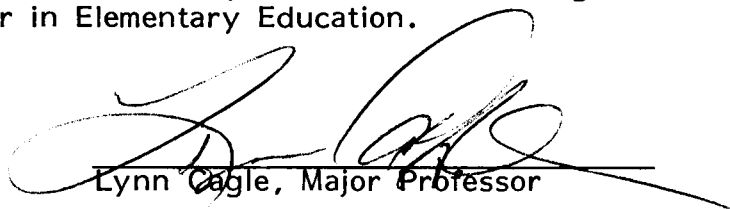


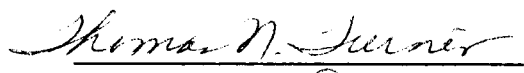
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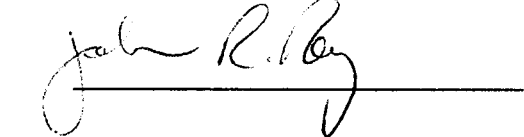


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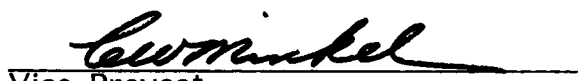


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TEACHERS' ATTITUDES TOWARD
GIFTED EDUCATION

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Anne Van Pelt Regenbrecht

December 1985

This work is dedicated to my grandmother,
Thelma Kramer, a gifted educator.

ACKNOWLEDGEMENTS

I wish to thank the employees of the Blount County School System for their cooperation during this study. I especially appreciate all the time and effort contributed by the coordinators of the Academically Talented Program, headed by Beth Fain.

I am also indebted to Professors Lynn Cagle, John Ray, and Thomas Turner, who served as my director and committee, respectively. Their guidance and encouragement made this study possible.

Finally, I wish to acknowledge with thanks the invaluable contributions of my parents, Austin and Elenor Van Pelt, and my grandmother, Thelma Kramer. They provided assistance with the details involved in this study, in addition to providing the strong educational background that inspired it.

ABSTRACT

The education of gifted students is a concern of many school systems across the country. Teachers are being held accountable for ensuring that all children are motivated to reach their highest potential. What are teachers' attitudes toward gifted education? Is there a significant difference between program location and teachers' attitudes toward gifted education? Is there a significant difference between previous training in gifted education and teachers' attitudes toward gifted education? Is there a significant difference between years of teaching experience and teachers' attitudes toward gifted education? These questions were investigated through a study conducted in the Blount County School System.

Data were collected using a survey of 164 elementary school teachers (Kindergarten through fifth grade). The survey was distributed in the Spring of 1985. This survey contained twelve statements for teachers to respond to, marking (1) agree strongly, (2) agree, (3) disagree, or (4) disagree strongly. Teachers responded to questions about years of teaching experience and amount of training for gifted education. A code letter on each survey indicated the program location. This information was used significant differences between the three variables selected (program location, years of teaching experience, and training in gifted education) and teachers attitudes.

The majority of the teachers indicated they believe:

1. Enrichment opportunities should be provided for all students both in and out of the classroom.
2. Special personnel should be hired to work with gifted children.
3. Gifted children should not be double promoted, they should remain with their age appropriate classmates.
4. Gifted education and remedial education are equally important.

The results showed no significant differences between the three variables and the survey responses. The low sample number in some categories necessitated the collapsing of categories and responses. This may have lessened the possibility for obtaining definitive results.

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CHAPTER 1

INTRODUCTION

A study of the history of public education in the United States reveals attempts to reach particular groups of people previously denied equal educational opportunities (Cremin, 1961; Graham, 1984). There have been educational reforms directed at meeting the needs of immigrants, blacks, women and more recently, exceptional children. William Cruickshank (1980) stated that "the phrase 'exceptional child and youth' means those who, by reason of a physical or intellectual variance, are considered unique among their peers."

Public Law 94-142 (The Education for All Handicapped Children Act, Nov. 29, 1975) requires "each state to provide a free and appropriate education to all its handicapped children between 3 and 18 . . ." and "that, where appropriate, handicapped children be educated with nonhandicapped children." Much of the interest following the passage of Public Law 94-142 was for children whose variance was labeled "retarded." The concern for those exceptional children was reflected in publications for educators and parents (e.g., Hart & Jones, 1968; Brutten, Richardson, & Mangel, 1973; Kozloff, 1974; Johnson & Werner, 1975; Long, 1977). Since that time, a different aspect of exceptionality has captured the attention of many involved in public education. Children whose uniqueness is characterized by high abilities and divergent thinking are receiving unprecedented attention. Studies in this field (e.g., Bruch & Torrance, 1972; Gallagher, 1964)

indicate concern that gifted children are not only ignored but also suppressed within the framework of the typical classroom. Further studies of teachers' perceptions and attitudes toward gifted children have supported this concern (Dettmer, 1981; Dorhart, 1983).

In recent legislation (O'Conner, 1977) attention is given to gifted and talented students. Section 3 of H.R. 5596 states:

The term "gifted and talented children and youth" means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

Thus, the desire to maximize the learning potential of gifted children is at the heart of a current major trend in education. School systems across the country have established or are developing programs with the purpose of meeting the needs of gifted and talented children.

The structure of gifted programs and the selection of children for these programs are causing concern among parents and educators (Eby, 1983; Strom, 1983). One of the problems in developing a program for gifted and talented children is financing the personnel and resources required to support a viable effort. The increasing demand for accountability in education calls for a system to insure that all gifted children have activities and materials to challenge them (Strom, 1983). A variety of approaches for serving gifted and talented children have been implemented across the United States.

Programs in East Tennessee

In East Tennessee three basic approaches appear to be in operation. One approach is a "pull-out" program. Children are identified

as gifted using achievement or I.Q. scores. These children are removed from their regular classroom for a designated period each week to participate in special activities and courses of study.

The second approach is to provide enrichment activities in children's assigned classrooms. Seminars and mini-courses are offered to expose children to unique subjects. These activities are open to all children. However, children who are in the talent pool (selected as gifted or talented) are given first choice. These children are encouraged to choose academically challenging options. All of the school staff, from custodians to the principal, join with community volunteers to teach these mini-courses.

The third approach blends in-class enrichment with pull-out activities for those in the talent pool. In this combination option a consultant for the school system works with a classroom teacher from each school in the system to coordinate the program. The teachers receive release time from their normal duties to work with the program. They are responsible for bringing in resource personnel and planning field trips.

