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Selected Factors Related to Elementary Teachers'
Decisions to Make Home Visits

By

Alfred Edward Emmanuel Smith

A DISSERTATION

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ABSTRACT

Selected Factors Related to Elementary Teachers' Decisions to Make Home Visits

by

Alfred Edward Emmanuel Smith

The purpose of this study was to obtain, analyze, and evaluate data relevant to the elementary teachers of Rochester, New York, City School District making home visits to the parents of their classroom students.

All elementary teachers in Rochester were surveyed to identify which of several selected factors might influence them in their decision to visit the homes of their students. The teachers are not presently required to make home visits, nor are they compensated for making such visits.

A questionnaire, developed by the researcher, was administered in March, 1979, to 710 full-time elementary classroom teachers. Attitudinal questions were divided into five sections for purposes of analysis and evaluation: (1) perceived logistical difficulties, (2) personal fears, (3) contractual responsibilities, (4) professional role, and (5) psychological margin.

The analysis of data, using correlation procedures, revealed the following results:

1. The elementary teachers in the Rochester City School District are basically an older and further-educated group with a larger percentage of male elementary and minority teachers than the national

percentage. Thus, caution should be used in generalizing from the results of this study to other districts or populations.

2. About a third of the teachers responding report making at least one home visit a month.

3. Of those factors studied, none was shown to be significant in influencing the elementary teachers in the Rochester City School District to make home visits, nor did any variables studied significantly relate to their attitudes as to the importance, appropriateness, and possibility of home visits.

This study shows that while individual teachers seem to have identifiable attitudes which affect their frequency of home visits, there seems to be no significantly large group of teachers with similar attitudes to aid the district in formulating policy for the Rochester area.

DEDICATION

People give us much, each in their own way.

All of them possess a unique characteristic.

It is this characteristic that inspires each of us, by those people being who they are.

To my mother, Katherine E. Smith, for the practical ability to handle situations logically and to be open minded to all people.

To my father, Frank A. Smith (posthumously), through my mother's devotion, for honesty and faith through performance which speaks louder than words.

To my brother and sister, Frank and Kathy, for constant guidance and encouragement in dealing with life.

To my brother-in-law and sister-in-law, Michael and Dolores, for their additions to the Smith family.

And to all of my extended family both living and deceased for having instilled an understanding of my role in God's plan.

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CHAPTER I

PURPOSE OF THE STUDY

Introduction

Reports in the literature (Coleman, 1966; Jencks, 1972; etc.) indicate that the single greatest influence in a child's life is his parents. Still more literature indicates the importance of communication between individuals and groups of people in order to lessen tension, differences and frustrations. Yet, in city schools such as those in Rochester, New York, there appears to be a general attitude that the school and home function separately from each other.

The researcher has ten years of teaching experience in Rochester city schools. This experience included the use of regular visitation to the home of every student as part of the instructional program. The results of these visits were:

1. A clearer picture of the students' individual academic needs,
2. A lessening of classroom discipline problems,
3. An increased percentage of classroom time for academic rather than disciplinary matters, and
4. A psychological reward for teacher and student in increased achievement.

During these same ten years, this researcher observed and interacted with many other teachers who refrained from making home visits.

This study concerned itself with some of the factors that may influence teachers in the city of Rochester, New York, to make home visits through their own initiative.

Statement of the Problem

Preliminary inquiries in Rochester, New York (1978), indicated that while some elementary classroom teachers make home visits, most do not. Also, those teachers who do make home visits seem to have only positive reports of the effects of such visits with regard to their own feelings of professionalism in school and in education. Furthermore, those parents who have been visited by teachers seem only to have positive things to say about the school and about the teachers' efforts. The problem, then, was to identify some of the factors motivating teachers to make home visits.

Need for the Study

American society is characterized by increasing disintegration of the family nucleus, unemployment, an increasing trend toward single and unwed parent families, increasing numbers of runaway children, declining student achievement as reflected in test scores, technology that changes rapidly and forces people to feel left behind or unable to influence their future, individuals' feelings of discontent with life and other people, and increasing demands by workers for other people to do the job for which they were hired (Horn, 1970; Toffler, 1970; Broudy, 1972; Gordon, 1977; etc.). These cultural characteristics involve and affect the teacher. Because teachers need to evaluate and respond to society's demands, a very important concern is the approach teachers choose for communicating with their constituents.

An analysis of why teachers will or will not make home visits is needed in light of the literature which indicates that home visits by teachers might be both the greatest factor for improving home-school relations and the greatest aid for the teacher in improving student achievement (Lortie, 1975; Broudy, 1972; Gordon, 1977; etc.).

Wegener's and other studies dealing with home visits involved teachers who were allotted time and financial compensation for such activities. Yet, much of the literature makes little reference to the factors motivating teachers to make home visits on their own initiative.

Also, no study has assessed an entire, large city school district's elementary classroom teachers' self-motivational influences to see why they do or do not make home visits. This study can supplement present information in the literature.

Purpose of This Study

The literature shows that teachers' attitudes toward parents and parents' receptiveness of the teachers' efforts in and out of school influence the teachers in their work and the methods they use in communicating with parents. It seemed reasonable, then, to look at one method schools use for communicating with and involving parents in school efforts concerning children and for improving public relations, that of home visits by elementary teachers.

The purpose of this study was to identify some of the factors related to how teachers view home visits in Rochester, New York.

Research Question

The major research question was: what factors, as indicated on a teacher survey, might encourage home visits by the teachers?

The investigation centered on three areas:

1. Demographic characteristics were analyzed to determine if Rochester teachers appear to be similar to the national population as reported in the National Education Association study "Status of Schools--1975-76." This was done to help judge the extent to which results might be generalized to other populations.
2. Demographic data were analyzed to determine the extent to which relationships exist between these characteristics and teachers' perceptions of the need for home visitations.
3. Data collected from individual teachers, using an instrument developed by the researcher, were analyzed to determine the extent to which teacher attitudes were related to both the reported frequency of home visits and the extent to which teachers believe home visits to be practical and/or possible. The data on teacher attitudes were grouped to reflect five categories of variables:
 - a. Perceived logistical difficulties
 - b. Personal fears
 - c. Contractual responsibilities
 - d. Professional role
 - e. Psychological margin

The secondary research questions were:

1. Is there any relationship between the demographic data and teacher feelings toward home visits?
2. Is there any relationship between the selected variables and the frequency of home visits made by teachers?

Design of the Study

Elementary teachers in the city school district of Rochester, New York, were chosen as the population to be studied. A rough questionnaire, including a variety of possible factors influencing teachers' decisions to make home visits, was pilot tested in a small, rural Michigan school district. The questionnaire was built, originally, from a pool of factors identified by a panel of former elementary school teachers, now engaged in full-time graduate study at Michigan

State University. The refined questionnaire was given to all of the elementary teachers in Rochester during the second week in March, 1979. Questionnaires were collected by building principals and were returned by them in bulk packages through the school district's internal courier mail system.

Analysis of Data

Data were analyzed from all responses to try to determine factors that affect teachers in making home visits in the Rochester, New York, City School District. The data were analyzed at the Michigan State University Computer Center using the Statistical Packages for the Social Sciences (SPSS) Pearson R. program.

Definition of Terms

The following terms are defined here to provide a common reference point for communicating the information contained in this study. In many cases those definitions used reflect common use in Rochester, New York.

Rochester, New York: a city of 296,000 (1970 U.S. Census) in upstate New York.

Rochester City School District (CSD): the designated legal name for the school district in which this study occurred.

