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## **A Survey of Selected Business Teachers and Business Students in Four Norfolk Public High Schools of Their Opinions of Various Aspects of the Phase Elective Program**

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A SURVEY OF SELECTED BUSINESS TEACHERS AND BUSINESS STUDENTS  
IN FOUR NORFOLK PUBLIC HIGH SCHOOLS OF THEIR OPINIONS  
OF VARIOUS ASPECTS OF THE PHASE ELECTIVE PROGRAM

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A Research Study  
Presented to  
Dr. John E. Turner  
Old Dominion University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Linda R. Dickens  
August, 1978

## APPROVAL SHEET

This research paper was prepared by Linda R. Dickens under the directions of the Instructor of Education 536, Problems in Education, and was submitted to the Graduate Program Director in Educational Curriculum and Instruction and to the Faculty Advisor in the Department of Business Education and Office Administration in partial fulfillment of the requirements for the degree of Masters of Science in Education, Business Education Concentration.


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Date

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Graduate Program Director

Approved by:

  
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## CHAPTER I

### INTRODUCTION

There are several innovations in our schools today to help make education more relevant to the student, thus making for a more humanized school. Herman Ohme has suggested that relevancy in education is the creation of a desire to learn through individual involvement and responsibility.<sup>1</sup>

A mini-course program is one innovation that has big potential for helping schools meet the goal of humanizing their programs. Dupuis has stated that there are at least four major reasons for changing from a traditional curriculum to a mini-course curriculum: (1) to add relevancy in the curriculum, (2) to provide flexibility in programming, (3) to make better use of teacher expertise, and (4) to increase provisions for individual differences and needs of learners.<sup>2</sup>

As stated by Campbell, the humanized school is one in which the student's schedule is flexible and can be changed as talents, interests and motivations of the student change.<sup>3</sup> The mini-course curriculum enables a secondary school to offer a wide variety of interesting, short-term courses which are normally not available in the traditional curricular structure.

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1. Arthur D. Roberts and Robert K. Gable, "The Minicourse: Where the Affective and Cognitive Meet", Phi Delta, Vol. 54, No. 9, May, 1973, pg. 622.

2. Victor L. Dupuis, "Shake-Up the Curriculum: Mini-Course Preparation," National Association for Secondary School Principals, Vol. 59, No. 392, pg. 83.

3. Lloyd P. Campbell, "Humanizing Schools through Mini-Courses," Clearing House, Vol. 50, No. 3, November, 1976, pg. 128.

According to Piaget, the student is the principal agent in his own educational and mental development.<sup>4</sup> If this is true, a mini-course curriculum can provide a more comprehensive and flexible program from which the student selects a variety of nine-week courses in a subject area which is of interest to him.

#### BACKGROUND

In September, 1976, the Norfolk Public School System implemented the Phase Elective Program in four of the five city high schools. The high schools were Granby, Lake Taylor, Norview and Booker T. Washington.

The Phase Elective Program in Norfolk allows for an expansion of course offerings and for more individualization in course selection. Through this program, a student selects a variety of nine-week courses in a subject area specifically of interest to him. Each course carries 1/4 Carnegie unit of credit towards graduation. The Phase Elective Program provides the student the opportunity to broaden his experience and take courses that he normally would not.

#### PURPOSE OF THE STUDY

Although much has been written on the Phase Elective Program describing it as an innovation to help provide for a more humanistic school, no known evaluation has been made by the teachers and students who have participated in it.

The purpose of this research paper is to survey selected business teachers and students in regard to their opinions about the Phase Elective

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4. Roberts and Gable, pg. 623.



Program. Opinions to be surveyed will be classified into the following areas:

1. Teacher expertise and instruction
2. Students' needs and interests
3. Interpersonal relationships
4. Grading of students' performance
5. Individualized instruction
6. Expenditures on textbooks and supplies

#### STATEMENT OF THE PROBLEM

It is hoped that in this study, students' and teachers' opinions of the Phase Elective Program can be evaluated. The study examines the following questions:

1. Do teachers and students feel that the classroom instruction has improved in the nine-week phases?
2. Does the Phase Elective Program capitalize on teacher expertise?
3. Do teachers and students feel that the Phase Elective Program meets the students' educational needs and interests better than the traditional program?
4. Do teachers and students feel that the development of interpersonal relationships has been restricted in the nine-week phases?
5. Do teachers and students feel that student performance and grading has declined or improved in a nine-week phase as compared to the traditional program?
6. Do students receive more or less individualized instruction in a nine-week phase as compared to individualized instruction received in a similar time period in the traditional program?
7. Do teachers and students like changing classes every nine weeks?

8. Do teachers and students feel that more money is spent for textbooks and supplies in the nine-week phase as compared to the traditional program?

#### DEFINITION OF TERMS

Mini-courses - A course of six- to nine-weeks' duration which has a carefully constructed curriculum and a planned evaluation program. Students earn 1/4 Carnegie unit of credit for each course successfully completed.

Phase Electives - term used by the Norfolk Public School system for a mini-course program.

Traditional Program - plan in which the school year is divided into six- to nine-week periods. Students enrolled in a subject area course are taught by the same teacher for the entire year.

#### LIMITATIONS OF THE STUDY

There are several limitations of this study that must be noted:

1. The population of this survey is limited to the business students enrolled in the Stenography II and Clerk-Typist II block classes.

2. The survey is limited to those business teachers who have participated in the Phase Elective Program in the two years that it has been used in the four high schools surveyed.

3. The study surveys only business seniors in the selected Norfolk Public High Schools.

4. Because of the nature of the enrollment in the Stenography II and Clerk-Typist II block courses, the participants of the survey will be predominately female students.

#### POPULATION OF THE SURVEY

The survey will be conducted in four of the five high schools in the Norfolk Public School System. They are Granby, Lake Taylor, Norview and Booker T. Washington High Schools. Maury will be excluded from this survey because the students have been on modular scheduling and, therefore have nothing on which to base a comparison to the traditional system.

The study will survey approximately 35 business teachers, 45 Stenography II students, and 87 Clerk-Typist II students in the selected high schools.

#### IMPORTANCE OF THE STUDY

Through this study, the students' and teachers' opinions about various aspects of the phase elective system can be evaluated so that possible improvements can be implemented.

#### ORGANIZATION OF THE REMAINDER OF THIS PAPER

The remainder of this paper is organized into four additional chapters. Chapter II will review the related literature that will provide a discussion of the mini-course concept in general. In Chapter III the research procedures used will be enumerated, and in Chapter IV the findings will be analyzed. Chapter V will summarize conclusions and recommendations.

## CHAPTER II

### REVIEW OF THE LITERATURE

During the last fourteen years there has been an unprecedented effort to initiate curricular reform in the public schools; however, there is a very real question about the success of these efforts. Charles Silberman, in Crisis in the Classroom, suggests that the "reform movement has produced innumerable changes, and yet the schools themselves are largely unchanged."<sup>5</sup> Studies made by Silberman and John Goodlad conclude that our schools are much the same as they were twenty years ago in spite of the greatest knowledge explosion in history.