The combination approach has been chosen by the Blount County School System. Much emphasis has been placed on in-class enrichment. Teachers can recommend that children be added or removed from the program based on classroom performance, making teacher attitudes an important part of the program. However, little information is available on the attitudes of classroom teacher involved in gifted and talented programs. It is conceivable that teachers'

attitudes toward any program may have an effect on that program. A study of teachers' attitudes toward a program could provide valuable insights into ways to better implement that program. This study will explore teachers' attitudes toward gifted education in the Blount County School System.

Purpose

The purpose of the current study was to investigate teachers' attitudes toward gifted education. In particular the relationship between teacher attitudes toward gifted education and three variables--individual schools, previous training in gifted education, and years of teaching experience were examined. Thus the research questions to be answered were:

1. What are teachers' attitudes toward gifted education?
2. Is there a significant difference between program location and teachers' attitudes toward gifted education?
3. Is there a significant difference between previous training in gifted education and teachers' attitudes toward gifted education?
4. Is there a significant difference between years of teaching experience and teachers' attitudes toward gifted education?

Importance of the Study

The attitude of teachers toward gifted students is a major concern in the field of gifted education. Research has indicated that teachers reward behavior that conforms with their own behaviors,

thereby negatively affecting gifted children with divergent thinking patterns (Strom, 1983; Vail, 1979; Getzels & Jackson, 1962).

Teachers' attitudes and backgrounds also influence the decisions they make concerning how material is organized and presented and the amount of time spent on certain topics (Schmidt & Buchman, 1983; Munby, 1984; Emans, 1969). There have been several studies exploring teachers' attitudes toward gifted children (e.g., Colangelo & Kelly, 1983; Dorhout, 1983; Smidchens & Sellin, 1976; Wiener, 1968). There is evidence that making teachers more aware of their own personality types and educating them to be more tolerant of other personality types causes them to be more accepting of traits of gifted children, measured by Torrence's Ideal Child Checklist (Dettmer, 1981).

The amount of training for and experience with gifted children and programs has a positive effect on teachers' attitudes toward gifted children (Murphy, Jenkins-Friedman, & Tollefson, 1984; Colangelo & Kelly, 1983; Wiener, 1968). A survey of 116 graduate students in education revealed that although gifted students were viewed as desirable to teach, they were not a high priority of special services (Smidchens & Sellin, 1976).

Most of the research conducted on teachers' attitudes has focused on the relationship between the teacher and the gifted student. Although there has been a great deal of concern about the types of programs implemented (e.g., Bruch, 1984; Eby, 1984; Renzulli, 1983; Renzulli, 1980; Borgers, 1980; Renzulli, 1977), there has been little research about teachers' attitudes in relationship to gifted education.

Adkins and Harty (1984) reported a study of 12 teachers who were being trained to serve as leaders for a gifted education program in their schools. The results indicated that, although they felt gifted children

. . . ideally can reach their highest potential in regular classrooms, growing feelings of competence and confidence in applying concepts of gifted education lead teachers to support teaching gifted children in homogenous ability classes or groups.

There was also some indication that an increased awareness of the high abilities of gifted learners and their special needs may have an adverse affect on "enthusiasm and interest in teaching gifted students." There are indications in the literature that teachers' attitudes toward gifted children can be improved through increased awareness and education. But there is little information available on teachers' attitudes toward implementing specific programs for gifted students. There is some indication that teachers want "bright" children in their class, yet may be unwilling to provide the wide variety of methods and materials needed to handle gifted students in a heterogeneous classroom. Clearly further research is needed on teachers' attitudes toward gifted education.

Procedures

A survey instrument was developed by the author and used to collect data on teachers' attitudes (Appendix B). Teachers' attitudes toward working with gifted children were evaluated by instrument using a forced choice Likert-type scale. Subjects were asked to respond to the given statements about gifted education. Responses

were kept anonymous. The survey was distributed to a group of graduate students in education to refine the instrument. Some revisions were made.

The survey instrument was distributed through the coordinator for the gifted program in each school. The school in which the author was the coordinator of the program was excluded. The surveys were each coded to identify the individual schools. All school references were made by numbers to further assure anonymity. Each coordinator was given an envelope to use in returning the surveys.

The mean response for each item was calculated. This information provided the general attitude of Blount County elementary school teachers toward each survey item. This data was then organized to provide an overview of these attitudes (Appendix C). Each survey item was listed, followed by the mean response. Then the percentage of teachers who agreed, disagreed, or did not respond was listed.

The data collected for the three variables were analyzed by computer. A chi-square analysis was used to determine any significant differences ($p < .05$) between the survey items and the variables of "years teaching experience" and "training in gifted education." A t test was used to examine significant difference ($p < .05$) between the mean response from each school on each item and the average response of all other schools for that item. The results appear in tables located in the Appendixes. Conclusions were made as to the significance of the results and the implications for the education of gifted children.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature relevant to this study. No studies were found that dealt directly with teachers' attitudes toward gifted education, it was therefore necessary to use literature in related areas. The literature found useful in constructing this study fell into four categories: (1) relationships between teacher attitudes and teaching practices, (2) variables that affect teachers' attitudes, (3) methods of altering teachers' attitudes, and (4) attitudes toward gifted students.

Relationships Between Teachers' Attitudes and Teaching Practices

In the literature there are indications that there is a relationship between the attitudes of teachers and their choice of curriculum materials and teaching methods. Munby (1984) conducted an indepth study of one teacher's beliefs and teaching practices. The teacher studied taught science in grades seven and eight. Munby's work indicates that the beliefs of this teacher were reflected in her approach to teaching. The broader goal of students building self-confidence in their abilities to learn was emphasized in her teaching methods. Munby recognized the limitations of a study with one subject, but stated that the case study approach is a valuable research tool for learning why teachers select the materials and approaches they use.

Schmidt and Buchmann (1984) examined the beliefs and attitudes of six elementary school teachers and their relationship to the three variables of "judgement on content emphasis, attitudes toward five content areas . . . and sense of competence in teaching these areas." The teachers being sampled kept detailed logs for three months and were observed on eight randomly sampled days to confirm the accuracy of the logs. Questionnaires were used to gather data on the three variables. The findings indicate that personal judgements affect choices that teachers make on time spent in content areas. Choices are also affected by how much teachers enjoy teaching the subject matter.

Schmidt and Buchmann's study is limited in that it had a small sampling. Another factor that must be considered is that teachers agreed to participate knowing that they would be required to keep detailed logs. It can not be assumed that all teachers would be willing to accept this responsibility; therefore the results can not be generalized to all teachers. However, in connection with other studies it does provide valuable information on why teachers emphasize particular subjects.