Home visit: a teacher's making a visit to one of his student's homes for the purpose of discussing the student's conduct, effort, and accomplishment during the course of a school year.

Neighborhood school: any one of forty-five elementary schools located in Rochester CSD and operated by the CSD.

Parent: the adult legal guardian of a child.

Student/children/child: those people, ages approximately five to twelve years, who are required to attend school and who do so.

Courier system: inter-city and school district operated mail delivery system.

Questionnaire: that instrument used to measure teacher feelings about home visits.

Limitations of the Study

Several notes of caution are warranted here:

1. Reliance on written and oral communications by principals might not have conveyed properly to a vice principal or helping teacher the method for administering the survey.
2. There may be factors, not identified by this research, which influence home visit behavior to a greater extent than those reported here.
3. Limitations could be caused by negative views held by some teachers towards questionnaires about their jobs.
4. The unique nature (not in keeping with national norms) of the Rochester system is enough to make generalizations beyond that community problematic.

Overview of Following Chapters

The literature relevant to the study will be discussed in Chapter II. A chronologically detailed description of the procedure of the study will be found in Chapter III. Chapter IV will consist of the analysis of data. Finally, Chapter V will include a summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Education has been brought into the huge responsibility of righting society's ills without communicating on a regular, personal basis with parents (Broudy, 1972; Lortie, 1975). Parents demand that education live up to that expectation. Many of today's writers seem to lend support to these expectations by stating that education is the path to success and the means of curing America's problems (i.e., poverty, discrimination, illiteracy, crime) (Brookover, 1975).

The movement toward education for all of society has been making slow progress in America since the Revolution in the 1800's. The need for an educated populace was even seen by Jefferson and the country's other founders; but the "push" came with the Jacksonians, Horace Mann, state laws for compulsory education with force to back them, industrial city growth, child labor laws, World War II, Supreme Court decisions, the "Great Society," the "Right to Read," etc.; until today every child has a right to learn and a law to make sure he obtains that right (Meyer, 1967; Lortie, 1975). The movement toward an education for all has brought to the inner city teachers who attempt to try to raise the standards of the urban poor through education.

Many inner city teachers seem to have unique motivation for working in that environment, of being needed most by those students (Coleman, 1966; Jencks, 1972; Franks, 1972).

Franks found most teachers in the inner city to be motivated by what Broudy calls the mystique of teaching:

...teaching is an encounter of persons in which some mysterious change is undergone by both pupil and teacher. The change may be from ignorance to knowledge or from folly to wisdom, from darkness to light, from fuzziness to clarity, from inhibition to freedom (1972, p. 33).

Further, this mystique which motivates such teachers can best be displayed and/or satisfied by teaching in the inner-city, enhanced by the fact that men and women of the inner city realize the uplifting effect of education on their children's well-being (Coleman, 1966; Jencks, 1972; Brookover, 1975, etc.). This realization does not motivate the inner-city parent to visit the school. Also, there is a reluctance of teachers to meet with inner city parents in their homes. Chilman (1971) lends credibility to teachers' fears of parents and community by pointing out that their "praise or blame" can strongly effect the teacher's job. These might be some of the factors contributing to the absence of home visits by inner-city teachers.

This research intends to review some of the factors that may influence elementary teachers (K-6) in Rochester, New York, to make home visits. The following review of literature is intended to explore the research prior to 1979 concerning factors which encourage or discourage home visits. The format used in this exploration was: the importance of home, parent, and families; the need for parent and teacher communication; the effect of parent involvement; the negative effect of home visits; the use of recent studies directly concerned with this study's purpose; six citations of literature closest to this study; and a summary.

Importance of Home, Parent, and Families

Coleman (1966) and Jencks (1972) indicate the parent is the single greatest motivating factor in a student's life, as found by large scale attempts to evaluate the most important elements affecting a student. In addition, further small scale studies have been done to determine the strengths of parental influence resulting in support for the findings of Coleman and Jencks.

Two 1977 studies (Brookline Program and Fein) confirmed the importance of the parent and family structure on the student's learning.

Gordon (1969) has found that:

Parents recognize a responsibility and more than that, they recognize that what they do in the direct instruction of the child influences how he will grow (p. 32).

Yet Campbell (1978) says that unsatisfactory outcomes from previous group programs on influencing the child led researchers to look for narrowly defined influences, specifically parenting and home environment.

Thomas (1974) states:

It is generally agreed that the family is the setting in which the child's basic personality development and early learning take place, motivation for learning take place; motivation for learning and achievement behavior is also based on what the child observes in his home. The family communicates values, aspirations, and a way of life to the child (p. 5).

Fusco (1966) states in reference to inner-city children:

The vital importance of the home in shaping the educational attitudes and behavior of the child is generally recognized. What happens or does not happen to the child at home largely determines what kind of pupil he will be in school.

School, after all, occupies a relatively small portion of the total time and attention of the child. Most of his time--weekends, holidays, summer vacations, and, of course, the formative preschool years--are spent under the influence of his home and neighborhood (p. 145).

Some other determinants might be (1) different speech models for children at home "who have minimal reinforcement for school achievement and who frequently come to school hungry and in need of medical and dental care" (White, 1962); and (2) each ethnic group's shaping the learning environment of its children in a different way, creating in the children unique patterns of abilities (Wagner, 1975). Rankin (1967) summarizes the point of determinants that there may be a direct relationship between parental behavior and the child's achievement, as do Hess, et al. (1969) and Schienfield (1969).

Gordon (1969, 1972, 1975, 1977), who has done many studies regarding parental influence on child achievement, lists five characteristics found in the home of a child who can be expected to do well in school.

The home:

1. Has planned cultural activities within it
2. Has taken advantage of the variety of community resources such as nursery school and kindergarten, zoos and parks, museums and libraries
3. Provides the child with academic guidance in the home
4. Makes books, magazines, and other intellectual tools available
5. Includes the use of many abstractions and reasoning types of sentences in family language (1969, p. 30)

Burney (1971) calls for an effort to help inner-city parents learn how to structure, organize, and express their goals and expectations to their children so both parent and child can feel success and control of their lives. These expectations can be expressed through sex roles.

Stolz (1967) agrees with Parke and O'Leary (1975) that the father-mother relationship affects the differences between boys and girls.

Coleman (1966) makes reference to some junior high schools that kept

statistical counts on the numbers of conflicts (especially minority conflicts) and observed that girls were most actively involved. Maccoby and Janklin (1978) point out that sex differences between boys and girls are societally-influenced. Much of the literature makes reference to the inner city as a matriarcal society. Thus, observations by Coleman and Maccoby and Jacklin might imply a female-dominated hierarchy in the inner city family. Preliminary observations in Rochester, New York, point to this female-dominant hierarchy.

Andrews (1975) indicates that the literature on the influence of home and parents on children is very significant since (1) "the mother or primary caretaker structured, provided and interpreted the early environment," and (2) "a major part of (the child's) waking hours were spent with his primary caretaker (mother)." Andrews continues that the way a mother structures her child's environment is a strong influence. Andrew's premise is based on Piaget's cognitive development theory that says the mother has a direct effect on "the child's interaction with and active organization of his environment" (1975, p. 6).

Andrews refers to studies that add support to the belief that the "natural environment provides a major force in the outcome of the child's development " (p. 8), especially when the studies found that "mothers of competent children do talk a lot to their children" (p. 8). In the inner-city the communication can be negative, as Andrews states:

It seems that mothers, living in poverty, who experience the world as an illogical, irrational place, and who tend to have low self-concepts and little sense of mastery over their environment, transmit these same concepts to their children's effective motivation (p. 11).