Silberman feels that the greatest weakness in American education is the failure to develop "sensitive, autonomous, thinking, human individuals." This weakness results largely from a false division in the schools between the cognitive and affective domains--between thinking and feeling. People must be educated not only to think but also to feel. It is only through a combination of the two domains that we can apply what we have learned in order to create a more human world.<sup>6</sup>

The mini-course is one recent curricular innovation that offers modest hope at the secondary level. Mini-courses are course offerings which last from a six- to nine-week period. Each course carries 1/4 unit of credit, and each student selects a sufficient number of short courses in a particular subject area to meet the requirements for graduation.

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5. Charles E. Silberman, "Crisis in the Classroom," New York: Random House, 1970.

6. Roberts and Gable, pg. 621.

Mini-courses offer a number of positive advantages that are both cognitive and affective in nature. In the cognitive realm, students have the opportunity to study a greater number of subjects in greater depth. A wide range of mini-courses offers the opportunity for challenging, in-depth study of a particular subject. In the affective domain, choice is the key word. Students choose at least four separate courses in a subject area in which they really need or want to learn and can skip that which is unnecessary. Students also reap fringe benefits such as being able to study with many different teachers, repeating only a quarter of credit if they fail a course, and choosing work in areas where they need specialized help in developing skills.<sup>7</sup>

Robert and Gable state that "a curriculum based on mini-courses may well be a positive step in the search for learning experiences which give weight to both the affective and cognitive domains. Nevertheless, we cannot be certain whether mini-courses are genuinely a positive addition or merely another fad".<sup>8</sup>

The utilization of the mini-course concept is but another approach that attempts to provide relevant learning, flexibility in action, variety in scope, and provisions for individual differences.

Campbell states that "even though educators often write of individual differences, most students are continually subjected to the regimentation and uniformity of enrolling for the same course."<sup>9</sup> One of the most important

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7. Roberts and Gable, pg. 622.

8. Ibid., pg. 623.

9. Lloyd P. Campbell, "Humanizing Schools Through Mini-Courses," Clearing House, Vol. 50, No. 3, November 1976, pg. 127.

characteristics in a humanized school is a curriculum that places its major emphasis on maximizing options available to students. Offering optional mini-courses will aid in the individualizing of learning and also will facilitate the interest and motivation for both the student and the instructor.<sup>10</sup>

Fenwich states that many teachers are highly interested in sharing knowledge with interested students if reasonable conditions are provided. Such conditions include: (1) the possibility of limiting enrollment to the genuinely interested student who selects a course, (2) available time for planning periods and (3) the possibility of short-term commitments which are realistic in terms of the teachers' other responsibilities.<sup>11</sup>

Guenther and Ridgeway state that in addition to providing for individual interest among students, the mini-course program should capitalize on the strengths of individual teachers without major expenditures and massive in-service education programs. Mini-courses provide students with a broader menu of shorter courses in which teachers can accommodate individual differences and varied interests much more easily.<sup>12</sup>

From a comparison study of students' success in the traditional curriculum and the mini-course program, DiStefano concluded that since students were able to "choose" the classes that they wanted, it seemed likely that they were able to do better in elective classes than in required courses. Along with this assumption was the possibility that teachers were

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10. Lloyd P. Campbell, pg. 128.

11. James J. Fenwich, "The Mini-Course Curriculum," National Association for Secondary School Principals, Vol. 54, No. 343, February, 1970, p. 116.

12. John Guenther and Robert Ridgeway, "Mini-Courses: Promising Alternative in the Social Studies," The Clearing House, Vol. 47, No. 8, April 1973, pg. 486.

more enthusiastic and interested in the courses they had "elected" and planned for and as a result, the classroom atmosphere was more conducive to learning. A third implication was the number of student-centered methods and activities performed in the elective course. Students in the elective program responded that they participated in more "creative" and student-centered activities than students in the traditional program.<sup>13</sup>

Educators who are committed to humanizing education should work towards curriculum changes which offer mini-courses as a positive step in maximizing alternatives for students.

Crabbe's principal concern about the elective program is scope and sequence. Despite the breadth of the offerings, the scope of individual courses is in many cases very narrow, or else the offering is too broad to fit into the time allowed.<sup>14</sup>

Dupuis states that the content for a mini-course should be determined by a carefully developed set of instructional objectives that specify learner outcomes upon completion of the mini-course. Courses should be fully developed with objectives, outlines, materials, and methods of evaluation. He states that a mini-course program's only reason for being is to improve students' performance as learners.<sup>15</sup>

With the emergence of the elective program, the problems of grading are more complex. In a year's time it is possible for a student to be in four different subject courses with four different teachers and four different groups of classmates. There is not enough time as in the traditional program,

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13. Philip DiStefano, "Can Traditional Grading Survive the Elective Program?" English Journal, Vol. 64, No. 3, March 1975, pg. 56.

14. John K. Crabbe, "Those Infernal Electives," English Journal, Vol. 59, No. 7, October 1970, p. 991.

15. Victor L. Dupuis, pg. 84.

for teachers to adjust testing procedures for individual abilities and for the student to find out what the teacher wants. Teachers in the elective curriculum are faced with an old grading system in a new program, and since the new program seems to call for more subjective grading than did the older, teachers may be at a loss about how to proceed and assign higher grades to students, giving them the benefit of the doubt.<sup>16</sup>

Fenwich states that the use of grades as a motivational device destroys the basic intent of the mini-course program.<sup>17</sup>

DiStefano suggests that one answer to the grading dilemma in the phase elective program lies in an alternative process like the pass/fail system. Under this grading system, the teacher states criteria for a passing grade or the teacher and student together determine criteria. Any student who meets these criteria passes; any student who does not, fails. With the pass/fail system, the problem is solved because the teacher and student can decide on the criteria needed to pass the course on an individual basis. Without change in the grading process, it is possible that the elective program will become nothing more than the old problem with a new name, simply because of the limitations put upon it by the traditional grading process.<sup>18</sup>

Another problem in a mini-course program is the large number of preparations a teacher may be required to make during a session or school year. If assignments were truly based on interest, this would not be a great problem, but if teachers are arbitrarily assigned to sections that

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16. Philip DiStefano, pg. 57.

17. James J. Fenwich, pg. 120.

18. Philip DiStefano, pg. 58.



they must teach, then mini-courses could be more of a burden than the traditional semester or year-long course.