Variables That Affect Teachers Attitudes

Since attitudes influence how and what a teacher teaches, it is important to know the variables that affect these attitudes. Wiener (1968) studied "the attitudes of psychologists and psychometrists in California toward gifted programs and gifted children." A questionnaire was distributed to members of the California Association of School

Psychologists and Psychometrists. A relationship was indicated between attitudes and working in programs for the gifted. There was also a relationship between years of experience and attitudes. Teachers with less than ten and more than twenty years of experience had more favorable attitudes toward gifted students. There was no relationship between age, salary, position or degree and attitudes.

Emans (1969) reported that teachers' educational values are influenced more by the values of other teachers than their own general values. There was no indication of a relationship between a teacher's age and his/her educational values. The educational level of a teacher was also indicated as a significant factor; the higher the educational level the more progressive the teacher's values.

Sellin (1967) studied the effect of a course for education students on their attitudes toward working with mentally handicapped learners. A relationship was indicated between the course and attitudes. The length of the course also appeared to be a significant factor in preparing the students for teaching. The longer the course, the better prepared the students were for teaching.

Murphy and others (1984) attempted to discover the "ideal child characteristics valued by trained teachers of the gifted," as measured by Torrence's Ideal Child Checklist. The teachers' responses were compared to the responses of experts (31 researchers who had studied creative persons) on gifted children. The data were also compared to data from past studies on classroom teachers and their agreement with experts on gifted children.

The teachers sampled were enrolled in graduate courses in gifted education. The research indicates that current teachers of the gifted have attitudes closer to the experts. The conclusions indicate a relationship between the amount of training and the degree of agreement with the experts.

Methods of Altering Teachers' Attitudes

Dettmer (1981) examined teachers' attitudes toward working with creatively gifted students. She used pre- and postevaluations with Torrence's Ideal Child Checklist. The format was six two hour sessions, once a week. Three research groups were used. The experimental group studied their own and other personality types. The control group took a general course in "characteristics and learning needs of all exceptional children." A contrast group "planned and initiated action for meeting gifted students' needs"

Dettmer's findings indicate that the treatment group did show a more accepting attitude toward traits of highly creative students after studying their own personality traits. The contrast group had some gain, but not as great as the treatment group. The control group showed no significant gain. Dettmer's study may be helpful in making classroom experiences more positive for the creative child. Information on how to alter teachers' attitudes may be useful in improving problems perceived in gifted education.

Attitudes Toward Gifted Students

In an article titled "Expectations for Educating the Gifted and Talented," Strom (1983) reported the results of a number of studies

dealing with attitudes toward gifted students. Strom was concerned with negative attitudes of teachers toward gifted students. A survey of adult members of Mensa indicated they had many negative experiences with teachers. Strom reported a similar study by Wellborn, which supports the Mensa data, it indicates that; "creative and talented students were scorned, ridiculed and deprived of suitable challenges." Strom also reviews a study by Johnson indicating gifted children who do well academically and stay out of trouble are ignored by teachers.

Another concern of Strom's was the low reliability of teachers in identifying gifted students. Parents were found to be more reliable, and gifted students even more able in identifying gifted peers.

Smidchens and Sellin (1976) studied the attitudes of 116 graduate students in education concerning gifted learners. Their findings indicated that the level of teaching (elementary and secondary) and gender have no significant effect upon attitude. Gifted students were viewed as desirable to teach, but not a high priority for special services. Subjects responded to a list of traits indicating "yes" if they felt it was a trait of a gifted learner, "no" if it was not.

The group with no experience idealized gifted learners as independent, neat, and show off. The group which had personal experience responded "no" to more of the negative traits while divided on the positive traits. The group with some "educational experiences" had a response pattern of more "no" responses to negative traits and more "yes" responses to the positive traits.

Adkins and Harty (1984) used a pretest, posttest and delayed posttest to measure the attitudes of twelve teacher-leaders working in elementary and junior high schools. The findings indicate teachers are becoming more receptive to homogeneous ability groups and special classes as a result of increased feelings of confidence and competence in applying the concepts of gifted education, even though they may feel that gifted learners can reach their highest potential in a regular classroom. However a negative effect of increased awareness of the needs of gifted students is an unwillingness to take on the increased responsibility of teaching those students.

Summary

A review of the literature revealed studies on teachers' attitudes toward gifted learners and suggested ways to alter those attitudes. However, there are no studies which reveal definitive information on teachers' attitudes toward gifted education. Since the literature indicates there is a relationship between teachers' attitudes and their curriculum choices, there appears to be a need to further investigate teachers' attitudes toward gifted education.

CHAPTER 3

METHOD

The purpose of the present study was to investigate teachers' attitudes toward gifted education and determine if there are significant relationships among teachers' attitudes toward gifted education and the three variables of program location, previous training, and teaching experience.

The procedures followed were selection of the subjects, development of the survey instrument, conducting the pilot study, collection of the data, and analysis of the data.

Subjects

The subjects studied were elementary school teachers, kindergarten through fifth grade, teaching in the Blount County School system during the 1984-1985 school year. Because Blount County uses a combination approach to gifted education these teachers are expected to provide enrichment activities for any gifted children in their classrooms.

A review of the "Annual Statistical Report of Blount County" for 1985 shows a total of 566 teachers (30% male, 70% female) employed in Blount County. A Ph.D. degree has been completed by one teacher. An Ed.S. degree has been completed by 12 (2%). A Master's degree plus 45 hours is held by 71 (13%). A Master's degree is held by 164 (29%). The remaining 318 (56%) have a Bachelor's degree. Elementary school teachers (grades K-8) account for 341 of Blount County's

teachers. There are 45 (13%) male teachers and 296 (87%) female teachers in Blount County's elementary schools.

For the purpose of this study only teachers in kindergarten through fifth grade were surveyed. The fifth grade was chosen as a cut off point because all elementary schools include students through the fifth grade. Therefore all county elementary schools could be included in the study. Interim teachers who had been at a school for less than a semester were excluded. The total number of teachers sampled equaled 164.

Instrument Development

The lack of literature on teachers' attitudes toward gifted education necessitated the development of a new survey specifically for this study. A review of the literature was used to aid in the selection of three variables. These variables were teacher experience, training in gifted education, and program location.