Peterson (1976) points out that studies have shown the best ways to observe the stimuli influence between mother and child is in the home. Gordon (1969) says that the:

...homes of children who "make it" seem to be characterized by a certain emotional climate. There is an order, consistency, and a set of home routines. The child has some predictability as how his behavior will be received.

The chances are the mother (1) will be emotionally secure, (2) will have a good deal of self-esteem, (3) will trust the school, (4) will devote time to the child, and (5) will have a set or organized work habits (p. 32).

Ainsworth (1969) and Andrews (1975) believe that a child will only venture out from himself if he has experienced a close and secure relationship with the mother or major guardian. The mother has been categorized as being one of the "most important persons for modeling words and action patterns during the child's (early) developmental period" (Alschuler, 1971, p. 2). Gray agrees with Alschuler and adds that the mother is actually:

...the child's first teacher...thus, (1) she serves as controller of stimuli events; that is, she is the one with the most influence over the home environment...(2) she is the controller of the reward system... (p. 2).

Gray continues by saying the potential reserve of the urban mother in goals and aspirations for her child is as great as if not greater than the affluent mother.

In 1965, Hess and Shipman found a strong relationship between the mothers' style of discipline and speaking. They report that both factors highly influenced child development, especially between three and six years of age. Along with Gordon (1969) and Bandura (1969), Hess and Shipman believe that if a mother feels she is not in control of her life and cannot do anything to gain control, she will set lower goals which directly affect her child in school. Coleman (1966) and Jencks

(1972) also found that a large portion of mothers and students from the inner city felt that they were not in control of their life nor could they gain control.

Peterson (1967) and Rankin (1967) found that the attitudes and behaviors of the parents are directly related to the child's achievement in the inner city school. Findings showed children were usually high achievers if their mothers possessed a positive attitude toward school and education and acted in positive ways in involving themselves in school-related activities. Other studies point out that the mother is not the only relevant influence, but many other influences do exist in the child's environment which need to be studied (Chilman, 1971). In 1974, Thomas refers to the cross-sectional and longitudinal studies as having "documented the importance of parental involvement in their children's education" (p. 2), while providing stability and continuity over the years. Peterson (1967) refers to the "behavior of the parent (being) considered the basic ingredient in the successful treatment of the child's problem" (p. 3). Yet, many teachers seem reluctant to deal directly with the parent except by note or through parent-teacher conferences (Weikart, 1971).

What these findings seem to suggest is that the mother has to be communicated with, allowing the teachers to make recommendations to aid the child, such as (1) showing how the mother can fulfill her desires for the child, (2) helping the mother realize she is respected by the school, (3) assuring her that she is welcome if she comes to school, and (4) helping her feel she is the main factor in her child's learning.

Also, these findings seem to suggest that the mother has to be communicated with on a greater frequency by the teacher. The increase in

communication might permit some of the negative factors mentioned previously to be overcome. Examples of these are (1) conflict involvements among children, (2) neighborhood environment, (3) low self-concepts, (4) non-consistent discipline tactics, (5) feeling of lack of control of one's own life, and (6) attitude toward school. The communication, on the other hand, strengthens the parent's positive factors: (1) how to structure, organize, and express goals and expectations to the children; (2) how to help the child; (3) how to structure, provide, and interpret the early childhood environment; (4) how to interact with the child; (5) how to talk more with the child; (6) how to offer security feelings; and (7) how to convey a positive attitude.

The need for communication with the mother to help her children might be accomplished by several means. The rest of this chapter will continue reviewing the literature as it pertains to accomplishing this needed communication.

Need for Parent and Teacher Communication

History shows that teachers knew and reflected the aspiration of the students' homes (Nineteenth Century) or neighborhood (early Twentieth Century) (Meyer, 1976; Good, 1956), especially during the era when the teacher lived in the parent's home and ate there as payment. Today, teachers no longer live with parents, or in their neighborhoods, for the most part; many even live outside the school district, often as a means of controlling the effects of parents on their lives outside the classroom (Broudy, 1972; Lortie, 1975).

Teachers seem to be against making home visits for various reasons. Two often alluded to or stated by teachers are (1) they are

professionals who know best how to handle teaching, and (2) teaching is only part of their lives and no one has the right to require them to do anything that they don't deem their duty. This would be especially true of teachers who possess negative attitudes about their jobs and, thus, suffer depression when teaching inner city poor (Shelton, 1970). Niemeyer (1966) feels that some teacher depressions are caused by the belief that the families of the inner city poor instill hatred for teachers in their children. The reason for such expressions may be generated by the attitude held by much of middle class society as indicated by Strom (1966) who said: (1) teachers hold to middle class values which look at welfare people as the low rung of society, (2) the poor are to be pitied and given aid by the institution of education since the poor will never be any better off, (3) there is no use trying to help the poor beyond the confines of the teacher's job, and (4) a teacher's own welfare is in jeopardy if he does help the poor.

Niemeyer (1966) states that the teacher, above all other members of the educational system, is important to a student, since the teacher is the "critical point" that connects the student with the educational programs. The student and teacher are in direct contact in the classroom. This is not to say any other members of the educational system are not important, but to point out where the critical point is located. One factor that upsets teachers who know they are the critical point is being left out of insights from special staff members who have worked with the child and have been to the child's home (Horn, 1970). This exclusion of the teacher does not add to the teacher's feeling of security in his role, but becomes an additional factor reinforcing feelings of inadequacy (Barnes, 1969).

Chilman (1971) points out that this feeling of inadequacy is a reason teachers will not expose themselves through communications to parents. He continues that some research has shown teachers to be too "involved in their own personal satisfaction and dissatisfaction with living" (p. 121) so they convince themselves that communication with parents would be detrimental.

On the other hand, Broudy (1972) feels that American society is in the position of determining the present teacher attitudes. He says that American society's ideals and expectations are not clear in just what they demand:

...in the way of competence and the sort of training that would insure such competence...More concretely, the modern teacher is expected to be a person with a good general education..."act" as a professional...and all the while act as a warm, child-loving father, mother, brother surrogate who relates to human beings (p. 54).

With the above-mentioned pressures, lack of security in role, avoidance of communications and societal expectations, it is little wonder that some teachers display, as Shelton (1973) indicates, an "attitudinally disadvantaged teacher syndrome."

What, then, are the attitude factors of parents and teachers?

Attitudes are mental and neural states of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which he is related (Allport, 1935, in Strom, p. 23).

In 1963 Davis pointed out that a high correlation exists between high achievement on tests and the "middle class emphasis on getting ahead through education." As mentioned previously by Chilman and Coleman, the poor inner-city parent does see education as a means for his children's getting ahead; but many of them cannot give the middle

class kind of mental incentive to their children since they are caught up with basic survival--the day-to-day effort just to get enough food, clothing, and shelter (Williams, 1965). This basic emphasis on survival is reflected in the children of the disadvantaged by their statements of "hating school" by fourth grade; they have had their desire to learn destroyed by the demands of their environment (Williams, 1965). Still, Williams says, many therapists continue to spend their time on the child only at school while not working to influence his environment outside the school.

Thus, it is the home environment with its consistency, degrees of permissiveness, variability of discipline, and attitudes about formal education which brings to bear on the child the forces which partially determine his achievement in school (Shelton, 1973; Thomas, 1974; Ware, 1974). An additional influence is the congruence between home and school experience which is directly correlated with the child's achievement (Thomas, 1974).