Dupuis states that "if teachers have choices, then students don't."<sup>19</sup> A question that nags many elective programs is this: Must every teacher be prepared to teach every course offered if it happens to be one that students elect to take? If a teacher must be prepared to teach every course, then that teacher is not making choices. If, on the other hand, the teachers' choices are the only ones offered, it remains inevitable that students will be forced to elect courses not centered on their own interest.<sup>20</sup>

Dupuis suggests that we can deceive our students by not allowing them a choice based upon their own interest or a course's relevance to their own lives; we can also deceive them by not telling them exactly what we expect them to do, so that they may have unrealistic expectations about what they will find when they arrive in class.<sup>21</sup>

Pradl states that "electives sometimes pandered to students' fleeting interest rather than meet their more important needs and concerns."<sup>22</sup> So the notions that the electives, or mini-courses will offer totally free and honest choices to both teachers and students is a deception that we must overcome. Another deception is to feel that if we have offered choices among courses, we have taken care of the problems of student interest. The facts are that if our teaching patterns have not changed, if we are still

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19. Mary M. Dupuis, "Undeceiving and Decision Making: Some Thought on Electives and Mini-Courses in English," English Journal, Vol. 63, No. 4, April 1974, pg. 31.

20. Ibid., pg. 31.

21. Ibid., pg. 32.

22. Gordon Pradl, "A Case of Electoral Fraud," English Journal, Vol. 65, No. 4, April 1976, pg. 9.

operating in the lecture-recitation pattern, we have not changed the learning pattern for the student.<sup>23</sup>

Pradl states that the elective program simply reinforces the age-old status quo of our schools; with teachers working apart rather than together. Teachers, isolated in their own little cubicles of expertise, are able to get about the business of doing what they feel most comfortable with, but this time they have jazzy new titles.<sup>24</sup>

A serious consideration with mini-courses is the question of interpersonal relationships between students and teachers in a nine-week period. Are teachers more concerned with getting through a certain body of material in a certain period of time; thus becoming more content-oriented than student-oriented? Do teachers justify omitting materials in the classroom because some other teacher will take care of what they do not cover? Does the student feel he is less accountable because of the increased impersonality.

Thomas has stated the problem of the effects of the phase elective system as:

Many teachers have a new group of pupils every nine weeks . . . Naturally this restricts the teacher and the student as far as interaction, flexibility of curriculum, individual help and recognition and correction of weaknesses go. Teachers find it difficult to provide the extra training some students need beyond the nine-week period. The most distressing part of the system is that the student-teacher relationship becomes very impersonal.<sup>25</sup>

Electives were designed to update the curriculum, making it exciting, and to offer students and teachers choices. How do we know if we have

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23. Gordon Pradl, pg. 10.

24. Ibid.

25. Steven C. Thomas, "Valley Views 45-15 Year-Round School," Today's Education, November, 1971.

succeeded with those goals? Robert and Gable cite one criticism of the mini-course curriculum that can be offered: It has not been adequately evaluated.<sup>26</sup>

#### SUMMARY

It is reasonable to assume that school programs that provide greater numbers of options to students have a greater chance of meeting the goals of humanistic education. Mini-courses, in and of themselves, do not make a program humanistic; they are merely means to an end.

Elective courses provide for individualization in a much more effective way than the average teacher can in the average classroom. Elective courses and the decisions involved on the part of the student put the responsibility for this education much more squarely on the shoulders of the students.

As stated by Guenther: "There is no guarantee that instruction will be any better in a mini-course. However, it is clear that it is easier for the teacher and more stimulating for the student when such offerings are available for student selection."<sup>27</sup>

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26. Arthur D. Roberts and Robert K. Gable, pg. 623.

27. John Guenther and Robert Ridgeway, pg. 13.

### CHAPTER III

#### PROCEDURES FOR THE STUDY

The instruments used to collect the data for this study were two questionnaires devised by the author and designed as opinion surveys. The statements on the survey instrument were derived from the reading of the literature found in Chapter II.

#### THE POPULATION

The opinion survey was distributed to the 35 business teachers and to the 119 business students in the Stenography II and Clerk-Typist II programs in four Norfolk High Schools. These high schools were Granby, Lake Taylor, Norview and Booker T. Washington.

#### PROCEDURES FOR THE SURVEY

The author followed the Norfolk Public School system's procedures for administering a survey, and received permission from Dr. Frederick P. Stofflet, Supervisor of Research/Information Systems, to administer the survey to the selected business teachers and students. The procedures used were as follows:

1. A copy of the proposal, the student questionnaire, and the teacher questionnaire were sent to the Department of Research and Planning for approval along with a letter of introduction. (Appendix A)
2. A letter of approval was then sent to the researcher and to the principals of the four high schools. (Appendix B)
3. A letter was sent to the principals asking for an interview with each to discuss the distribution and collection of the surveys. (Appendix C)

4. After approval was received from the principals, a letter was sent to the business department chairman at each school asking for an interview to discuss the distribution and collection of the questionnaires. (Appendix D).

5. After approval was received, the author distributed in May, 1978, the teachers' questionnaires and the students' questionnaires to the teachers of the Stenography II and Clerk-Typist II block classes. When students and teachers had completed the questionnaires, the questionnaires were placed in an envelope in the department chairman's office and collected by the researcher.

6. Totals were compiled and percentages were figured to determine the degree of student and teacher agreement on various aspects of the Phase Elective Program in the Norfolk Public Schools. The findings from the study are presented and interpreted in Chapters IV and V.

## CHAPTER IV

### PRESENTATION OF DATA

The purpose of this research study was to survey selected business teachers and business students from four Norfolk Public High Schools in regard to their opinions about the Phase Elective Program. Students' and teachers' opinions of the Phase Elective Program were surveyed in order to correlate the degree of agreement between teachers' and students' responses. In an attempt to determine this degree of agreement, the study examined eight questions, as shown in Chapter I, pages 3 through 4.

The opinions of the respondents were classified into the following general areas:

1. Teacher expertise and instruction
2. Students' needs and interests
3. Interpersonal relationships
4. Grading of students' performance
5. Individualized instruction
6. Expenditures on textbooks and supplies

These six areas will be used to present the data from the survey in this chapter.

## AREA 1: TEACHERS' EXPERTISE AND INSTRUCTION

According to the findings, teachers' classroom instruction had not improved since the implementation to the Phase Elective Program. Fourteen teachers (61 percent) and thirty-nine students (37 percent) felt that instruction had not improved whereas one teacher (4 percent) and fourteen students (24 percent) disagreed with the statement.

When teachers were asked if they felt that the Phase Elective Program capitalized on teacher expertise and interest, ten teachers (43 percent) disagreed, and two teachers (9 percent) strongly disagreed with the statement. In comparison, nine teachers (39 percent) agreed and two teachers (9 percent) strongly agreed that the system capitalized on their expertise and interest. Forty-three percent of the teachers felt that there was a lack of adequate time for preparation and lack of published materials for each nine-week phase.

Many of the nine-week courses that are offered contain a great deal of overlapping between subject areas. Ten teachers (44 percent) and forty-six students (44 percent) agreed; whereas six teachers (26 percent) and thirteen students (13 percent) disagreed. Twenty-eight students (27 percent) of those surveyed did not give an opinion as to the overlapping.

These data are supported in the following table.

