consultative assignment generally consistent with your academic preparation?

   1. Yes ( )   2. No ( )

   (b) If "No" give reason(s) _____

   _____

7. (a) Is your present consultative assignment generally consistent with your teaching experience?

   1. Yes ( )   2. No ( )

   (b) If "No" give reason(s) _____

   _____

SECTION B

PART 1

TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE HAS BEEN **GIVEN**

Instructions:

1. Below are 38 task areas which have been categorized under six major headings. For each of the task areas named, if you have given consultative assistance since September 1, 1977, place a check (✓) mark in the appropriate column.

2. For each of the task areas named, indicate the grade levels taught by the teachers for which the consultative assistance was relevant.

TASK AREAS	OCCASIONS					GRADES			CC			
	NEVER	INFREQUENTLY	TWICE A MONTH	TWICE A WEEK	ONCE A WEEK	7	8	9		13	14	15
												16

DEVELOPMENT OF ANNUAL CURRICULUM AND PROGRAM

1. Developing course outlines for the year . . . . .

2. Selecting appropriate long-use instructional materials (e.g., textbooks, working booklets) . . . .

3. Developing appropriate long-use instructional materials (e.g., unit materials) . . . . .

PLANNING FOR DAILY INSTRUCTION

4. Selecting instructional materials for particular lessons . . . . .

	CC	GRADES			OCCASIONS					TASK AREAS	17	18	19	20	21	22	23	24	25	26	27	28
		7	8	9	NEVER	INFREQUENTLY	TWICE A MONTH	TWICE A WEEK	ONCE A WEEK													

5. Planning lessons . . . . .

6. Planning behavioral objectives . . .

7. Planning evaluation procedures . . .

8. Planning student grouping with class . . .

9. Planning large group activities . . .

10. Planning small group activities . . .

11. Planning sequence of questions . . .

12. Planning individualized instruction . . .

AUDIO-VISUAL TECHNOLOGY

13. Selecting audio-visual materials for class . . .

14. Operating audio-visual equipment . . .

15. Using kits, charts, games, simulations . . .

16. Developing audio-visual materials . . .

		CC	GRADES			OCCASIONS				
			9	8	7	NEVER	INFREQUENTLY	TWICE A MONTH	TWICE A WEEK	ONCE A WEEK

TASK AREAS

17. Making audio-visual materials 29

INSTRUCTIONAL PROCESS

18. Teaching concepts, constructs, generalizations 30

19. Utilizing problem solving, inquiry and discovery methods 31

20. Utilizing questioning techniques 32

21. Utilizing sequential questioning 33

22. Utilizing student grouping 34

23. Utilizing large group class activities 35

24. Utilizing small group activities 36

25. Utilizing individualized instruction 37

STUDENT NEEDS

26. Diagnosing individual differences 38

27. Motivating students 39

GRADES

CC

7 8 9

OCCASIONS

NEVER
INFREQUENTLY
TWICE A MONTH
TWICE A WEEK
ONCE A WEEK

TASK AREAS

40
41
42
43
44
45
46
47
48
49
50

28. Selecting and specifying performance goals and objectives. . . . .

29. Diagnosing learning difficulties. . . . .

30. Creating useful remedial materials. . . . . . .

31. Obtaining student background information. . . .

INTERPERSONAL RELATIONSHIPS

32. Establishing classroom control. . . . .

33. Maintaining classroom control. . . . .

34. Solving teacher-pupil problems. . . . .

35. Developing team teaching rapport. . . . . . .

36. Solving teacher-teacher conflict. . . . . . .

37. Solving administration-teacher status conflict. . .

38. Solving evaluation conflict between principal-teacher. . . . .

			51
			52
			53
			54
			55

CC

GRADES — 7, 8, 9

OCCASIONS: NEVER, INFREQUENTLY, TWICE A MONTH, TWICE A WEEK, ONCE A WEEK

TASK AREAS

Add any other areas in which you have given consultative assistance.

Please check accordingly in appropriate columns.

PART 2

SPECIFIC CONCERNS WITHIN THREE TASK AREAS FOR WHICH CONSULTATIVE ASSISTANCE WAS GIVEN

Instructions:

1. Name the three (3) task areas (from PART 1) for which you feel that your consultative assistance was most requested.

2. For each of these three task areas state the three (3) most specific concerns experienced by teachers.

TASK AREA   MOST SPECIFIC CONCERNS

1. _____   1. _____

                                   2. _____

                                   3. _____

2. _____   1. _____

                                   2. _____

                                   3. _____

MOST SPECIFIC CONCERNS

TASK AREA

1. _____

2. _____

3. _____

PART 3

TASK AREA CONCERNS FOR WHICH CONSULTATIVE ASSISTANCE WAS NOT SOUGHT

Instructions:

Indicate by a check mark (✓) and/or written response your perceptions of why teachers have not sought consultative assistance for task area concerns experienced since September 1, 1977.

1. Have there been occasions when teachers have not sought consultative assistance for task area concerns?

   Yes ( )   No ( )

2. If YES, for the average teacher how often would this have been the case?

   1 ( )   2 ( )   3 ( )   4 ( )   5 or more ( )

3. Indicate those task areas (from PART 1) for which you perceived teachers desired consultative assistance and yet did not seek it:

   1. _____   2. _____   3. _____

4. Indicate the reason(s) you perceived as being responsible for teachers not seeking consultative assistance:

   1. . . . .

   2. . . . .

   3. . . . .

   4. . . . .

   5. . . . .

APPENDIX E

A LIST OF THE SCHOOL SYSTEMS AND SCHOOLS
PARTICIPATING IN THE STUDY

EDMONTON PUBLIC SCHOOL DISTRICT

Highlands Junior High School

Killarney Junior High School

D.S. MacKenzie Junior High School

Ottewell Junior High School

Westmount Junior High School

EDMONTON SEPARATE SCHOOL DISTRICT

St. Cecilia Separate School

St. Philip Junior High School

St. Thomas More Separate School

Sir John Thompson Separate School

COUNTY OF STRATHCONA

Clover Bar Junior High School

Fort Saskatchewan Junior High School

F.R. Haythorne Junior High School

Sherwood Heights Junior High School

COUNTY OF PARKLAND

H.W. Pickup Junior High School

Stony Plain Junior High School

Woodhaven Junior High School