Alschular (1971) says:

...a number of studies suggest that an important condition for learning and cognitive development is sustained attention to verbal stimuli...In addition to contributing information with or without a visual event, speech orients a child spatially and temporally to a learning situation. Piaget's theory (1967) suggests that attention to verbal stimuli is necessary if the stimuli are to become part of and help form existing cognitive schemata (p. 1).

Alschuler points to the level of parents' socio-economic status as affecting the differences in language development; thus, the lower class parent, concerned with basic survival, cannot provide the five characteristics of Gordon's good home as readily as higher income parents.

Shelton (1973) finds previous studies refer to an anti-intellectualism on the part of those parents not involved in the educational system prevailing in the inner city, regarding the acquiring of knowledge for its own sake. Broudy (1972) points out that:

...the positive in education makes for dull reading. As a consequence, interest perks up only when the schools malfunction...For teachers and parents, information about programs and procedures, calendars and timetables, daily routines and routine triumphs are "interesting reading," but not to the uninvolved citizen and certainly not to the editor of the front page of the daily newspaper (p. 5).

Ware (1974) indicates that there is hope in helping parents of lower socio-economic status to help their children because the parent can change and grow educationally, in turn having a direct positive influence on the child's development.

Andrews (1975) adds to Ware's point:

The mother needs to learn about the importance of and techniques for actively participating in and encouraging her child's activities, especially language and conceptual activities (p. 14).

Fusco (1966) says:

In light of the great weight of evidence that the intellectually and culturally restricted home life of socially disadvantaged children places nearby (sic.) obstacles in their path for succeeding in school, many believe that the inner-city schools should make extraordinary efforts to assist parents in overcoming such obstacles (p. 154).

Bernal (1974) and Campbell and Everett (1974) cite studies that involved parents, teachers, children, and using the home environment as having the longest lasting impact toward helping the child.

Improved communication between home and school is imperative if parents and teachers are to meet (their mutual goals. By) working together, parents and teachers can enhance a child's likelihood for success in his school experience (Burney, 1971, p. 10).

Parent Involvement

The child can do well when, through communications, parent and teacher maintain an awareness of each other's expectations of the child through awareness of what is expected of each (Thomas, 1974).

Parent and teacher communication and cooperation will directly benefit the child since these are the two parties which have the greatest association with the child on a day-to-day basis (Bronfenbrenner, 1974).

The call, then, might be to get teachers to make their school neighborhoods their second communities. There are aspects of this call which might be examined more closely before regular home visits as a means of parental involvement can be begun on a regular basis by elementary teachers.

Grisson (1971) has pointed out that effective communication cannot occur until we understand the community. He says the Antipoverty Program brought on the motivation necessary to make educators try to understand and "confront the crisis of hopelessness that affects many of the poor and minority groups" in the inner city. Federal regulations for the Follow Through program state that:

...parents shall be involved in policy making and in various ways which not only influence the program but also enhance their own development (Gordon, 1977, p. 1).

However, the involvement of parents in their children's education has been resisted by teachers. The idea of inner city parents' having something worthwhile to say and wanting to say it to teachers without being treated as a temporary nuisance proved threatening to teachers (Grissom, 1971). Grissom pointed out that inner city parents:

...no longer accept the calumny that denies they have aspirations and expectations for their children...parents in impoverished ghetto neighborhoods often have greater concern for their children and sometimes greater awareness of their children's needs than do parents of the middle class (p. 139).

Chezney (1967) says the problem that arises between teachers and parents from economically deprived areas usually stems from the cultural set each child brings to the classroom through his personal backgrounds.

If teachers are to succeed in efforts to bring about school achievement in children, they need continuing parental support (Niemeyer, 1966). Gray (1971) found that mothers could give the parental support teachers need if the mothers were trained to be effective teachers or educational change agents; thus, the teachers assist the mothers to become more effective in coping with other life demands.

Gordon (1974) adds that many studies and programs were designed to enhance the mother's view of herself in being her child's first teacher and to provide her with ways to instill such a view in the child.

Thomas (1974) refers to many of the Head Start programs which tried to develop the mother's concept as her child's first teacher. Head Start found the tactic of allowing the mother to first express her feelings and vent her grievances as helpful in expediting the development of the mother's self-concept.

Shelton (1973) has found that some studies show a positive correlation between parental involvement and parental attitudes toward school as an institution. Thus, Shelton calls for effective communication that will result in parental participation in school, thereby furthering the child's positive attitudes toward education and allowing the child to benefit from positive attitudinal changes on the part of teachers.

Leavitt and Cohen (1976) invited parents into regular classroom settings, accompanied by extern staff members who could answer questions without interrupting the teacher or the class.

The Ferguson-Florissant (1974) project found:

...parent assistance in the classroom serves a dual purpose. It aids in improving the instructional program for the child by providing increased learning experiences, and it involves the parent in actually working with children and observing the uniqueness of each child. Besides this, it gives the parent a feeling of involvement, achievement, and satisfaction (p. 8).

Peterson (1967) says that this training of parents to cope with life's demands and to be effective teachers is the treatment necessary for improvement in the academic achievement of the child and for providing support for teachers in the inner city.

Newbury (1967) found some things not occurring that teachers feared would occur from parent involvement:

1. Parents do not think less of teachers because of close association
2. Their understanding of the complex nature of teaching and learning increases as does their regard for teachers.
3. Parents do not tell educators how to teach.
4. Parents do not believe that the only important results of schooling are tests and grades.

Newbury found "teachers and parents became real people to each other through home visits" which resulted in (1) teachers' finding it easier to get parent volunteers for instructional activities, and (2) a personal kind of accountability's resulting between parent and teacher.

Gordon (1977) found much of the parental involvement to be both positive for the parents, teachers, and children's self-worth concepts and in creating a positive educational learning atmosphere by

maintaining parent involvement as keyed to teaching one's own child in school and at home. He adds that the whole involvement effort serves the educational institution in a positive fashion.

Home Visits by Teachers as One Means of
Increasing Parent/Teacher Communication

In 1965, Williams gave a reason why home visits are necessary:

There are scheduled parent conferences during the regular school year. However, the parents invited were the ones that usually did not come for conferences. These culturally disadvantaged parents didn't come to school because they had small children at home. The parents were embarrassed by the clothes they had to wear. Often, the parents' own school experiences had been unpleasant. If schools are to be successful in helping disadvantaged children, maybe teachers should go to children's homes instead of asking parents to come to school (p. 12).

The Williams experience found mothers' wanting and needing to first talk about their personal problems, as did the Head Start project (Thomas, 1974). In 1966, Fusco gave more information about how the culturally disadvantaged parent felt about visiting schools (all of these studies occurred before the wave of right to read and learn laws):

They are self-conscious about their attire, speech patterns, and undeveloped social skills. As a result, they are often reluctant to visit the school and associate on invitation for a conference with a member of the school staff as a summons for discussion of the child's (sic) behavioral or academic difficulties. Typically, such parents are highly reluctant to intervene with school authorities on behalf of their children and are often suspicious and ever hostile toward school personnel (p. 152).

Fusco calls for parent-teacher contact through home visits, school conferences and non-formal times to increase communication, thus breaking down barriers to understanding and cooperation through a level of mutual concern and interest in the child. Peterson (1967) adds that behavior modification in the home must be used with parents since the:

...parental environment is primarily responsible for the development of both acceptable and deviant behaviors exhibited by the child (p. 2).

Strom (1967) found that future teachers make very good teachers for inner city schools if they are trained for (1) handling inner city parents and their environments, (2) visiting welfare homes with a case worker, and (3) discussing their own self-frustrations and fears.

