

67-3434

KNIGHT, Glenn E., 1924-
THE IDENTIFICATION OF OBSTACLES TO AC-
CEPTANCE AND UTILIZATION OF TELEVISION
INSTRUCTION AT THE SECONDARY LEVEL.

The University of Nebraska Teachers College,
Ed.D., 1966
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE IDENTIFICATION OF OBSTACLES TO
ACCEPTANCE AND UTILIZATION OF
TELEVISION INSTRUCTION AT
THE SECONDARY LEVEL

by

Glenn E. Knight

A DISSERTATION

Presented to the Faculty of
The University of Nebraska in the Teachers College
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education
Department of Educational Administration

Under the Supervision of Professor Wesley C. Meierhenry

Lincoln, Nebraska

1966

THE UNIVERSITY OF NEBRASKA
TEACHERS COLLEGE
ADVANCED PROFESSIONAL DIVISION

TITLE

THE PROBLEMS OF ACCEPTANCE AND UTILIZATION OF EDUCATIONAL

TELEVISION AT THE SECONDARY LEVEL

BY

Glenn E. Knight

IN PARTIAL FULFILLMENT OF REQUIREMENTS
FOR THE
DOCTOR OF EDUCATION DEGREE

APPROVED BY

DATE

Wesley C. Meierhenry

July 8, 1966

Howard Eckel

July 8, 1966

Doris J. O'Donnell

July 8, 1966

Rex K. Reckewey

July 8, 1966

Alan T. Seagren

July 8, 1966

SUPERVISORY COMMITTEE

ACKNOWLEDGEMENTS

It is a pleasure to record my indebtedness to Dr. Wesley C. Meierhenry for his patience and guidance while supervising this study. The time and effort spent by the rest of the committee on behalf of the author is also hereby acknowledged.

Grateful memories recall to mind the aid and encouragement that was always forthcoming from my wife, Lois. My thanks also go to Connie, Larry, Ronald and Sally for their unshaken belief that summer school sessions and the study might someday be completed.

G.E.K.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
The Problem.....	3
Origin of the Study.....	3
Initial Assumptions.....	4
Scope and Delimitations.....	8
Hypotheses.....	9
Significance of the Study.....	10
Procedures.....	11
II. REVIEW OF THE LITERATURE.....	14
Historical Development of Educational Television.....	14
Educational Television at the University of Nebraska.....	21
In-school Programing.....	25
Organization of the Nebraska Council for Educational Television.....	33
Obstacles to Use of Television at the Secondary Level.....	39
III. PROCEDURES OF THE STUDY.....	48
Selection of the Population.....	48
The Development of the Questionnaires.....	51
School Visitations.....	52
Evaluation and Tabulation of Data.....	54

CHAPTER	PAGE
IV. ANALYSIS OF THE DATA.....	56
Educational Television and the Curriculum..	61
Teacher Role in Utilization of Educational Television.....	66
Television and the Organization of the School.....	70
In-service Provisions and Needs.....	74
Programing and Technical Problems.....	78
Physical Facilities Used for Viewing Television.....	80
Estimate of Student Acceptance.....	81
Responses From Schools Not Using Secondary Programing.....	82
V. THE SCHOOL VISITATIONS.....	84
Satisfied Schools.....	87
School E.....	87
School V.....	94
School N.....	102
Dissatisfied Schools.....	111
School G.....	111
School H.....	119
School H.....	125
The Lincoln School Visitation.....	133

CHAPTER	PAGE
VI. GENERAL SUMMARY, CONCLUSIONS, AND	
RECOMMENDATIONS.....	138
Purpose.....	138
Procedure.....	138
Summary.....	140
Conclusions.....	145
Recommendations for Further Investigation..	148
BIBLIOGRAPHY.....	150
APPENDIX.....	156

PREVIEW

LIST OF TABLES

TABLE	PAGE
I. Number of Pupils Grades 9-12 in Member Schools	50
II. School Size and Number of Schools in the Sample.....	56
III. Potential and Actual Utilization of Television Instruction in the Responding Schools.....	58
IV. Percentages of Actual Use In Relation to Potential Utilization in Responding Schools	60
V. Suitability of Television for Ability Groups	65
VI. Stimulation By Television to Adaptation of New or Different Teaching Methods or Techniques.....	67
VII. Pre-telecast Time as a Problem.....	68
VIII. Television Should Become a Basic Part of the Teaching Process.....	70
IX. Interrelation of School and Television Schedules.....	73
X. Teacher Involvement in the Decision to Use Television.....	73
XI. Importance of Separate Learning Activities..	76
XII. Satisfactory Assistance Provided by the Nebraska Council for Educational Television	78

TABLE	PAGE
XIII. Correctness of Program Length.....	79
XIV. Types of Viewing Situations Used.....	80
XV. Estimate of Student Enthusiasm for Use of Educational Television.....	81

PREVIEW

CHAPTER I

INTRODUCTION

The Nebraska Council for Educational Television has engaged in instructional programing at the elementary level for the past four years. With the addition of the Lexington channel 3 coverage added to that of the Mead channel 12, it is estimated that two thirds of the state's school children can now be reached by television for instructional purposes. Channel 9 at North Platte and channel 13 at Alliance will be completed and join the network by September 1966. These additions should increase the coverage to approximately eighty percent of the state's student population. By September 1967, channels 7 and 21, located at Bassett and Albion will cover the remainder of the state and make educational television available to almost all schools within the state.