Table 1

## AREA 1: TEACHER EXPERTISE AND INSTRUCTION

Questions	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
Teachers' classroom instruction has improved since the change to the Phase Elective Program	SA	0	0	SA	6	6
	A	1	4	A	14	14
	SD	6	26	SD	24	23
	D	14	61	D	39	37
	NO	2	9	NO	21	20
	TOTAL	23	100	TOTAL	104	100
The Phase Elective Program capitalizes on teacher expertise and interest.	SA	2	9			
	A	9	39			
	SD	2	9			
	D	10	43			
	NO	0	0			
	TOTAL	23	100			
Many of the nine-week courses that are offered have much overlap between classes taken in one subject area or between two different subject areas.	SA	6	26	SA	16	15
	A	10	44	A	46	44
	SD	1	4	SD	1	1
	D	6	26	D	13	13
	NO	0	0	NO	28	27
	TOTAL	23	100	TOTAL	104	100

SA - Strongly agree

A - Agree

SD - Strongly disagree

D - Disagree

NO - No opinion



## AREA 2: STUDENT NEEDS AND INTERESTS

Students and teachers were asked if they thought that the Phase Elective Program was a means of better meeting the needs and interests of students. Eleven teachers (48 percent) disagreed with the statement, whereas six teachers (26 percent) agreed. Forty-seven students (45 percent) agreed with the statement, whereas twenty-three students (22 percent) surveyed disagreed. There is a definite difference of opinion between teachers' and students' responses to the above question.

When teachers and students were asked if they felt that students dropped classes in the Phase Elective Program because of lack of interest or attendance rather than from a legitimate reason such as moving out of town or to another school, ten teachers (43 percent) strongly agreed and nine teachers (39 percent) agreed with the statement. Thirty-one students (28 percent) strongly disagreed and twenty-six students (25 percent) disagreed with the statement. Again there is a disagreement between teachers' and students' responses.

Teachers and students were asked if students were more motivated to learn in the nine-week phase than in the traditional system. Eleven teachers (48 percent) agreed and eight teachers (35 percent) strongly agreed that students were less motivated in the nine-week phase system, but forty-two students (41 percent) felt that they were more motivated to learn.

Table 2 supports the above findings.

Table 2

## AREA 2: STUDENTS' NEEDS AND INTERESTS

Questions	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
The Phase Elective Program is a means of better meeting the needs and interest of students.	SA	2	9	SA	13	13
	A	6	26	A	47	45
	SD	4	17	SD	13	13
	D	11	48	D	23	22
	NO	0	0	NO	8	7
	TOTAL	23	100	TOTAL	104	100
Many students drop classes due to lack of interest or attendance rather than from a legitimate drop such as moving out of town or to another school.	SA	10	43	SA	7	7
	A	9	39	A	31	30
	SD	2	9	SD	29	28
	D	2	9	D	26	25
	NO	0	0	NO	11	10
	TOTAL	23	100	TOTAL	104	100
Students are more motivated to learn in a nine-week phase than in the traditional system.	SA	0	0	SA	12	12
	A	1	4	A	42	41
	SD	8	35	SD	16	15
	D	11	48	D	23	22
	NO	3	13	NO	11	10
	TOTAL	23	100	TOTAL	104	100

SA - Strongly agree

A - Agree

SD - Strongly disagree

D - Disagree

NO - No opinion

### AREA 3: INTERPERSONAL RELATIONSHIPS

Sixteen teachers (70 percent) and forty-two students (41 percent) strongly agreed that they did not get to know their students'/teachers' needs and interests in a nine-week phase as they did in the traditional system. Six teachers (26 percent) and thirty students (29 percent) agreed with this statement. There was an obvious agreement between teachers' and students' responses regarding interpersonal relationships.

When both groups were asked if they liked changing classes and students/teachers each nine-week phase, eleven teachers (48 percent) disagreed and seven teachers (30 percent) strongly disagreed with the statement. However, thirty-nine students (37 percent) agreed and twenty-four students (23 percent) strongly agreed that they did like changing teachers and classes each nine-week period. There was obvious disagreement between teachers' and students' responses to this statement.

Table 3 supports the above findings.

Table 3

## AREA 3: INTERPERSONAL RELATIONSHIPS

Questions	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
You get to know your students'/teachers' interests and needs as well in a nine-week phase as you did in the traditional system.	SA	0	0	SA	8	7
	A	0	0	A	19	18
	SD	16	70	SD	42	41
	D	6	26	D	30	29
	NO	1	4	NO	5	5
	TOTAL	23	100	TOTAL	104	100
You like changing classes and students/teachers each nine-week phase	SA	2	9	SA	24	23
	A	2	9	A	38	37
	SD	7	30	SD	16	15
	D	11	48	D	10	10
	NO	1	4	NO	16	15
	TOTAL	23	100	TOTAL	104	100

SA - Strongly agree  
A - Agree  
SD - Strongly disagree  
D - Disagree  
NO - No opinion

## AREA 4: GRADING STUDENT PERFORMANCE

Teachers' and students' opinions were divided when asked if teachers' expectation and grading of performance have become more lenient in the nine-week phases than in the traditional system. An equal number of teachers agreed and disagreed with the statement--seven teachers or 30 percent. Similarly, students' responses to this statement were divided--thirty-one students (30 percent) agreed and thirty students (29 percent) disagreed.

It is interesting to note that nine teachers (39 percent) disagreed and four teachers (17 percent) strongly disagreed that their grading of students had become more lenient in the Phase Elective Program. However, it should be noted that seven teachers (30 percent) agreed and three teachers (14 percent) strongly agreed that their grading of student performance had become more lenient.

For supportive data, turn to Table 4.

Table 4

## AREA 4: GRADING OF STUDENT PERFORMANCE

Questions	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
Teachers' expectations and grading of performance have become more lenient in the nine-week phases than in the traditional system.	SA	3	14	SA	14	14
	A	7	30	A	31	30
	SD	4	17	SD	16	15
	D	7	30	D	30	29
	NO	2	9	NO	13	12
	TOTAL	23	100	TOTAL	104	100
Your overall grading of students has become more lenient with the Phase Elective Program.	SA	3	14			
	A	7	30			
	SD	4	17			
	D	9	39			
	NO	0	0			
	TOTAL	23	100			

SA - Strongly agree

A - Agree

SD - Strongly disagree

D - Disagree

NO - No opinion

# AREA 5: INDIVIDUALIZED INSTRUCTION

When teachers were asked if they were able to give more individualized instruction in the nine-week phase as compared to the traditional system, eleven teachers (48 percent) strongly disagreed and nine teachers (39 percent) disagreed with the statement.

When students were asked if they received more individualized instruction in a nine-week phase as compared to the traditional system, thirty-nine students (37 percent) strongly disagreed and forty-one students (39 percent) disagreed with the statement.

Teachers and students agreed that students did not receive more individualized instruction in a nine-week phase than in a traditional system.

Table 5 supports these findings.