In a North Carolina experience, Landsberger (1973) indicates that the most rewarding activity for improving home-school communications was the home visit by teachers. In addition, a study by Shelton (1973) identified home visits by teachers as creating the greatest positive attitude by parents toward schools over any other activity. Upon completion of an effort to improve home-school communications, another school district reported that:

...the value of home visits cannot be underestimated, for the teacher sees the child as a part of the total family; and the teacher, through her knowledge of the child and his development, shows the parents (a) personal concern for their child and his progress (Ferguson-Florissant, 1974, p. 11).

Gordon (1974), in his Home Learning Center Approach, says that home visits were "...designed to enhance the parents' sense of control over the environment and self-esteem" (p. 4). Even with the popularity of home visits on the part of parents, a teacher needs to expend a considerable amount of time per family in home visits, as compared with other methods of communication (Zuelow, 1965).

Horn (1970) tells about the VIP program in Omaha public schools during the 1969-70 school year in which some teachers volunteered to make home visits. Most of those who did make home visits were elementary teachers. Horn makes reference to the fact that approximately ten

percent of school districts seem to want teachers to make home visits but few elementary teachers will. As does Wegener (1975), Horn says home visits in Omaha before the school year began seemed to allow parents, children, and teachers to start the school year on a comfortable note. He also makes reference to the Minneapolis Outreach Program where teachers were given school time to visit homes; yet, the teachers' feelings were mixed and some teachers were still "violently opposed" to home visits as reported by administrators (1970, p. 45). Horn has found inner city administrators generally saying there is a need for home visits by teachers because the children often get little educational support. Those teachers who favor home visits believe that the visits result in (1) better understanding of children, (2) school problems which are easier to handle, (3) parent volunteer helpers which are easier to find, and (4) good public relation tactics which prevent many "nasty" letters from being written.

In this writing, Horn indicated six factors which might be influences for teachers' not making home visits:

1. Busing makes home visits unmanageable.
2. Working mothers eliminate home visits in the afternoons.
3. Administrators say there is union concern about overlapping jurisdiction.
4. Administrators say it is dangerous to let untrained personnel make home visits.
5. Teachers over age thirty are generally the ones who make home visits.
6. Older teachers who make home visits cannot understand why younger ones shy away from home visits.

In his study of home visits in the inner-city, Weikart (1971) points out two lessons teachers learned were:

1. Most mothers value an attentive and curious child who tries to learn, to reach out to the environment and to others, and
2. Teacher actions must be determined by the individual needs of each family (pp. 135-136).

Grissom (1971) says a teacher can learn much and teach much in meeting with immature parents by helping both the child and the parents learn together. He concluded that the key for a teacher is to go into a conference with an open mind, trying not to manipulate the parent, but listening to reach an understanding. Conant (1971) says home visits overcome many of the negative influencing factors in a child's home environment which affect achievement, by encouraging parental involvement. Honig (1972) observes that some programs use parents as paraprofessionals to continue the home visitation efforts of the program and to help the teacher.

Landsberger (1973) found home visits to reveal two more influences on a child, in addition to Weikart's:

1. Particular needs and potentials in the central part of the child's life, his family, and
2. Home-school partnership is formed which is necessary for the child's healthy development as it is for the healthy operation of a school in its community.

Landsberger adds that such a partnership can lessen a child's learning disadvantages. Shelton (1973) has found similar results to Landsberger's, plus a positive effect on the child's grade point average. Shelton says this increase in achievement might be a result of the child's feeling his teacher really (1) cares about him, and (2) demonstrates it by showing an interest in him. Erickson (1973) reported on a home visit study that showed (1) seventy-three percent of parents, seventy-five to eighty-three percent of teachers, and seventy-seven percent of

students viewed home visits as positive; and (2) sixty-eight percent of the students with problems in school previous to the home visitations were now getting along with teachers and their peers in school. This study by Erickson concerning positive views and alienation is enhanced by Thomas' (1974) reference to studies which found that when working with the mother, one would not see substantial results for a year or two since the family environment and parallel improvement in younger siblings takes time. Thomas also found that the greater the parent contact through home visits and meetings, the lower the alienation score on the "How I See Myself Measure of Alienation" plus a corresponding higher score by the student.

Home visits by teachers in some early childhood programs offer parents suggestions on how to stimulate their youngsters' natural urges to learn and how to set realistic expectations for the children (Jew, 1974). Such efforts with parents of children in Follow Through programs have resulted in parents' spending more time with their children after the program was over than they did prior to its start (Ware, 1974).

Bronfenbrenner (1974) says that:

...the evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is critical to the success of any intervention program (i.e., home visits) (p. 17).

Campbell (1974) reminds us that home visits (intervention programs) can only occur if the parent is willing to allow the visitation, and the visit must be conducted in a manner showing respect for the dignity of the parents no matter what their socio-economic status. The Ferguson-Florissant School District Project (1974) concluded that the "home is the

most powerful source of stimulation and motivation for the child" (p. 2) thus giving the teacher reason during a home visit to take time and to instruct the parent. Campbell found a large number of projects having the intent of working with mothers to make them effective educational change agents. The University of California's Culturally Democratic Learning Experience Model gave a spiraling effect by having teachers learn "the children's cultural background that influences the way they think and learn" through home visits and then use this background knowledge "in the teaching process so the children will learn more effectively" (Thomas, 1974, p. 16).

Zuelow (1975) made the following recommendations and observations concerning effective home visits:

A well-planned and executed home visit is a satisfying and effectual teaching method. It is a helping relationship between the family and the teacher in a give-and-listen situation. Home visitation is a teaching technique that can be improved through practice and appraisal. The teacher's decision to personally contact a family or family members by a home visit should be based on one or more of the following reasons:

1. To introduce ideas or to teach a skill
2. To encourage cooperation and participation
3. To stimulate thinking
4. To give the family information necessary for decision making
5. To accomplish a specific purpose (p. 16).

Andrews (1975) points out that for any home visit which is to be successful at increasing parental involvement and making the parent an effective educational change agent, it must be well-designed in advance. Atkins (1975) mentions how a Philadelphia project for increasing parental involvement used home visits as a promotional technique.

Newbury (1976) describes how another school district initiated and structured a home visit program in its district to develop a genuine community education outlook:

When the idea of home visits began, the superintendent and central administrators did it first. Principals followed that lead by setting aside a half day a week for a year (to make their own visits). Then teachers were helped to gain confidence and commitment through combined workshop and visitation days. Home visitation by teachers (resulted) as a frequent, organized, and institutionalized practice in all elementary and junior high schools. The basis, principal, is that if you want residents to reach out to schools, then reach out to the residents (p. 342).

Home visits were instituted in an organized and structured way across the country reported by Dade County, 1977; Lolly and Honig, 1977; Gabinet in Cleveland, 1977; and Kapper in El Paso, 1977. Each project aimed at change in the home environment through training mothers and, thus, the family. The National Home Start Evaluation (Grogan, 1977), the Community Collaborator in Charlottesville, Virginia (Hager, 1977), and the Florida Follow Through (Vacante, 1977) offer pamphlets on how to make home visits.

Gordon (1977) has added new aspects to home visits--vertical diffusion and career development which benefits the child, parents, school and community by training local unemployed-outside-the-home parents to be paraprofessionals. The paraprofessionals aid the teacher as a liaison to other parents. This aspect allows the paraprofessional to become a teacher of his own children and to develop a partnership between the school and community. The paraprofessionals visit the homes to work with children and/or mothers and work in the classroom with teachers. A phenomenon of vertical diffusion has resulted in members of families other than the target child's being affected by the program.