With the increased facilities and the coming of the statewide network, the acceptance of programing at the secondary level by teachers needs to be investigated. As in any instructional approach, the teachers must be receptive and favorable or the instruction will not produce the desired results.¹

¹I. Keith Tyler, "The Impact of Instructional Television on Teaching Roles and Functions," AV Communications Review, Vol. 10 No. 1, Jan.-Feb. 1962, p. 52.

During the school year 1964-65 an estimated 30 school systems were enrolled in and utilized educational television at the secondary level. The Nebraska Council estimates that 2000 or more Nebraska secondary school students were receiving some instruction from this source and that an estimated 65 teachers were involved in this type of instruction.

During the school year 1965-66, the Council is programing courses in American history, American literature, and to schools in some reception areas a course in economics. In-service programing for teachers includes Project English, social studies, and American literature.

The American history course is a 15 program series, telecast for 30 minutes every other week. It is an enrichment series designed to relate local history to national events. Little effort is made to coordinate the television lessons with any particular textbook.

The American literature course is programed three times each week for 30 minutes each time. This course can best be described as a major resource effort. The frequency of the telecasts may well force major readjustments upon the classroom teacher.² She may or may not be willing to make these adjustments readily in her role as

²Ibid., p. 51.

the classroom leader even though the television lessons are correlated with nine different textbooks currently in use.

The economics course is a 15 program series, telecast every other week alternating with American history. The economics course is available to only those schools receiving their programming over commercial stations. The series was produced by the Council for Economic Education and a limit for use of three years has been placed upon it. Only those schools using television instruction over commercial stations have not exceeded the limit.

THE PROBLEM

The purpose of this study is to identify the obstacles in gaining teacher acceptance of instructional television at the secondary level. Assessment of problems of curricular application, organization, in-service help needed, and the teachers role will be made.

ORIGIN OF THE STUDY

The Nebraska Council for Educational Television, having expanded television instruction into the secondary area, is interested, along with the writer, in a study

of the acceptance by teachers of member schools using educational television as one method of instruction. The Council, and the writer, are desirous of attempting to identify the problems and to propose possible solutions to those that have been encountered.

INITIAL ASSUMPTIONS

1. Teacher acceptance varies regarding television instruction and its place in the curriculum.
2. There is a preference by teachers as to length and frequency of telecourse offerings.
3. Obstacles encountered in the effective use of television instruction can be assessed.
4. Television instruction can contribute to the improvement of instruction in the secondary schools of Nebraska.

As most administrators recognize, all teachers do not teach in the same manner. Neither do all teachers accept innovations in methods or curriculum to be taught with equal enthusiasm. Asheim³ makes the point that "the classroom teachers attitude can make or break the effectiveness of television instruction." Teachers must be thoroughly informed beforehand of the purposes and objectives of the use of television in the classroom.

³Lester Asheim, "A survey of Informed Opinion on Televisions Future Place in Education," United States Office of Education Report. Educational Television, The Next Ten Years. (1962), p. 18.

Teachers' preconceived notions gained from experience with commercial television must in large measure be overcome.⁴

Most instructional television programs at the secondary level are 30 minutes in length. It is obvious that this selection of time length has resulted from the practice followed by commercial television. This patterning after commercial television certainly can be questioned.⁵ Excellent television teaching should be combined with all other methods of instruction to provide the best learning experience for the student.

Obstacles to the use of television in the classroom have been encountered. "One of the greatest obstacles to televisions' wide acceptance, has been the notion, uncritically accepted, that educational television's major reason for being is to cope with the shortage of teachers and classrooms."⁶ Teachers must be helped to understand that a team approach is necessary for television's successful use. The teacher must be helped and not threatened.

⁴Clive L. Hewitt, "Reflections on ETV," NAEB Journal, Jan. - Feb. 1965, Vol. 24 No. 1, p. 20.

⁵Alexander Frazier and Harold E. Wigren, Opportunities For Learning: Guidelines for Television, NEA Report,

⁶Lee E. Compion and Yvonne Lanagan, Ed., And TV Too, DAVI of the NEA, (1961), p. 24.

The teacher should be aided in realizing that she will remain the focal point of all formal instruction and learning. Although conventional patterns of teaching may change, only the unqualified and incompetent need feel threatened.