Table 5

## INDIVIDUALIZED INSTRUCTION

Question	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
Students have received and teachers are able to give more individualized instruction in a nine-week phase as compared to the traditional system.	SA	1	4	SA	1	1
	A	0	0	A	13	13
	SD	11	48	SD	39	37
	D	9	39	D	41	39
	NO	2	9	NO	10	10
	TOTAL	23	100	TOTAL	104	100

SA - Strongly agree  
A - Agree  
SD - Strongly disagree  
D - Disagree  
NO - No opinion

# AREA 6: EXPENDITURES FOR TEXTBOOKS AND SUPPLIES

When asked if students spent more money on textbooks and supplies in a nine-week phase than they did in the traditional system, sixty students (59 percent) and fifteen teachers (65 percent) strongly agreed.

The table below supports these findings:

Table 6  
EXPENDITURES FOR TEXTBOOKS AND SUPPLIES

Questions	Teachers			Students		
	Response	Number	Percent	Response	Number	Percent
Students are spending more money for textbooks and supplies in the nine-week phase than they did in the traditional system.	SA	15	65	SA	60	59
	A	3	14	A	18	17
	SD	0	0	SD	11	10
	D	4	17	D	11	10
	NO	1	4	NO	4	4
	TOTAL	23	100	TOTAL	104	100

SA - Strongly agree  
A - Agree  
SD - Strongly disagree  
D - Disagree  
NO - No opinion



It should be noted that teachers and students were free to make comments about the Phase Elective Program. Listed below are the verbatim comments made by teachers and students.

#### TEACHERS' COMMENTS

1. The Phase Elective System is an innovative method of instruction and I believe that the preparation is more challenging and sometimes hard. Overall phase electives is better than the traditional method of teaching.
2. The phase elective course scheduling probably allows more flexibility in class selection. However, I feel skills can best be developed on an annual system.
3. In my opinion, the phase elective system would be more effective if students in sequential classes were permitted to remain with the same teacher, machines, etc. throughout the year. This could be accomplished by scheduling sequential classes during specific bells and non-sequential during the other bells.
4. Phases are good for more students than not.
5. Our business program has definitely suffered because of the phase elective program. We are no longer keeping our top students for our second year courses. Many students are enrolling in courses at the urging of their counselors and not because of their own interest in business.
6. I cannot positively see one good advantage of phase elective program. Too much time is wasted (adjustments, schedule changing, etc.) in the beginning of the four phases. Weak students cannot cope with moving back and forth to other teachers' classes or constant adjustment to new environment. Teachers are becoming more frustrated with record-keeping, new classes in some cases and not keeping up with students who need that special individualized attention that was established by the teacher.
7. The central idea behind phase electives is valid. Unfortunately, the system will not work with the caliber of students we have at present.
8. In my considered opinion, the two years we have been into phase electives will take six years to clear up. You didn't mention a few thousand other things that were wrong with the system.
9. Some good aspects and some bad; keep the good, and get rid of the bad.

## STUDENTS' COMMENTS

1. The phase elective program may have some disadvantages, but it makes school more interesting by offering a variety of courses to students based on their individual interest.
2. The phase elective system is a good system for some people, but it gets to be annoying when you ask for an advanced class and have to take an easy one because of the way classes are scheduled.
3. I don't think phase electives are a question of like or dislike. In participating in phase electives we have lost our basic reading, writing, and arithmetic. They have their pros and they sure have their cons. With P.E. we can't just take math, we have to go take four phases which don't interest us. I know it started out to interest us but I think it ended up hurting us.
4. I like the idea of changing teachers and picking subject matter, but I feel that I have lost a great deal of basic English because of the phase elective program.
5. Many of my courses since being on phase electives have been sequential. I don't have that much experience with phases.
6. Phase electives are an advantage to the student interested in learning.
7. The biggest problem in our school is the lack of knowledge and interest in their students that some teachers have. It is not fair to us or taxpayers for these kinds of teachers to be wasting our time.
8. The phase elective system is too easy, and some people are taking ridiculous courses to get an easy A. Phase courses do not teach what they should. Teachers could care less whether you pass or flunk, because you can take "Monsters" the next nine weeks to make up your E. The classes are very insulting because of the 7th-grade level work you do. The next valedictorian could be some idiot who has taken Vocabulary, Monsters, and Sewing I all his life.
9. I hate Phase Electives.
10. I HATE PHASE ELECTIVES.
11. I think it's the dumbest thing they ever thought of. All it does is cause a lot of mix-up and trouble. Its really stupid if you ask me.
12. The only thing that really bothers me about the phase elective system is the amount of money spent on different books and supplies.
13. Nine-week phase electives is just a big get-over for students who just take easy classes, and find out later when it is too late that what they selected isn't helping them.

14. I'm glad I get out this year. I can't afford to pay for books that teachers never use. I think they tell you to buy them just to spend the money. If phase electives are for the best, tell me where. I feel like a robot when every bell rings.
15. This survey is based on perfection of teachers, which I cannot visualize at my school.
16. I feel as though the phase electives has its good and bad points. But all in all it is better than one-year periods.
17. Once you get to understand and I mean really understand the subject it is time for the nine weeks to end.
18. The Norfolk City Schools have a long way to go before they meet the needs of the students. The school board needs to be back to sequential subjects to prepare for better educated students.
19. Issuing books during the beginning of each phase presents problems. They should let each homeroom go down at different times to receive books, or a homeroom representative should be sent.
20. The phase elective system does not help a student get the proper courses that he or she will need in preparation in life (college) etc. Students will take easy classes just to pass. In the end, students are not getting a valuable education.
21. I think it is a good program but the students who have been in the phase elective program since the 9th grade run out of choices by the 12th grade.
22. I like the phase elective program very much although some improvements could be made to better the program. The phase elective system is more challenging than the traditional system. Something should be done to lower the amount of money students spend each phase.
23. The phase elective system is ridiculous. It doesn't prepare students for college or for their future. Many students are not motivated to learn.
24. The phase elective has a flaw because there isn't much time to learn enough from the courses.
25. Phases offer the below average student more than the above average. Students have two choices: 1. take AP courses or 2. take boring, stupid courses in which nothing is learned with the exception of frustration and disgust towards the public school system.
26. The courses that are offered are not very educational. We sit through boring classes which teach us nothing we need to know.