The variable of teacher experience was selected based on the results of a study dealing with attitudes toward gifted programs and gifted children (Wiener, 1968). A relationship was indicated between attitudes and years of experience.

The variable of training in gifted education was selected after a review of studies (e.g., Emans, 1969; Sellin, 1967; Murphy and others, 1984). The results indicated a relationship between teachers' attitudes and the amount of education or training they had.

The variable of program location was selected after reviewing a study (Emans, 1969) that indicated teachers' values are affected more

by their colleagues then by their own general values. This variable was also selected because if a relationship was found between program location and attitudes a follow up study could look for relationships between teachers' attitudes and variables unique to individual schools, such as how school coordinators implement the gifted program, involvement by parents, teachers or principals, or other factors.

Twelve statements were listed for teacher response, using a forced choice Likert scale. Three statements concerned the importance of gifted education in relation to remedial education. The purpose of those items was to evaluate if teachers felt that education for the gifted was more important, less important or equally important as remedial education. Since teachers' personal beliefs affect what and how they teach (Munby, 1984; Schmidt & Buchmann, 1984), the importance they place on gifted education may affect what priority they give to gifted students in the classroom.

The remaining nine statements were concerned with how gifted education should be handled. They included statements related to current approaches for teaching gifted students. Other issues that were addressed in the statements included heterogeneous versus homogeneous grouping. Some statements were also made to determine if teachers believed they should be responsible for educating gifted children. Statements were also included to determine if the teachers believed enrichment should be available to all students, or only for those who are designated as gifted.

The format of the survey was chosen after the investigator had reviewed other survey instruments and evaluated the requirements of

the study. One concern was the response rate in relationship to the validity of the conclusions. To encourage response, cover letters were hand signed to give a personal touch (see Appendix A). The survey was organized to make responding simple. All items were on one side of a single sheet so they would not be over looked. The four choices were listed for each of the twelve statements to simplify responding. The only question requiring a written response was for subjects who responded "yes" to having had training in gifted education. These persons were asked to state the type and amount of training.

Pilot Study

A pilot study was conducted to refine the instrument. Graduate students in education at The University of Tennessee at Knoxville were used as subjects for the pilot study. They represented a group similar to the population being studied in that they were elementary school teachers from the same geographical area. The students were given survey instruments and asked to read the statements and make comments and suggestions for improving the instrument. As a result some questions were rewritten for clarity. The survey items were placed in a random order to remove any significance that may have been placed on the order of the statements. A copy of the final survey instrument appears in Appendix B.

Data Collection

Surveys were distributed to the coordinators of the Academically Talented Program from each Blount County school at a regularly

scheduled committee meeting. Two schools were not represented at the meeting (the reason for their absence was not known). The surveys for the schools that were not represented at the coordinators meeting were delivered to faculty representatives of the Blount County Education Association at a scheduled meeting later that day. Since the surveys were delivered the same day and the representatives were given the same procedures to follow no response variation was expected.

The coordinators were asked to distribute the survey to the kindergarten through fifth grade teachers in their schools. A cover letter was attached to each survey to explain the purpose of the study. The subjects were asked to return the study to their school coordinator of the Academically Talented Program within a week. The surveys were then returned to the county director of the program at the school system's central office. All surveys were collected by the researcher.

Treatment of the Data

The response for each item included in the survey were averaged, to provide a mean response. The percent of teachers who agreed, disagreed or did not respond to a particular item was then calculated. These data provided an overview of teachers attitudes toward each statement (Appendix C).

The data collected were tabulated using separate charts for each question and the variables of "years teaching experience," and "training in gifted education." The initial tabulation was done by

hand to provide a general overview of the results. The final tabulation and analysis were completed by computer, using a program designed for statistical analysis. A chi-square was used to test for significant differences between years of teaching experience and response to each of the twelve statements. A chi-square was also used to test for significant differences between training in gifted education and response for each statement.

In the chi-square analysis the data were compared to what would be expected to occur in order to identify significant differences. These data were arranged in a rectangle. The rectangle was divided into cells. Each cell represented one mutually exclusive category and response. In order to compare the frequency expected to the frequency observed it was important to have sufficient data in each cell. Because some cells had expected counts fewer than five, where possible, some categories were combined. They were collapsed to produce larger groups. The author understands the limitation of results when 20% of the cells have counts less than five.

To find significant differences among program locations with respect to each survey item, a t test was used. Since the use of a t test requires mean scores, the responses to each question were averaged for each school and compared with the averages for all other schools. The level of significance established for all variables was .05.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of the present study was to explore teachers' attitudes toward gifted education. In addition to a question of general attitudes, three variables in relation to attitudes were examined. The variables selected were program location, previous training for gifted education, and years of teaching experience.

Data collected from a survey distributed to all elementary school teachers in the Blount County School System were used to find any significant differences between the three variables and teachers' attitudes. A total of 164 surveys were distributed to teachers in kindergarten through fifth grade. Interim teachers who had taught in the school for less than a semester were not included in the study. A total of 100 surveys were returned, yielding a response rate of 60%. The anonymity of responses precluded a follow-up study. The study was conducted near the end of the school year, a fact that may have adversely affected the response rate.

The survey instrument developed for this study used a forced choice scale of (1) agree strongly, (2) agree, (3) disagree, (4) disagree strongly. When the responses were reviewed it was determined that categories (1) agree strongly and (4) disagree strongly were not used often enough for inclusion in a chi-square analysis. A large number of cells in the chi-square analysis would have been empty. The categories were collapsed into the two

responses of (2) agree and (3) disagree. This resulted in a larger number of responses in each cell, increasing the validity of the results. A response of (1) agree strongly became (2) agree. A response of (4) disagree strongly became (3) agree strongly.

The variable of years of teaching experience was also collapsed into two categories. Of the subjects who returned surveys, six did not respond to the question concerning years of teaching experience. There were seven responses in the 0-4 category and eleven responses in the 25+ category. A new category of 0-15 (N 63) was formed by collapsing the 0-4 category (N 7) and the 5-14 category (N 56). The second category of 15+ (N 31) was formed by combining the 15-24 category (N 20) with the 25+ category (N 11).

Teachers were asked to answer either "yes" or "no" to the question, "Have you had any training in working with gifted children." If they responded yes, they were asked to indicate the type and amount of training. These responses fell into three general groups. Those who responded "no," those who had taken courses in gifted education, and those who had been involved in inservice training. When these results were examined for significant differences it was found that over 20% of the cells in each chi-square table had expected counts fewer than five. Therefore the chi-square test for these data may not have been valid. The categories were then collapsed to the responses of "yes" and "no."