An equally large obstacle to the successful utilization of television is the scheduling within the school day of the telelessons. Schools, in general, are reluctant to allow the television schedule to dictate the total school schedule.

Physical facilities present another obstacle in most schools. Few school plants in Nebraska lend themselves to adequate television usage.

Costello and Lawrence⁷ present as a major obstacle comprehensive and effective teacher's guides. They make their point by stating that:

"To standardize a mediocre curriculum is a tragedy. To standardize the best curriculum, in any subject matter area, which the combined experience of television specialists and classroom teachers can evolve using televisions' best resources is another matter."⁸

⁷Lawrence F. Costello and George N. Gordon, Teach With Television, Hastings House, New York, (1961), p. 131.

⁸Ibid., p. 134.

A major responsibility of all administrators is to strive for improvement of instruction. As stated by Brickell⁹ "New types of instructional programs are introduced by administrators. Contrary to general opinion, teachers are not change agents for instructional innovations of major scope." He further stated:¹⁰

Instructional changes which call for significant new ways of using professional talent, drawing upon instructional resources, allocating physical facilities, scheduling instructional time or altering physical space-rearrangements of the structural elements of the institution - depend almost exclusively upon administrative initiative. Even in the best of circumstances for the expression of new ideas - in schools where administrative authority is exercised with a light hand and faculty prerogative is strong - teachers seldom suggest distinctly new working patterns for themselves.

The above should not imply that the teacher abrogates her responsibility to improve instruction by means of attempting to improve present methods or introduce newer types of instruction that hold promise for an improved learning climate. Smith¹¹ states the teacher's responsibility as follows:

All teachers are responsible for creating a climate favorable for learning. Studio and classroom teachers share this responsibility, and the resulting dependent partnership challenges the classroom teacher to grow

⁹Henry M. Brickell, Organizing New York State for Educational Change, New York State Department of Education, Albany, (1961), p. 12.

¹⁰Ibid., p. 23.

¹¹Mary H. Smith, Ed., Using Television in the Classroom, McGraw Hill Book Co., New York, (1961), p. 45.

along with his television colleague. He, too, must plan carefully and make himself stimulating both as a teacher of his subject and as a sympathetic, warm personality while supervising the learning process of young people. He is part of the climate for learning.

The ultimate challenge, then, is the adaptation of television in education in a way that will result in improving the quality of education. If television is used to promote the trend toward differentiated, individualized instruction, enhances the quality of instruction, and makes good teaching more widely available, then educational television will make a desirable contribution to education and will have a permanent role to play in the future.¹²

SCOPE AND DELIMITATIONS

The study will be confined to teachers and administrators in member schools of the Nebraska Council for Educational Television during the school year 1965-66. The sample includes 11 Class II schools involving 17 teachers, 24 Class III schools involving 54 teachers, three Class IV schools involving 18 teachers, one parochial school involving three teachers, and seven schools

¹²Wilber Schramm, Educational Television - The Next Ten Years, Stanford, (1962), p. 23.

using television over commercial stations involving nine teachers. The total sample then will be drawn from 46 schools and 113 secondary teachers who are using educational television in their schools and classrooms. The administrators from the ten non-using member schools will be contacted in an attempt to ascertain the basis for their decisions not to participate. This number includes three Class II schools, five Class III schools, and two schools receiving educational television on a commercial channel.

A listing by Class, School, Administrator's names, Teacher's names, and location of receiving channel can be found in (Appendix A). All other tabulations will not identify either schools or teachers by name.

HYPOTHESES

1. Teacher acceptance of educational television is affected by previous background, training, and experience.
2. Administrator's assessment of the values of educational television affect its utilization.
3. The schedule of educational television and its relation to the school schedule affects both acceptance and utilization.
4. Physical facilities available for the use of television affects its use.
5. Teacher and administrator assessment of obstacles to effective use will vary.

SIGNIFICANCE OF THE STUDY

Evidence indicates that elementary school teachers accept favorably televised instruction. Not being specialists in a given subject area, they welcome the help of specialists.¹³ High school teachers appear not to be as receptive.¹⁴ Most teachers, both elementary and secondary, who use television instruction for a period of time appear to become enthusiastic users.¹⁵ Further indication of this change of attitude is cited by Guba and Snyder¹⁶ in their recent study completed for the Midwest Program on Airborne Television Instruction. Their findings indicate that the fears, anxieties, and misunderstanding that new using teachers may have regarding the use of television in the classroom, tend to disappear once some experience is gained in the use of the medium. Further, these same authors¹⁷ point out that teachers using instructional television are far more inclined toward not only the use

¹³Ibid., p. 59.

¹⁴Henry R. Cassirer, Television Teaching Today, UNESCO Paris France, (1960), p. 35.