27. Because of scheduling conflicts, I never get my first choice.
28. The phase electives does not teach what is needed to be in college, so we are being taught elementary subjects and since then no one cares if they pass or fail.
29. If you are use to the traditional system and change to the phase system your classes taken previously will not amount to a lot because of the four nine-weeks.
30. I hate phase electives - the educational background you secure is definitely lacking.
31. I feel that I haven't learned nearly as much. I think it should be stopped immediately.
32. I don't like the phase electives that much because it seems you are missing something. Just when you get to know a teacher you have to get to know another or when you get interested in a course.
33. Teachers do not seem as motivated to teach in the phase elective system. They seem more concerned with trying to cram in all the things you are to learn in that one phase. In the traditional system there was more time for each specific subject.
34. Sometimes personalities clash between the teachers and students so that students can avoid taking any classes that teacher is teaching. This helps in the classroom so the other students don't have to be subject to a whole lot of disturbance. This is one good reason for phase electives.
35. Change it somehow.
36. I don't think that phase credit should apply to seniors. If you fail one phase you can't graduate.
37. I feel the phase elective system is no help to the students in general. You really can't learn all about one subject in nine weeks.
38. The phase system stinks. The schools need to get back to the traditional courses mainly in English.
39. In most of my classes I have the same teacher and these are the classes I enjoy the most because getting to know the teacher is very important in learning.
40. I do not like the phase elective system.
41. Get better rules.
42. In my opinion, phases aren't as challenging as regular one-year courses.

## CHAPTER 5

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to survey selected business teachers and business students from four Norfolk Public Schools as to their opinions about various aspects of the Phase Elective Program.

In order to determine these opinions, the study concentrated on the following questions:

1. Do teachers and students feel that the classroom instruction has improved in the nine-week phases?
2. Does the Phase Elective Program capitalize on teacher expertise?
3. Do teachers and students feel that the Phase Elective Program meets the students' educational needs and interests better than the traditional program?
4. Do teachers and students feel that the development of interpersonal relationships has been restricted in the nine-week phases?
5. Do teachers and students feel that student performance and grading has declined in a nine-week phase as compared to the traditional program?
6. Do students receive more individualized instruction in a nine-week phase as compared to individualized instruction received in a similar time period in the traditional program?
7. Do teachers and students like changing classes every nine weeks?
8. Do teachers and students feel that more money is spent for textbooks and supplies in the nine-week phase as compared to the traditional program?

The questions were translated into an opinion survey and the results were classified into the following areas:

1. Teacher expertise and instruction
2. Students' needs and interests
3. Interpersonal relationships
4. Grading of students' performance
5. Individualized instruction
6. Expenditures on textbooks and supplies

#### SUMMARY OF FINDINGS

##### Teacher Expertise and Instruction

Findings from teachers' and students' opinions concerning classroom instruction in the Phase Elective Program indicate the following:

1. Fourteen teachers (61 percent) and thirty-nine students (37 percent) felt that classroom instruction had not improved.

2. Ten teachers (43 percent) strongly disagree that the Phase Elective Program capitalizes on teacher expertise.

3. Ten teachers (43 percent) felt that there was a lack of adequate time for preparation and lack of published materials for each nine-week phase.

4. Ten teachers (43 percent) and forty-six students (44 percent) agreed that many of the nine-week courses which are offered contain a great deal of overlapping between subject areas.

##### Students' Needs and Interests

Findings from opinions as to whether the Phase Elective Program is a means of better meeting students' needs and interests were as follows:

1. Eleven teachers (48 percent) felt that the Phase Elective Program is not a better means of meeting the needs and interest of students, whereas forty-seven students (45 percent) felt that the Phase Elective Program was a better means of meeting their needs and interests.

2. Ten teachers (43 percent) felt that students drop classes in the Phase Elective Program because of lack of interest or attendance rather from legitimate reasons such as moving out of town or to another school. Thirty-one students (30 percent) agreed with the teachers on this question, but it must be noted that twenty-nine students (28 percent) disagreed.

3. Eleven teachers (48 percent) felt that students were less motivated to learn in the nine-week phase than in the traditional program. Forty-two students (41 percent) felt that they were more motivated to learn in a Phase Elective Program than in the traditional system.

#### Interpersonal Relationships

Findings from statements relating to the development of interpersonal relationships between teachers and students in the Phase Elective Program were as follows:

1. Sixteen teachers (70 percent) and forty-two students (41 percent) strongly agreed that they did not get to know their students'/teachers' needs and interests as well in a nine-week phase as they did in the traditional system.

2. Eleven teachers (48 percent) agreed that they did not like changing classes and students each nine-week phase. However, thirty-nine students (37 percent) agreed that they did like changing classes and teachers each nine-week period.

### Grading Student Performance

Findings of teachers' and students' opinions on teachers' expectations and grading of performance were as follows:

1. Seven teachers (30 percent) agreed and the same number of teachers disagreed that teacher expectations and grading of performance have become more lenient in the nine-week phases than in the traditional system. Similarly, thirty-one students (30 percent) agreed and thirty students (29 percent) disagreed with the statement.

2. Nine teachers (39 percent) felt that their grading of students had not become more lenient in the Phase Elective Program, but seven teachers (30 percent) felt that their grading had become more lenient.

### Individualized Instruction

Findings of teachers' and students' opinions related to individualized instruction given or received in a nine-week phase as compared to the traditional system were as follows:

1. Twenty teachers (87 percent) strongly agreed that they were not able to give more individualized instruction in the nine-week phase as compared to the traditional system.

2. Eighty students (76 percent) agreed or strongly agreed that they did not receive more individualized instruction in the nine-week phase than in the traditional system.

### Expenditures for Textbooks and Supplies

The findings of teachers' and students' opinions concerning expenditures for textbooks and supplies were as follows:

1. Fifteen teachers (65 percent) and sixty students (59 percent) strongly agreed that more money was spent on textbooks and supplies in the Phase Elective Program than in the traditional system.



## CONCLUSIONS

The findings from this study seem to support the following conclusions:

1. Teachers and students felt that classroom instruction had not improved in the Phase Elective Program.
2. Teachers felt that the Phase Elective Program did not capitalize on teacher expertise and interest.
3. Teachers felt that there was a lack of adequate time for preparation and lack of published materials for each nine-week phase.
4. Teachers and students agreed that many nine-week courses that are offered contain a great deal of overlapping between subject areas.
5. Teachers felt that the Phase Elective Program was not a better means of meeting the needs and interests of students, but students felt that the Phase Elective Program was a better means of meeting their needs and interests.
6. A majority of students and teachers felt that students drop classes in the Phase Elective Program because of a lack of interest or attendance rather than from a legitimate reason such as moving out of town or to another school.
7. Teachers felt that students were less motivated to learn in the nine-week phase than in the traditional system, while students felt that they were more motivated to learn.
8. Teachers and students strongly agreed that they did not get to know their students'/teachers' needs and interests as well in a nine-week phase as they did in the traditional system.
9. Teachers did not like changing classes and students each nine-week phase, but students agreed that they liked changing teachers and classes each phase.

10. A majority of teachers strongly agreed or agreed that their grading had not become more lenient in the Phase Elective Program but a considerable number of teachers felt that their grading had become more lenient while on phases.

11. Teachers were not able to give nor did students feel that they received more individualized instruction in a nine-week phase than they did in a similar period in the traditional system.

12. Teachers and students agreed that more money was spent on textbooks and supplies in the Phase Elective Program than in the traditional system.