Teachers' General Attitudes

The survey instrument included statements to learn teachers' attitudes toward the importance of gifted education and how it would be handled. A summary of teachers' responses by each item appears in Appendix C.

Responses on the issue of heterogeneous versus homogeneous grouping were closely divided. Heterogeneous grouping was slightly preferred. Some of the subjects wrote notes to indicate they preferred homogeneous grouping for some subjects (reading and math) and heterogeneous grouping for the remaining subjects. The decision concerning the grouping of classes in Blount County Schools is made in each individual school. However the variable of program location had no significance for this item.

The majority of teachers indicated they believe:

1. Enrichment opportunities should be provided for all students both in and out of the classroom.
2. Special personnel should be hired to work with gifted children.
3. Gifted children should not be double promoted, they should remain with their age appropriate classmates.
4. Gifted education and remedial education are equally important.

Program Location

The variable of program location showed a significant difference to responses for five items on the survey. Tables 1 through 12*

*All tables appear in the Appendixes.

show the results of the chi-square analysis of this variable. The comparison of a small sample (individual school) to a large sample (all other schools) produced data which were statistically significant yet had little difference in magnitude from the other responses. The significant results might have been due to the large discrepancy in sample sizes. These results were not strong enough to merit further consideration.

Variables of Training and Years of Experience

The variables of years of experience and training showed no significant differences to the twelve items included in the survey. This information is located in Tables 13 and 14. When data on the variable of training were analyzed using three categories (course work, inservice, and no training) some significant differences were indicated. However, since a larger number of cells had low counts, these findings can not be considered valid.

Discussion

The only variable to show significant differences was "program location." However the small sample size at each location precluded any valid results or conclusions. While not of a magnitude to merit conclusive statements, the data do indicate areas that show promise for further investigation. It is interesting to note that some teachers wrote comments indicating that personal experiences may have affected their responses. With a more sensitive instrument and a larger sample

relationships between program location and teacher attitudes may be revealed.

The variables of teaching experience and training produced no significant differences in the final analysis of data. This should not exclude the use of these variables in further studies. The categories for these variables were collapsed to provide enough data in each cell for a chi-square analysis. This resulted in broad categories that might have negated possible relationships.

When the data on training were examined using three categories of course work, inservice, and no experience, there were indications of a relationship between the amount of training and responses on item 9 (Table 15). However, the number of responses was too small to produce valid results. Combining the categories of "course work" and "inservice" resulted in a category of "training." The responses in the category of "training" were compared to the responses in the category of "no training." This comparison produced no significant results. A study with a larger sample size focusing on the variable of training might produce different results.

The small sample size in groups with less than four (N 7) or more than 25 (N 11) did not provide enough data for a chi-square analysis. The collapsing of these categories into the two large groups of 14 or less, and 15 or more, removed the experience group that might have produced significant relationships. A better division for the categories might have been less than 10, 10 to 20, and more than 20. An increase in the sample size might have provided sufficient data for the study as designed.

Conclusions and Implications

Since there were limitations evident in data analysis no definitive conclusions can be stated. However, there are tentative conclusions which can be made and which merit further consideration.

Teachers' responses to the survey indicate that they view gifted education as an important part of the curriculum. Teachers want enrichment opportunities available for all children in their classes. They are willing to allow gifted children to leave the regular classroom for special instruction or activities. It is not surprising to learn that teachers would like to have some persons hired for the purpose of providing this enrichment. However, a majority of teachers want to have children work at the age appropriate grade, not passed on because of advanced abilities.

The finding of significant differences between program location and statements concerning enrichment activities were negated by the small sample size. However, there are indications that factors present in schools may influence attitudes. If these factors could be isolated, they might be manipulated to alter attitudes.

Need for Further Research

The variable of program location and questions involving enrichment activities holds promise for showing significant differences. However, in the present study such results were not forthcoming. Further research into this area could involve more extensive questions and a wider variety of program styles. An increase in sample size and

a decrease in program locations would possibly increase the strength of the results.

The data collected concerning the variables of training and experience were not extensive enough to evaluate their relationship to teachers' attitudes. Although this study did not indicate any significant differences, more extensive studies involving a larger number of subjects and more response options might provide new insights into this area.

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APPENDIXES

APPENDIX A

COVER LETTER

Dear Fellow Teacher,

There is much concern about educating gifted students, but little research has been done to find out what classroom teachers think about gifted education. The purpose of this survey is to investigate the relationship between teacher attitudes toward gifted education and three variables--program location, previous training in gifted education, and years of teaching experience. Your responses will be anonymous. No data will be reported on individual surveys. When data is referred to in terms of program location the school's name will not be mentioned.

The data collected will be used in my thesis. This study will lead to the improvement of gifted education programs. A copy of the completed study will be available in the central office.

If you would take a few minutes to respond to this survey it would be a valuable contribution to my study on teachers' attitudes toward gifted education. Since some statements are similarly worded please read each item carefully. Be sure to respond to each item. By completing and returning this survey you are indicating you understand the purpose of, and agree to participate in, this study.

The A.T. coordinator in your school has an envelope to use in returning this survey. Return your survey within the next three days.

If you have any questions or problems feel free to call or write me.

Thank you for your time and cooperation.

Sincerely,

Anne Regenbrecht
1348 Tapoco Ave.
Maryville, Tenn. 37801
984-6091

APPENDIX B

SURVEY

SURVEY OF ATTITUDES TOWARD GIFTED EDUCATION

For the purpose of this study, the term "gifted" is defined as meeting the Academically Talented Program standards.

Check the group that states the years of teaching experience you have had.

☐ 0-4 ☐ 5-14 ☐ 15-24 ☐ 25 or more

Have you have any training in working with gifted students?

☐ yes ☐ no

If you answered yes, state the nature of your training (certified, number of courses, or inservice). _____

Mark the following statements from (1) agree strongly, (2) agree, (3) disagree, to (4) disagree strongly.