¹⁵Tyler, op. cit., p. 52.

¹⁶Egon G. Guba and Clinton A. Snyder, "Instructional television and the Classroom Teacher," AV Communications Review, Vol. 13 No. 1, Spring 1965, p. 20.

¹⁷Ibid., p. 21.

of television, but also toward the use of all the newer educational equipment and materials that are now available.

PROCEDURES

A questionnaire was circulated among the teachers of the Council member schools using television instruction at the secondary level to gather information which would indicate what may be obstacles and possible solutions to the acceptance and utilization of instructional television. This instrument is included as (Appendix D). The questionnaire would solicit information of the type listed below, and would be of the open ended type.

- I Curriculum
 - A. Fits the local subject matter plan
 - B. Content applicable to the local situation
- II Teacher role
 - A. Use of outside materials
 - B. Usefulness of material presented
 - C. Previous experience and training
- III Organization
 - A. Scheduling
 - B. Decision for use
- IV Inservice help
 - A. Usefulness of programs
 - B. Teachers guides
 - C. Help provided at the local level
- V Programing
 - A. Quality
 - 1. Technical
 - 2. Special effects
- VI Physical facilities
- VII Estimate of student acceptance

A similar questionnaire will be distributed to the superintendents or principals who are directly responsible for the supervision of instruction. This instrument is designed to determine any differences in points of view regarding non-use, acceptance, utilization, and values of instruction as viewed by the teacher and the administrator. This instrument is included as (Appendix E).

To validate and gather additional data, visitations were made to selected schools that respond to the data gathering instruments. Selection of the schools for visitation followed as nearly as possible the following criteria:

1. Two schools with a maximum enrollment of 175 students, grades 9-12, in which both teachers and the administrator express enthusiasm and satisfaction with the use of television. One school preferably would be using television for the first time while the other school would be using it for the second year.
2. Two schools with a maximum enrollment of 175 students, grades 9-12, at which either the teachers or administration express dissatisfaction with the use of television. Again, preferably one school would be using television for the first time while the other school would be using it for the second year.
3. Two schools with a maximum enrollment of 350 - 450 students, grades 10-12, at which the teachers and administration of one school express enthusiasm and satisfaction with the use of television; while at the other school, either the teachers or administration express dissatisfaction with the use of television.

4. Visit the one school in the Lincoln system which from the data gathering instruments indicates that the teachers and administration are most enthusiastic about the use of television in the classroom. The selection of a Lincoln school is based upon the fact that this system has had more extensive experience in using educational television than any school system in the state.

The selection of schools were restricted further to include only those schools using both the American history and the American literature television offering. This restriction should make possible the identification of problems resulting from the use of television for both enrichment and as a major resource.

The visitations will include interviews with both the administrators and the teachers using television. Where possible, and with permission, visits will also include classroom observation during the use of the telelessons.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will trace briefly the development of educational television in the United States. Particular attention will be given to its development in Nebraska. Attention will be given to the identification of problems in the areas of curriculum, the classroom teachers role, organization of the school for use of television, in-service assistance required, problems of programing, physical facilities, and student acceptance.

HISTORICAL DEVELOPMENT OF EDUCATIONAL TELEVISION

While it is true that experimentation with educational television dates back to the early 1930's, the first non-commercial educational television station began programing May 12, 1953, at Houston, Texas.¹ This station, KUHT-TV, was licensed to the University of Houston and started a movement which has grown with startling rapidity.

Ten years later the eighty third station went on the air at Greenville, South Carolina. The rate of growth

¹Wilbur Schramm, Jack Lyle and Ithiel de Sola Pool, The People Look at Educational Television, (Stanford University Press, Stanford, 1963) p. 2.

has been steady. The year 1953 saw two stations begin operation. Eight stations, including KUON-TV at the University of Nebraska, began programming in 1954. Eight more stations were added in 1955, five in 1956, six in 1957, eight in 1958, ten were completed in 1959, seven in 1960, ten more in 1961, while thirteen were build in 1962, six more were added in 1963 with twenty six outstanding construction permits active in 1964. Further, there were thirty seven construction permits pending before the Federal Communications Commission in this same year. The U. S. Office of Education reported that seven new stations were added in the fall of 1965. This would bring the total number of ETV stations to 190.²

The ratio of commercial to non commercial stations now is less than one to ten with the proportion of educational stations continuing to grow.³ It is interesting to note that there has been only one failure of an educational television station, KTHE-TV, a UHF station at Los Angeles, California, ceased operation after approximately one year.⁴ This station did not have the backing of any educational institution but was sponsored

²Lawrence T. Frymire, "Status Report: Existing and Pending ETV Facilities," (North Central Association Seminar Report, December 1963) ETV Bench Marks '64, p. 71.

³Schramm, Lyle, Pool, op. cit. p. 3.

⁴Ibid., p. 8.