Preliminary findings from the first set of sites indicate impact in the area of career development for low income persons in paraprofessional and nonprofessional positions. By providing jobs and training for low income persons, the program has helped poor families become self-sufficient. This has occurred in many programs, not just Follow Through, and in all our communities (Gordon, 1977, p. 11).

Small and Whitfield (1977) found home visitations and the traveling involved from going to each home as beneficial in getting rural families to participate in attending a center for and welcoming into their home members of a local health clinic trying to train parents to practice good health care habits with their families.

Teachers' Attitudes Toward Home Visits

Many teachers do not make home visits, perhaps because of what Broudy (1972) describes as:

...the negative tone pervading educational writing is that, for most people, discontent is the normal state. The moments of contentment--not to be confused with moments of ineffable joy or ecstasy--are brief interludes between the struggles to achieve (them). Perhaps this is inevitable, perhaps it is even a definition of what it means to be human, but in any event discontent with life goes hand in hand with discontent with schools (p. 5).

Another reason Chilman (1971) gives for teachers' reluctance to visit homes is that some teachers feel inadequate on the socio-economic status ladder when dealing with a parent several rungs above them, especially when the parent is in the community system as part of the local power structure. The school systems often do not provide an acceptable location and time for teacher and parents to meet. These weaknesses are mixed with the teacher's own personality structure which is brought into any communication with parents along with the emotional involvement found to be strong in teachers involved with little children (Chilman, 1971). Grissom (1971) points out that even with the above-mentioned

teacher personalities brought into a parent conference, the benefits of the conference might be helpful in evaluating the plans as to the appropriateness for the child's special needs.

Parents have a right to know about all aspects of their children's education. Parent-teacher conferences must be meetings of equals who display mutual respect (Grissom, 1971). Conant (1971) believes such displays of teacher respect can best be shown by going to parents in their homes in order to work with, talk with, and listen to the parent as an equal. In one school district (Ferguson-Florissant, 1974), it was found that by going to the home, teachers developed a relationship on the parents' homeground, thus changing the teacher's role from that of position to one of acceptance and personal warmth. The child was, in turn, benefiting from the new relationship between parent and teacher. Horn (1970) adds that:

...teachers who make home visits are quick to point out that phone calls and notes have a disadvantage: the teacher doesn't see the home environment (p. 45).

Fusco (1966) refers to educational administrative efforts as being fruitless in encouraging school-home cooperation in inner city neighborhoods. Horn did a spot check around the country in 1970 and found home visits to be rare, with less than ten percent of school districts' encouraging them. He stated that apparently home visits by classroom teachers is "one of those practices more honored in the breach than in the observance" (p. 44). The two means usually relied on by teachers to communicate with parents are notes or parents' nights at school. But Chilman (1971) says neither provided "...the right opportunity for real communication" (p. 122).

When the early childhood programs of the 1960's and 1970's were started, the programs moved right into the home to begin working with the infants through the mothers (Wagner, 1975). A reciprocal feeling of importance was held by parents' regarding the school as a total social, educational, guidance, and leadership institution from which parents sought help, not pity (Williams, 1965). Still, most educators avoid any substantial parent contact and involvement (Broudy, 1972).

Newbury (1976) believes:

...(the principles of open) communications and a willingness to move in new directions haven't changed much. They are supported by efforts to achieve maximum face-to-face contact, policies aimed at high levels of involvement, practices which develop a climate of trust between people, and a persistent willingness to risk that good professional observation and judgment are at least as good as quantified data (p. 340).

Strom (1966) referred to the middle class "fiction" of the condition and ability of the urban poor which has strongly perpetuated itself generation after generation. This attitude has progressed to the point where, according to Klein (1976), the middle class teacher thinks of the urban poor as:

...unclean, indifferent, unmotivated, lacking aspiration, and ungrateful; thus, they should be distrusted, feared, and shunned (p. 117).

Klein wonders how much of this myth is the reason that educators are "often loath to encourage" true parent involvement in the schools.

Yet, educators:

...profess to believe that the most effective program for children creates a partnership between home and school (Ware, 1974, p. 3).

Williams (1965), a teacher, found in dealing with inner city parents that they welcomed teachers warmly into their homes and expressed

their feelings freely concerning the confidence they had in school and in teachers. Thus, parents and teachers may learn from each other, but the blocks to their communicating must be removed. These blocks include:

...intense feelings, ego involvements, deeply held attitudes and values, past histories, and current concerns that parents, teachers and children bring to the communication and behavior drama (Chilman, 1971, p. 24).

The teacher's habit of discouraging home teaching by parents must stop and be turned around by bringing parents into classrooms to help and to learn what materials and approaches are most effective (Conant, 1971).

Parental involvement in education and communication with teachers are necessary influences on a child's achievement in school, according to the literature reviewed on the preceding pages. However, researchers still find many teachers' not communicating, visiting the home, and encouraging parental involvement.

The review of literature includes citations dating from 1956 to 1978. Two ERIC searches (December 1, 1978, and July 9, 1979) and one dissertation search (July 9, 1979) were made. Very little direct information was found concerning the factors that influence elementary teachers to make home visits. Much of the literature expounds on the benefits teachers and school systems can derive from using home visits. A large percentage of the literature is based on research involving federal or other funds to pay or compensate (1) teachers, (2) paraprofessionals, (3) home visitors, (4) counselors, (5) social workers, and (6) clinicians for making home visits.

The reviewed literature was narrowed to the six most direct citations which bear on this study. Of the factors that influence elementary teachers to make home visits, the following items were used to

eliminate the peripheral literature: volunteers paid or somehow compensated, early-childhood or day care, teachers other than elementary classroom, school with grades other than K-6, supportive staff used instead of teachers, researchers making the visits, American society, American history, medical efforts.

The six citations chosen as closest to the direct concerns of this study follow.

A Study of the Opinions of Home Economics Teachers
Regarding Home Visits with Implications for Programs
in Kentucky; Sarah Tabb Henry, Ed.D.; University
of Kentucky, 1977

The study used a questionnaire with a Likert-type scale, as developed by the researcher. Similarities to this study in both influences and questionnaire types are in the areas of (1) values of home visits, (2) acceptance of home visits, (3) constraints experienced by teachers in making home visits, and (4) demographics--(a) number of years of teaching experience, (b) length of extended employment, (c) hours of graduate work, and (d) location of school.

The study's findings as pertaining to this study are:

1. "Parents and students should be informed prior to a home visit."
2. "Teachers did not feel uncomfortable visiting students whose race or culture are different from their own."
3. "In-service programs, services, and activities to help teachers do a better job of home visiting have been inadequate."
4. "Social changes affecting homes and families adversely affected home visitation..."
5. "Differences were found in the opinions of teachers toward home visits according to the demographic factors:

- a. The location of students' homes showed the largest number of differences, and
- b. Teachers whose students were from rural homes had more positive attitudes toward the purposes and values of home visits."

The Effect of Teacher Home Visits on Parental, Faculty, and Student Attitudes within a Selected Iowa School District; John Milton Barron, Ph.D.; Iowa State University, 1975

The study used three standard attitude surveys which revealed:

1. "Teachers would be willing to conduct home visits and parents would be willing to participate in (them)..."
2. "...the majority of the differences (among) groups was generally between students and parents or students and teachers and not between teachers and parents."
3. "Opinion differences between teachers and parents were generally minor..."

A Description and Evaluation of a Program Designed to Enhance Home-School Relations; Dallas Delano Wegener, Ph.D.; Michigan State University, 1975

The study began in the summer with twenty paid teacher volunteers who, after training, "visited 358 families during the course of the 1974-75 school year." Then the teachers (seventeen) and parents (209) completed an evaluation instrument. The evaluation "clearly indicated that teachers and families profited by the visitation experience." The study revealed that participating teachers should use their own discretion concerning the use of short and open-ended questions during the home visit.