- A. Classes should be heterogeneous rather than having children of similar abilities in one class.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- B. Remedial education is a higher priority than gifted education.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- C. Education for gifted children is equally important as remedial education.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- D. Gifted children should not be removed from the regular classroom for special activities.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- E. Persons should be hired to work exclusively with gifted children.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- F. Classroom teachers should provide enrichment opportunities for gifted children in the classroom.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- G. Classes should be homogeneous rather than having children with mixed abilities in one class.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- H. Gifted children should skip a grade instead of working at a level higher than their age appropriate classmates.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- I. Classroom teachers should provide enrichment opportunities for all children in the classroom.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- J. Gifted education is a higher priority than remedial education.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- K. Enrichment opportunities outside the classroom should be available to all students.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly
- L. Enrichment activities for gifted children should be planned for special periods every week.
(1) agree strongly (2) agree (3) disagree (4) disagree strongly

APPENDIX C

OVERVIEW OF TEACHERS' ATTITUDES TOWARD GIFTED EDUCATION

OVERVIEW OF BLOUNT COUNTY TEACHERS' ATTITUDES TOWARD GIFTED EDUCATION

Item 1

Classes should be heterogeneous rather than having children of similar abilities on one class.

Mean 2.45 Agreed 54% Disagreed 45% No Response 1%

Item 2

Remedial education is a higher priority than gifted education.

Mean 2.53 Agreed 45% Disagreed 52% No Response 3%

Item 3

Education for gifted children is equally important as remedial education.

Mean 2.21 Agreed 76% Disagreed 21% No Response 3%

Item 4

Gifted children should not be removed from the regular classroom for special activities.

Mean 2.85 Agreed 14% Disagreed 84% No Response 2%

Item 5

Persons should be hired to work exclusively with gifted children.

Mean 2.17 Agreed 79% Disagreed 12% No Response 4%

Item 6

Classroom teachers should provide enrichment opportunities for gifted children in the classroom.

Mean 2.12 Agreed 86% Disagreed 12% No Response 2%

Item 7

Classes should be homogeneous rather than having children with mixed abilities in one class.

Mean 2.59 Agreed 39% Disagreed 58% No Response 3%

Item 8

Gifted children should skip a grade instead of working at a level higher than their age appropriate classmates.

Mean 2.88 Agreed 11% Disagreed 85% No Response 4%

Item 9

Classroom teachers should provide enrichment opportunities for all children in the classroom.

Mean 2.05 Agreed 95% Disagreed 5%

Item 10

Gifted education is a higher priority than remedial education.

Mean 2.89 Agreed 10% Disagreed 86% No Response 4%

Item 11

Enrichment opportunities outside the classroom should be available to all students.

Mean 2.09 Agreed 91% Disagreed 9%

Item 12

Enrichment activities for gifted children should be planned for special periods every week.

Mean 2.17 Agreed 80% Disagreed 17% No Response 3%

APPENDIX D

TABLES 1 TO 12

Table 1

Sample Sizes, Means, Degrees of Freedom, and Probability Levels Comparing School 1 and All Other Schools for Each Survey Item

	School 1			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	14	2.50	17.2	85	2.45	97.0	0.7809
Q ₂	14	2.43	17.4	83	2.55	95.0	0.8193
Q ₃	13	2.14	19.5	83	2.23	95.0	0.5568
Q ₄	15	2.93	25.4	83	2.84	96.0	0.1448
Q ₅	15	2.20	18.6	81	2.17	94.0	0.6071
Q ₆	14	2.00	83.0	84	2.14	96.0	*
Q ₇	13	2.69	16.2	84	2.58	95.0	0.9725
Q ₈	14	2.71	14.6	82	2.91	94.0	0.0052**
Q ₉	15	2.00	84.0	85	2.06	98.0	*
Q ₁₀	14	2.86	16.1	82	2.90	94.0	0.2857
Q ₁₁	15	2.06	20.9	85	2.09	98.0	0.6085
Q ₁₂	15	2.20	18.5	82	2.17	95.0	0.5893

*All values are the same for one class level.

** $p < .05$.

Table 2

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 2 and All Other Schools for Each Survey Item

	School 2			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	6	2.33	5.6	93	2.46	97.0	0.7749
Q ₂	6	2.83	6.0	91	2.52	95.0	0.6868
Q ₃	6	2.17	5.7	91	2.22	95.0	1.0000
Q ₄	6	2.83	5.5	92	2.85	96.0	0.4930
Q ₅	6	2.00	89.0	90	2.19	94.0	*
Q ₆	6	2.33	5.2	92	2.11	96.0	0.0486**
Q ₇	6	2.67	5.6	91	2.59	95.0	0.7399
Q ₈	6	3.00	89.0	90	2.88	94.0	*
Q ₉	6	2.00	93.0	94	2.05	98.0	*
Q ₁₀	6	2.83	5.4	90	2.90	94.0	0.2276
Q ₁₁	6	2.00	93.0	94	2.10	98.0	*
Q ₁₂	6	2.00	90.0	91	2.19	95.0	*

*All values are the same for one class level.

** $\underline{p} < .05$.

Table 3

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 3 and All Other Schools for Each Survey Item

	School 3			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	5	2.60	4.4	94	2.45	97.0	0.6316
Q ₂	4	2.50	3.2	93	2.54	95.0	0.5397
Q ₃	5	2.00	91.0	92	2.23	95.0	*
Q ₄	5	2.80	4.3	93	2.86	96.0	0.3391
Q ₅	4	2.00	91.0	92	2.18	94.0	*
Q ₆	5	2.00	92.0	93	2.13	96.0	*
Q ₇	5	2.60	4.4	92	2.60	95.0	0.6040
Q ₈	5	2.80	4.2	91	2.89	94.0	0.1960
Q ₉	5	2.00	94.0	95	2.05	98.0	*
Q ₁₀	5	2.60	4.1	91	2.91	94.0	0.0156
Q ₁₁	5	2.20	4.2	95	2.08	98.0	0.0863
Q ₁₂	5	2.20	4.3	92	2.17	95.0	0.4963

*All values are the same for one class level.

**p < .05.

Table 4

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 4 and All Other Schools for Each Survey Item

	School 4			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	8	2.38	8.2	91	2.46	97.0	0.7842
Q ₂	7	2.50	8.1	89	2.54	95.0	0.6949
Q ₃	8	2.38	7.8	89	2.20	95.0	0.2671
Q ₄	8	2.88	8.3	90	2.86	96.0	0.8741
Q ₅	7	2.14	7.0	89	2.18	94.0	1.0000
Q ₆	8	2.38	7.4	90	2.10	96.0	0.0163**
Q ₇	8	2.50	8.1	89	2.61	95.0	0.6399
Q ₈	8	3.00	87.0	88	2.88	94.0	*
Q ₉	8	2.13	7.4	92	2.04	98.0	0.0151**
Q ₁₀	7	2.86	6.6	89	2.90	94.0	0.3404
Q ₁₁	8	2.13	7.8	92	2.09	98.0	0.3151
Q ₁₂	6	2.17	5.6	91	2.18	95.0	0.6929

*All values are the same for one class level.