#### RECOMMENDATIONS

From the findings of the study, the following recommendations are made:

1. Teachers should have more input into courses that are offered in the Phase Elective Program.

2. Teachers need more time for planning and preparation time for nine-week courses.

3. Teachers from the various subject areas should plan their course offerings together to eliminate or minimize overlapping.

4. Stricter attendance guidelines and procedures should be set up and followed throughout the school system.

5. All courses should have a set of minimum objectives and grades should be based on meeting the objectives.

6. A study should be made to compare the cost of the traditional system with the Phase Elective Program, in regard to the added expenses placed on students, parents, teachers, and the school system.

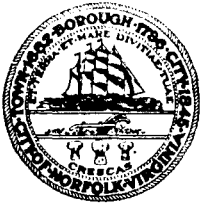
7. The findings of this survey and the unstructured comments of teachers and students suggest the need for further study of the Phase Elective Program.

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APPENDIX A



# Booker T. Washington High School

1111 PARK AVENUE  
NORFOLK, VIRGINIA 23504

39

Business Education Department

April 12, 1978

Dr. Fred Stofflet  
Department of Research and Planning  
Norfolk Public Schools  
801 East City Hall Avenue  
Norfolk, Virginia 23502

Dear Dr. Stofflet:

I am enclosing one copy of my proposal, student questionnaire, and teacher questionnaire as you requested in our telephone conversation on Monday, April 10, 1978.

I hope that you find everything satisfactory and will give your approval for this survey. If you have any questions, please feel free to call me at 441-2443, Ex. 35.

Also enclosed is a copy of the letter to the principals and department chairmen which will be sent when approval is received. I appreciate your assistance.

Sincerely yours,

Linda R. Dickens  
Business Teacher  
and Coordinator

Enclosures  
cc: Esther Bailey

## APPENDIX B

Norfolk Public Schools

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SCHOOL ADMINISTRATION BUILDING, POST OFFICE BOX 1357  
NORFOLK, VIRGINIA 23501

April 21, 1978

Linda R. Dickens  
Business Education Dept.  
Washington High School  
1111 Park Ave.  
Norfolk, VA. 23504

Dear Ms. Dickens:

The Department of Research of the Norfolk Public Schools grants permission for you to administer your student and teacher questionnaires to four senior high schools. The final decision is up to the principal as to whether his school will participate. You are reminded that a copy of your final paper should be forwarded to:

Dr. Frederick Stofflet  
Research Department  
Norfolk Public Schools  
800 E. City Hall Ave.  
Norfolk, VA. 23510

Best of luck in your endeavors.

Sincerely,



Frederick P. Stofflet, Ph.D.  
Supervisor, Research/Information Systems

cc: Mr. John Brown, Principal, Granby High School  
Mr. Robert Skeckroth, Principal, Lake Taylor High School  
Mr. Charles Perdue, Principal, Norview High School  
Mr. Albert Preston, Principal, Washington High School



## APPENDIX C

Booker T. Washington High School  
1111 Park Avenue  
Norfolk, Virginia 23504  
April 21, 1978

Mr. John W. Brown, Jr.  
Principal  
Granby High School  
7101 Granby Street  
Norfolk, Virginia 23505

Dear Mr. Brown:

I hope to conduct a survey of selected business teachers' and business students' opinions about various aspects of the phase elective program in four Norfolk high schools.

Permission has been granted from the Department of Research and Planning to administer the questionnaire, but I must have your approval to conduct the survey in your high school.

May I have an interview with you at your earliest convenience to discuss this survey. I shall appreciate any assistance you can give me. You may reach me at 441-2443, Ex. 35.

Sincerely yours,

Linda R. Dickens  
Business Teacher  
and Coordinator

cc: Esther Bailey, Supervisor

The preceding letter was sent to the following principals:

Mr. John W. Brown, Jr.  
Principal  
Granby High School  
7101 Granby Street  
Norfolk, Virginia 23505

Mr. Robert John Steckroth  
Acting Principal  
Lake Taylor High School  
1384 Kempsville Road  
Norfolk, Virginia 23502

Mr. Charles W. Perdue  
Principal  
Norview High School  
Middleton Place  
Norfolk, Virginia 23513

Mr. Thomas Newby  
Acting Principal  
Booker T. Washington  
1111 Park Avenue  
Norfolk, Virginia 23504

## APPENDIX D

Booker T. Washington High School  
1111 Park Avenue  
Norfolk, Virginia 23504  
April 28, 1978

Mrs. Mary W. Shoemaker  
Chairman, Business Department  
Granby High School  
7101 Granby Street  
Norfolk, Virginia 23505

Dear Mary:

I hope to conduct a survey of selected business teachers' and business students' opinions about various aspects of the phase elective program in four Norfolk public high schools.

Permission has been granted by your principal to administer the survey to the business teachers and Clerk-Typist II and Stenography II students in your department.

I would like to have an appointment with you at your earliest convenience to discuss the most convenient means of distributing and collecting the questionnaires. I shall appreciate any assistance you can give me. You may reach me at 441-2443, Ex. 35 before and after school.

Sincerely yours,

Linda R. Dickens  
Business Teacher  
and Coordinator

cc: Mr. John W. Brown, Jr., Principal  
Esther Bailey, Supervisor

The preceding letter was sent to the following department chairmen:

Mrs. Mary W. Shoemaker  
Chairman, Business Department  
Granby High School  
7101 Granby Street  
Norfolk, Virginia 23505

cc: John W. Brown, Jr., Principal  
Esther Bailey, Supervisor

Mrs. Marian L. Andersen  
Chairman, Business Department  
Lake Taylor High School  
1384 Kempsville Road  
Norfolk, Virginia 23502

cc: Robert J. Steckroth, Acting Principal  
Esther Bailey, Supervisor

Miss Dorothy Brewer  
Chairman, Business Department  
Norview High School  
Middleton Place  
Norfolk, Virginia 23513

cc: Charles W. Perdue, Principal  
Esther Bailey, Supervisor

Mrs. Mary W. Barnes  
Chairman, Business Department  
Booker T. Washington High School  
1111 Park Avenue  
Norfolk, Virginia 23504

cc: Thomas Newby, Acting Principal  
Esther Bailey, Supervisor

## APPENDIX E

TO: All Business Teachers  
FROM: Linda R. Dickens  
Business Teacher  
Booker T. Washington

SUBJECT: Research Survey  
DATE: May, 1978

I am presently conducting a survey of selected business teachers' and business students' opinions about various aspects of the phase elective program. I would like to add your opinions to my survey. Please complete the attached questionnaire by reading each statement about the phase elective program and circling one response for each statement. A definition of each response is as follows:

- SA - Strongly agree with the statement
- A - Agree with the statement
- SD - Strongly disagree with the statement
- D - Disagree with the statement
- NO - No opinion about the statement

As soon as you have completed the questionnaire, please give it to your department chairman who will then forward it to me. If you have any questions, don't hesitate to call me at 441-2443, Ex. 35. Thank you for your assistance.