Recommendations of each of the above studies indicated (1) that all families concerned with a school or program should be included in a visitation program; (2) teachers should volunteer for such a program;

and (3) teachers, not administrators, should plan and design the program.

Published Reports on the Use of Home Visits

Anthony J. DeLellis, Waynesboro Public Schools, Waynesboro, Virginia; chapter four of Community Involvement for Classroom Teachers by Donna L. Hager and others, Charlottesville, Virginia, July 1977.

DeLellis states three reasons that he has found why teachers might not make home visits:

1. "Teachers have had little, if any, training for home visitations or, for that matter, little training in establishing relationships with parents in any setting."
2. "Only five state education agencies reported" to the Center for the Study of Parent Involvement "that they required training or demonstration of competence on the part of teachers regarding working with parents, to say nothing of working with them in their homes."
3. An internal constraint in talking in the homes of parents exists.

Hackensack Public Schools, New Jersey, Home-School Interaction:

Project LEM, 1973. This project was:

...a program designed for multiage groupings in open space schools...(as)...a multifaceted informational approach to help assure...good public relations...

with parents. The results were:

1. One-fourth of the families in the schools were visited at home.
2. If the families were a problem, teachers decided if the home should be visited.
3. One home visit substituted for two parent-teacher conferences in school.

Helen K. Macintosh and others, Educating Disadvantaged Children under Six, 1965, Disadvantaged Children Series Number 1.

The brochure reflects...the findings of staff members of the Elementary Schools Organization Section of the Office of Education in their visits to sixteen (major) cities... from programs with disadvantaged primary children.

The study found teachers cannot deal with inner-city children of families if the teacher feels "that the child is not worthy and whose behavior may differ greatly" from the type of child the teacher associates with historically and, now, personally.

Each of these citations is a how-to guide for teachers to initiate home visitations.

Summary

Fusco (1966) describes the reason or purpose for teacher home visits when he says:

...that cooperative relationships between parent and teacher developed through face-to-face contacts (are) a key factor in improving school-home ties. As the person who has close and regular contact with pupils, the classroom teacher is the key agent for establishing and maintaining close working relationships with parents. She carries out this responsibility by making home visits, by conducting individual and group conferences with parents at school; by maintaining a working alliance with pupil personnel workers, and by any other means that will give her sharper insights into home conditions that influence the learning and behavior of children in charge (p. 160).

Support for the teacher must be given by administrators, colleges of education, and government educational agencies "...if the teachers are to succeed in efforts to bring about change" (Neimeyer, 1966, p. 7). He emphasizes that the attitudinal factor on the part of teachers must change before new methods of teaching and materials can have a substantial impact.

Attitudes must be known before the strategy for encouraging teacher home visits can be formulated in flexible detail. The attitudes

must be known across the total school community. For each separate school community, a new body of knowledge is required with which to design the strategy for each individual set of circumstances. The answer lies in knowing all the relevant factors, says Halliday (1970), concerning the attitudes of all elements of the community.

The above analysis has viewed the attitudes of parents and teachers toward home visits and the need to study the attitudes of the school community. Home visits are shown to be necessary, for teachers and parents are the key factors in the achievement of a student. No educational system can or will run smoothly until both parents and teachers work together, especially in the inner city.

CHAPTER III

DESIGN OF THE STUDY

Introduction

In this chapter the various steps in developing the questionnaire, the selection of the teachers to be surveyed, the research methodology, and the analysis of data will be explained in detail.

Procedure

The initial steps of the study began in November, 1978, and lasted through early January, 1979. These steps consisted of communicating, meeting, and negotiating with the City School District's Director of Planning, Programming, and Evaluation (DPPE); the Union's Executive Director of the Rochester Teachers' Association (ED of RTA); the Superintendent of the School District of Perry, Michigan; and the principals of the Perry School District who were to be involved with the pilot study. All these parties gave their approval for the formal and pilot studies.

Development of the Instrument

The researcher obtained factors for consideration by asking a panel of five former elementary school teachers who were doing their graduate work at Michigan State University to list those factors they felt influence teachers to make home visits. Two of the panel members

were former presidents of their local unions. A compendium of those factors identified by these graduate students is shown in Table 1.

Table 1.
Initial Set of Factors Influencing
Teachers' Decisions to Visit Homes as
Identified by Former-Teacher Panel

Reasons Why Teachers Made Home Visits

Parent and teacher knew each other socially outside of school.

Parent and teacher knew each other socially through school activities (PTA committees, volunteer chaperones, cake-bakers, teachers had children and/or was same age as parents visited.

Parent made special effort to invite teacher.

Part of teacher's personal/professional style was home visitations.

Student was seriously ill and teacher made social call.

Student was ill and teacher took make-up work home.

Student had a special project going at home which was too cumbersome to move (science project involving radiation and chick embryos).

Child was serious behavior problem and immediate report to parents seemed imperative.

Teacher was doing a case study for course in graduate school.

Teacher followed-up a parent-teacher conference on a particular problem at request of parent.

Reasons Why Teachers Did not Make Home Visits

Teacher had no training in home visit skills. No emphasis was placed on skills or need in teacher-training.

Home visits did not satisfy any of the goals of the school.

PTA was very active.

All the children were doing very well without further home-school interaction.

Parents were never home--they worked evenings and went to cottages on weekends.

Neighborhood was hostile to another race.

Neighborhood crime rate made venturing there dangerous.

Dangerous family situation--or pathetically beyond help--or too many other social workers already working with family.

Home visits handled adequately by support persons or staff.

The school building had too many faculty and committee meetings after school and evenings.

During the Christmas break (December 9 to January 3), the researcher developed a preliminary questionnaire based on these factors. Forty-two questions were developed to be addressed to teachers. The questions regarding home visits covered demographic information, number of home visits made, feelings toward doing home visits, feelings toward benefits for home visits, and feelings toward supportive groups such as PTA, staff, and administration. Copies of the questionnaire were sent to various faculty members at Michigan State University and several administrators in the Rochester, New York, School District so they might make recommendations for change. After meeting with these persons, the researcher made and implemented a list of alterations to the questionnaire.

Pilot Study

Perry, Michigan, was chosen because of convenience to the Michigan State University campus and the limited time for a pilot study. The time available for the pilot study was dictated by the combination of

the prearranged dates for the actual study set by the CSD and the logistics necessary for the study's completion.

In January the researcher met with the elementary school and middle school principals of Perry, Michigan, to set dates and procedures for doing the pilot study. The purpose of the pilot study was to clarify the wording of the questionnaire. The fact that Perry was a very small, rural district not at all similar to the district used for the major research project was not seen as an issue, given the limited goals of the pilot study. It was arranged that the questionnaires and answer sheets would be delivered on Monday, January 22, for distribution by the principals. The principals would use a one-to-one contact approach with each of the teachers, K-6, requesting cooperation. The administering of the questionnaires at a regular faculty meeting was not done due to several factors: (1) school days lost to closing because of snow, (2) the lengthy procedures required to place items on a faculty's meeting agenda, and (3) the time which was too short to allow the use of a faculty meeting if the actual study was to be done according to the time arranged with the Rochester City School District (CSD). The teachers were given the option to volunteer to carry out and critique the survey. They were also given a few days to complete their efforts. The only directions given by the principals to the teachers were (1) use a number two pencil when filling in the answer sheet, (2) follow the directions on the questionnaire, and (3) critique all parts of the questionnaire by writing on the questionnaire.