** $p < .05$.

Table 5

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 5 and All Other Schools for Each Survey Item

	School 5			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	10	2.80	12.0	89	2.42	97.0	0.6256
Q ₂	10	2.40	11.0	87	2.55	95.0	0.7925
Q ₃	10	2.20	11.1	87	2.22	95.0	0.8473
Q ₄	10	2.90	11.8	88	2.85	96.0	0.7368
Q ₅	10	2.00	85.0	86	2.20	94.0	*
Q ₆	10	2.20	10.2	88	2.11	96.0	0.1808
Q ₇	10	2.10	14.2	87	2.66	95.0	0.1777
Q ₈	10	3.00	85.0	86	2.87	94.0	*
Q ₉	10	2.10	9.9	90	2.04	98.0	0.0420**
Q ₁₀	10	2.90	11.1	86	2.90	94.0	0.8091
Q ₁₁	10	2.20	9.8	90	2.08	98.0	0.0306**
Q ₁₂	10	2.20	10.7	87	2.17	95.0	0.5726

*All values are the same for one class level.

** $p < .05$.

Table 6

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 6 and All Other Schools for Each Survey Item

	School 6			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	8	2.13	9.7	91	2.48	97.0	0.3262
Q ₂	8	2.75	8.6	89	2.52	95.0	0.8967
Q ₃	8	2.25	8.0	89	2.21	95.0	0.5561
Q ₄	8	2.88	8.3	90	2.86	96.0	0.8741
Q ₅	7	2.29	6.6	89	2.17	94.0	0.2706
Q ₆	8	2.00	89.0	90	2.13	96.0	*
Q ₇	8	2.75	8.5	89	2.58	95.0	0.9344
Q ₈	8	3.00	87.0	88	2.88	94.0	*
Q ₉	8	2.00	91.0	92	2.05	98.0	*
Q ₁₀	7	3.00	88.0	89	2.89	94.0	*
Q ₁₁	8	2.13	7.8	92	2.09	98.0	0.3151
Q ₁₂	7	2.00	89.0	90	2.19	95.0	*

*All values are the same for one class level.

** $\underline{p} < .05$.

Table 7

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 7 and All Other Schools for Each Survey Item

	School 7			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	11	2.36	12.6	88	2.47	97.0	0.8813
Q ₂	11	2.36	12.6	86	2.56	95.0	0.8673
Q ₃	10	2.20	11.1	87	2.21	95.0	0.8673
Q ₄	10	2.80	10.4	88	2.86	96.0	0.3257
Q ₅	11	2.18	12.4	85	2.18	94.0	0.7250
Q ₆	11	2.09	13.3	87	2.57	96.0	0.7656
Q ₇	10	2.80	12.1	87	2.57	95.0	0.6172
Q ₈	11	2.91	13.2	85	2.88	94.0	0.8618
Q ₉	11	2.00	88.0	89	2.06	98.0	*
Q ₁₀	11	2.91	12.9	85	2.89	94.0	1.0000
Q ₁₁	11	2.00	88.0	89	2.10	98.0	*
Q ₁₂	11	2.18	12.4	86	2.17	95.0	0.7096

*All values are the same for one class level.

** $p < .05$.

Table 8

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 8 and All Other Schools for Each Survey Item

	School 8			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	10	2.30	11.3	89	2.47	97.0	0.9847
Q ₂	10	2.70	11.4	87	2.52	95.0	0.9810
Q ₃	10	2.30	10.5	87	2.21	95.0	0.3956
Q ₄	10	2.70	10.0	88	2.88	96.0	0.0739
Q ₅	9	2.67	8.8	87	2.13	94.0	0.0642
Q ₆	10	2.00	87.0	88	2.14	96.0	*
Q ₇	10	2.70	11.3	87	2.59	95.0	1.0000
Q ₈	10	2.90	11.3	86	2.88	94.0	1.0000
Q ₉	10	2.00	89.0	90	2.06	98.0	*
Q ₁₀	10	2.90	11.1	86	2.90	94.0	0.8091
Q ₁₁	10	2.10	10.7	90	2.09	98.0	0.5841
Q ₁₂	10	2.20	10.7	87	2.17	95.0	0.5726

*All values are the same for one class level.

**p < .05.

Table 9

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 9 and All Other Schools for Each Survey Item

	School 9			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	8	2.50	8.1	91	2.45	97.0	0.6891
Q ₂	8	2.45	8.6	89	2.52	95.0	0.8967
Q ₃	8	2.13	8.9	89	2.22	95.0	0.6686
Q ₄	7	3.00	90.0	91	2.85	96.0	*
Q ₅	8	2.13	8.6	88	2.18	94.0	0.8682
Q ₆	8	2.13	8.1	90	2.12	96.0	0.6765
Q ₇	8	2.75	8.5	89	2.58	95.0	0.9344
Q ₈	8	3.00	87.0	88	2.89	94.0	*
Q ₉	8	2.00	91.0	92	2.05	98.0	*
Q ₁₀	8	3.00	87.0	88	2.89	94.0	*
Q ₁₁	8	2.13	7.8	92	2.09	98.0	0.3151
Q ₁₂	8	2.25	7.9	89	2.17	95.0	0.3457

*All values are the same for one class level.

** $\underline{p} < .05$.

Table 10

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 10 and All Other Schools for Each Survey Item

	School 10			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	2	3.00	96.0	97	2.44	97.0	*
Q ₂	1	3.00		96	2.53	95.0	*
Q ₃	2	2.00	94.0	95	2.22	95.0	*
Q ₄	2	3.00	95.0	96	2.85	96.0	*
Q ₅	2	2.00	93.0	94	2.18	94.0	*
Q ₆	2	2.00	95.0	96	2.13	96.0	*
Q ₇	2	2.00	94.0	95	2.61	95.0	*
Q ₈	2	2.50	1.0	94	2.89	94.0	0.0496**
Q ₉	2	2.50	1.0	98	2.04	98.0	0.0012**
Q ₁₀	2	2.50	1.0	94	2.90	94.0	0.0377**
Q ₁₁	2	2.00	97.0	98	2.09	98.0	*
Q ₁₂	2	2.50	1.0	95	2.17	95.0	0.1266

*All values are the same for one class level.