# TEACHER QUESTIONNAIRE

DIRECTIONS: Circle one response for each statement below. A definition of the responses are: SA - Strongly agree with the statement; A - Agree with the statement; SD - Strongly disagree with the statement; D - Disagree with the statement; NO - No opinion on the statement.

How many years experience do you have with the Norfolk Public School System\_\_\_\_\_

STATEMENT	RESPONSE				
1. The phase elective system is a means of better meeting the needs and interests of students.	SA	A	SD	D	NO
2. You have adequate time in which to prepare for each nine-week course.	SA	A	SD	D	NO
3. The phase elective system capitalizes on teacher expertise and interest.	SA	A	SD	D	NO
4. Published materials designed for a nine-week phase are readily available.	SA	A	SD	D	NO
5. You find that you are duplicating more instructional materials for a nine-week phase than you did in a nine-week period in the traditional program.	SA	A	SD	D	NO
6. Students are spending more money for textbooks and supplies in the nine-week phases than they did in the traditional program.	SA	A	SD	D	NO
7. Some of the courses offered in the phase elective program are offered to keep up enrollment rather than help students interested in a business career.	SA	A	SD	D	NO
8. Your classroom instruction has improved since adapting to the phase elective program.	SA	A	SD	D	NO
9. You get to know your student's interests and needs as well in a nine-week phase as you did in the traditional program.	SA	A	SD	D	NO
10. You expect less of the students on the phase elective program than you did in the traditional program.	SA	A	SD	D	NO
11. Your overall grading of the students has become more lenient with phase electives.	SA	A	SD	D	NO

STATEMENT	RESPONSE				
12. The enrollment in classes has dropped during the phase elective program.	SA	A	SD	D	NO
13. You are able to give students more individual instruction in the nine-week phase as compared to the traditional program.	SA	A	SD	D	NO
14. Since implementing the phase elective program, many students drop your class due to lack of interest or attendance rather than from a legitimate drop such as moving out of town or to another school.	SA	A	SD	D	NO
15. There is a great deal of overlapping of course content within your subject area.	SA	A	SD	D	NO
16. There is a great deal of overlapping of course content with other subject areas' curriculum.	SA	A	SD	D	NO
17. The students are more motivated to learn in the nine-week phases than in the traditional program.	SA	A	SD	D	NO
18. You like changing classes and students each nine-week phase.	SA	A	SD	D	NO
19. Your department has added courses in the phase elective program that would normally have not been offered in the traditional program in order to increase or keep up enrollment.	SA	A	SD	D	NO
20. You have more students failing or getting an incomplete grade in the phase elective program than in the traditional program.	SA	A	SD	D	NO
21. You like the phase elective program better than the traditional program.	SA	A	SD	D	NO

COMMENTS YOU WOULD LIKE TO MAKE:

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## APPENDIX F

TO: Clerk Typist II Business Students  
FROM: Linda R. Dickens  
Business Teacher  
Booker T. Washington

SUBJECT: Research Survey

DATE: May, 1978

I am presently conducting a survey of selected business teachers' and business students' opinions about various aspects of the phase elective program. I would like to add your opinions to my survey. Please complete the attached questionnaire by reading each statement about the phase elective program and circling one response for each statement. A definition of each response is as follows:

SA - Strongly agree with the statement

A - Agree with the statement

SD - Strongly disagree with the statement

D - Disagree with the statement

NO - No opinion about the statement

As soon as you have completed the questionnaire, please give it to your instructor who will then forward it to me. Thank you for your assistance.

TO: Stenography II Business Students  
FROM: Linda R. Dickens  
Business Teacher  
Booker T. Washington

SUBJECT: Research Survey  
DATE: May, 1978

I am presently conducting a survey of selected business teachers' and business students' opinions about various aspects of the phase elective program. I would like to add your opinions to my survey. Please complete the attached questionnaire by reading each statement about the phase elective program and circling one response for each statement. A definition of each response is as follows:

- SA - Strongly agree with the statement
- A - Agree with the statement
- SD - Strongly disagree with the statement
- D - Disagree with the statement
- NO - No opinion about the statement

As soon as you have completed the questionnaire, please give it to your instructor who will then forward it to me. Thank you for your assistance.

## STUDENT QUESTIONNAIRE

DIRECTIONS: Circle one response for each statement below. A definition of the responses are: SA - Strongly agree with the statement; A - Agree with the statement; SD - Strongly disagree with the statement; D - Disagree with the statement; NO - No opinion on the statement.

STATEMENT	RESPONSE				
1. A phase elective program is a means of better meeting the needs and interests of the students than the traditional program.	SA	A	SD	D	NO
2. You are prepared to decide which courses you need to best meet your educational needs and interests.	SA	A	SD	D	NO
3. The courses that you have selected to fulfill a particular need or interest have accomplished this goal.	SA	A	SD	D	NO
4. The courses that you have taken in a subject area under the phase elective program have a logical sequence.	SA	A	SD	D	NO
5. Your teachers' classroom instruction has improved since the change to the phase elective program.	SA	A	SD	D	NO
6. You feel that you get to know your teachers as well in a nine week phase as in the traditional one-year class.	SA	A	SD	D	NO
7. Your teachers' expectations and grading of your performance have become more lenient in the nine-week phases than in the traditional program.	SA	A	SD	D	NO
8. It is easier for you to get out of a nine-week phase because of a particular teacher or lack of interest in the class.	SA	A	SD	D	NO
9. You feel that you have received more individualized instruction in the nine-week phase than in the traditional nine-week period.	SA	A	SD	D	NO
10. You feel more motivated to learn in a nine-week course than in the traditional one-year course.	SA	A	SD	D	NO

STATEMENT	RESPONSE				
11. The quality of work that you must produce in a nine-week phase has increased in comparison to the quality of work produced in a nine-week period on the traditional system.	SA	A	SD	D	NO
12. The phases you have taken are the "same old thing" but in a shorter period of time.	SA	A	SD	D	NO
13. You have spent more money on textbooks and supplies in a school year of nine-week phases than you did on the traditional program.	SA	A	SD	D	NO
14. You feel that many of the nine-week courses you have taken have much overlap between classes taken in one subject area or between two different subject areas.	SA	A	SD	D	NO
15. You like changing teachers each nine-week period.	SA	A	SD	D	NO
16. You have selected business courses or phases that you would not have selected if you were on the traditional system.	SA	A	SD	D	NO
17. You have selected courses only because you have heard that they were easy.	SA	A	SD	D	NO
18. You like making decisions about which courses you will take each nine-week phase.	SA	A	SD	D	NO
19. If and when you fail or get an incomplete for a nine-week course, you are not concerned about making up the work because you feel that you have another nine weeks in which to make up the 1/4 credit.	SA	A	SD	D	NO
20. You like the phase elective system better than the traditional system.	SA	A	SD	D	NO

COMMENTS YOU WOULD LIKE TO MAKE:

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