** $p < .05$.

Table 11

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 11 and All Other Schools for Each Survey Item

	School 11			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	10	2.60	11.0	89	2.44	97.0	0.7843
Q ₂	10	2.50	11.0	87	2.54	95.0	0.7353
Q ₃	10	2.40	10.3	87	2.20	95.0	0.2131
Q ₄	10	2.70	10.0	88	2.88	96.0	0.0739
Q ₅	10	2.20	10.8	86	2.17	94.0	0.5865
Q ₆	9	2.00	88.0	89	2.14	96.0	*
Q ₇	10	2.50	10.9	87	2.61	95.0	0.6701
Q ₈	9	2.78	8.8	87	2.90	94.0	0.0945
Q ₉	10	2.10	9.9	90	2.04	98.0	0.0420**
Q ₁₀	9	3.00	86.0	87	2.89	94.0	*
Q ₁₁	10	2.10	10.7	90	2.09	98.0	0.5841
Q ₁₂	10	2.20	10.7	87	2.17	95.0	0.5726

*All values are the same for one class level.

** $\underline{p} < .05$.

Table 12

Sample Sizes, Means, Degrees of Freedom, and Probability Levels
Comparing School 12 and All Other Schools for Each Survey Item

	School 12			All other schools			Prob > F
	N	Mean	DF	N	Mean	DF	
Q ₁	7	2.29	7.0	92	2.47	97.0	1.0000
Q ₂	7	2.29	7.0	90	2.56	95.0	1.0000
Q ₃	6	2.17	5.7	91	2.22	95.0	1.0000
Q ₄	7	3.00	90.0	91	2.85	96.0	*
Q ₅	7	2.00	88.0	89	2.19	94.0	*
Q ₆	7	2.43	6.3	91	2.10	96.0	0.0144**
Q ₇	7	2.71	7.0	90	2.59	95.0	1.0000
Q ₈	5	2.80	4.2	91	2.89	94.0	0.1960
Q ₉	7	2.14	6.3	93	2.04	98.0	0.0084**
Q ₁₀	7	3.00	88.0	89	2.89	94.0	*
Q ₁₁	7	2.00	92.0	93	2.10	98.0	*
Q ₁₂	7	2.14	7.0	90	2.18	95.0	1.0000

*All values are the same for one class level.

**p < .05.

APPENDIX E

TABLE 13

Table 13

Frequency of Responses, Chi-Squares, and Probability Levels for the Variable of Years Teaching Experience

	0 to 4 years		15+ years		Chi-square	Prob.
	A	D	A	D		
Q ₁	35	26	16	16	0.461	0.4971
Q ₂	28	30	14	19	0.290	0.5904
Q ₃	45	14	27	6	0.383	0.5361
Q ₄	9	50	5	28	0.000	0.9895
Q ₅	49	10	24	7	0.421	0.5166
Q ₆	50	10	31	1	3.635*	0.0566
Q ₇	23	35	13	20	0.001	0.9805
Q ₈	8	49	3	30	0.476*	0.4901
Q ₉	56	5	33	0	2.857*	0.0910
Q ₁₀	4	56	4	26	1.098*	0.2948
Q ₁₁	56	5	29	4	0.381*	0.5371
Q ₁₂	51	9	25	7	0.811	0.3680

Note: A = AGREE D = DISAGREE

*Over 20% of the cells have expected counts less than 5. The table is so sparse that chi-square may not be a valid test.

APPENDIX F

TABLE 14

Table 14

Frequency of Responses, Chi-Squares, and Probability Levels for the Variable of Training in Gifted Education Using Two Categories; Training and No Training

	Training		No training		Chi-square	Prob.
	A	D	A	D		
Q ₁	14	14	34	29	0.122	0.7264
Q ₂	9	16	31	33	1.124	0.2891
Q ₃	23	5	48	14	0.258	0.6112
Q ₄	5	23	8	54	0.383*	0.5360
Q ₅	19	7	53	9	1.896*	0.1686
Q ₆	27	1	53	9	2.339*	0.1261
Q ₇	9	18	27	35	0.815	0.3667
Q ₈	5	22	6	55	1.290*	0.2561
Q ₉	26	2	61	3	0.228*	0.6326
Q ₁₀	3	24	4	57	0.530*	0.4666
Q ₁₁	25	3	58	6	0.040*	0.8423
Q ₁₂	22	5	52	11	0.014*	0.9042

Note: A = AGREE D = DISAGREE

*Over 20% of the cells have expected counts less than 5. The table is so sparse that chi-square may not be a valid test.

APPENDIX G

TABLE 15

Table 15

Frequency of Responses, Chi-Squares, and Probability Levels for the Variable of Training in Gifted Education Using Three Categories; Course Work, Inservice, and No Training

	Course work		Inservice		No training		Chi-square	Prob.
	A	D	A	D	A	D		
Q ₁	12	8	2	6	34	29	2.931*	0.2310
Q ₂	5	14	4	2	31	33	4.124*	0.1272
Q ₃	18	2	5	3	5	3	2.853*	0.2401
Q ₄	4	16	1	7	8	54	0.643*	0.7250
Q ₅	14	6	5	1	53	9	2.447*	0.2942
Q ₆	20	0	7	1	53	9	3.243*	0.1976
Q ₇	4	15	5	3	27	35	4.830*	0.0894
Q ₈	2	17	3	5	6	55	5.035*	0.0807
Q ₉	20	0	6	2	61	3	7.178*	0.0276**
Q ₁₀	1	19	2	5	4	57	4.465*	0.1073
Q ₁₁	19	1	6	2	58	6	2.629*	0.2685
Q ₁₂	15	5	7	0	52	11	2.232*	0.3277

Note: A = AGREE D = DISAGREE

*Over 20% of the cells have expected counts less than 5. The table is so sparse that chi-square may not be a valid test.

** $p < .05$.

VITA

Anne Elenora Van Pelt Regenbrecht was born in Sitka, Alaska, on April 30, 1958. She attended public schools in Peru, Nebraska, Point Barrow, Alaska, and Denver, Colorado. She graduated from Thomas Jefferson High School, located in Denver, in June 1976. She attended Araphoe Community College and received an Associate Arts degree in June 1977. She attended Maryville College from 1977 to 1979, earning a Bachelor of Science degree in elementary education.

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Ms. Regenbrecht has been employed by the Blount County School System since September 1979. In addition to her teaching duties she has served as coordinator of the Academically Talented Program for four years. She is a member of Delta Kappa Gama, Mu Chapter and the Association for Childhood Education International.