February 2 was the date for the return of the pilot questionnaires. Over the two-week period prior to that date, school sessions had been interrupted by several snow day closings and meeting schedule changes.

The data and critiques were summarized in order to be presented for analysis and implementation of recommended changes. Twelve teachers completed the pilot study questionnaires. Copies of the revised questionnaires from the pilot study results were mailed to the Rochester City School District; the Director of Planning, Programming, and Evaluation; and the Executive Director of the Rochester Teachers' Association so they might be kept informed and state any recommendations.

Population Studied

Questionnaires were distributed to the entire population of 710 full-time, classroom, elementary teachers, K-6, assigned to the forty-five elementary schools under the direction of the Board of Education for the City School District of Rochester, New York. The questionnaire was administered to all 710 teachers on March 14, 1979, during the regular Wednesday faculty meeting. Of those surveyed, 555 teachers actually returned completed questionnaires. The 155 non-respondents included the entire staff of one elementary school who declined to participate (twenty-seven teachers) and four other schools whose questionnaires were apparently lost in the district's inter-school mail system (forty-nine teachers).

Administering the Teacher Questionnaires

The teacher questionnaires and answer sheets were received by all principals by March 12 for distribution on March 14 at the regular Wednesday faculty meeting. As mentioned previously, the principals had been approached on January 12, 1979, at their city-wide meeting to support and cooperate with the study. Also, the principals had received

two reminders during February about the date of the study and who was to be surveyed.

Only one principal requested to have his school excluded from the survey. For the most part, the principals passed out the questionnaires at the March 14 meetings, giving all K-6 classroom teachers fifteen to twenty minutes to complete them. The principals then collected the completed forms and returned them to the researcher. Some principals requested advice as to another time they might administer the questionnaires since circumstances prevented them from doing so during the Wednesday faculty meetings. The principals were advised they could administer the questionnaires to the teachers as they reported to work on Wednesday morning, if the principals collected the completed forms before the teachers left school that day.

The answer sheets from the survey were checked for proper marking with number two pencils and for double answers so that they could be scored and placed on a computer tape by the Michigan State University scoring office. The data were then tabulated to give totals for each possible response to each question. The tabulated data were mailed to the Parent Center; the Director of Planning, Programming, and Evaluation; and the Executive Director of the Rochester Teachers' Association.

Also at this time, thank you letters were mailed to the Rochester City School District's Superintendent; the Director of Planning, Programming, and Evaluation; each principal who participated; the Parent Center; and others who helped with the study. Earlier in February, thank you letters were mailed to the superintendent and three principals in the Perry, Michigan, school district.

Analysis of Data

Of forty-five possible schools, forty-four were surveyed to obtain teachers' feelings regarding home visits. Once the questionnaires were finished, the principals mailed them via the CSD courier system to the researcher. Most of the survey envelopes were received by Monday, March 19, 1979. Those not received were picked up on April 2, 1979, and consisted of eight envelopes.

The computer data were analyzed at the Michigan State University Computer Center using the Statistical Package for Social Science (SPSS), and data were analyzed by using Pearson correlation coefficients for each question.

Summary

On the previous pages the population, sample, and methodology have been reviewed concerning this study which seeks to identify some of the factors which influence elementary teachers K-6 to make home visits in Rochester, New York.

The population was the total 710 elementary teachers K-6 assigned to the total forty-five elementary schools in the city of Rochester.

The sample used in the study of the population was the total population of 710 elementary teachers K-6.

The research was conducted on March 14, 1979. Questionnaires which used a Likert-type scale were administered to measure teachers' feelings about home visits.

The results were analyzed using an SPSS Pearson R computer program.

The analysis of the data will be reported in the next chapter.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter will:

1. Present demographic data and analyze the sample surveyed to determine if Rochester teachers appear to be similar to the national population. This will be done to help us judge the extent to which results may be generalized to other populations.
2. Analyze demographic data to determine the extent to which relationships exist between population characteristics and teachers' perceptions of the need for home visitations and the extent to which they feel that such visits should be conducted.
3. Analyze data on teachers' attitudes about selected variables in the following groups:
 - a. Perceived logistical difficulties
 - b. Personal fears
 - c. Contractual responsibilities
 - d. Professional role
 - e. Psychological margin

The secondary research questions were:

1. Is there a relationship between selected attitudes and demographic data and the extent to which teachers feel that home visits are appropriate?
2. Is there a relationship between selected attitudes and demographic data and the extent to which teachers report having made home visits?

Summaries of responses to each item included in the survey instrument will be found in the appendix. Only selected items and analyses which seemed to be central to the major findings of this study are discussed in detail in this chapter.

Table 1 shows the comparison of the demographic survey data with national demographic figures for 1979. This table presents data from the questionnaires given to all elementary teachers in the city of Rochester, New York. The total teacher population of the district (K-6) was estimated at 710 based on the October, 1978, EEO (Equal Employment Opportunity) report. One school's principal notified the researcher prior to the printing of the questionnaires that his school would be unable to participate in the study. That situation, together with minor non-response levels in the other schools, reduced the total respondent population to 555 out of a possible 710 teachers, a return rate of 78%.

Table 1 shows that the teachers in the Rochester City School District are basically an older and more educated group with a larger percentage of male elementary and minority teachers than the national percentage. Also, a greater percentage of Rochester teachers have children and live outside the district than the national percentage. Caution should be used, given these unique characteristics of the Rochester teachers, in generalizing from the results of this study to other districts or populations.

Relationships Between Home Visit Behavior and Expectations of Various Teacher Attitudes

It was important in this study to determine if any demographic variables were related to the reported frequency of teacher home visits or to teachers' perceptions of possible frequency of home visits.

Two items were included on the questionnaire that were designed to measure the frequency of home visits presently conducted in the

Table 1. A Comparison of National and Rochester City School District Demographic Data

Area	Sex	Ethnic	Marital Status	Age	Children	Highest Degree	Residence
	Male	Minority	Single	30	Yes	Masters	in CSD
	Female	White	Married	30+	No	Masters +	Out
National	12.8	9.2	20.1	37.1	55	62.5	56
	87.2	90.8	71.3	62.9	45	37.5	44
Rochester	15.5	20.0	26.7	16.1	56.4	47.7	43.1
	79.5	65.9	59.7	70.8	41.1	52.3	55.9

district and the extent to which teachers feel that home visits were possible. Question 10 asked, "How many monthly home visits do you make on the average?" Table 2 presents the data for item 10. It shows

Table 2: Reported Frequency of Teacher Home Visits

	None	1-2	Visits Per Month			Total	NA
			3-4	5-6	7+		
Responses	360	140	32	7	7	546	9
Percentage	64.9	25.2	5.8	1.3	1.3		1.6

that at the time of the study, 64.9% of the teachers made no monthly home visits with only 25.2% making one or two home visits on a monthly average. Thus only 8.4% of the teachers indicate they made three or more home visits on a monthly average. In view of the volume of literature suggesting the importance of home visits, this would indicate low volume of visitations in the Rochester area. At the same time about a third of the teachers indicated that they visit homes at least once a month. That group of teachers who do visit homes could constitute an important core group for activities in the Rochester area designed to increase both the frequency of visits and the number of teachers who meet with parents in the child's home.

Question 18 asked, "Recognizing the difficulties and demands a teacher faces during the school year, what would you think is the maximum home visits a teacher might make?" Table 3 presents the data for item 18. Table 3 indicates that 46% of the teachers feel one home visit is the maximum they might make on a monthly average while 22.0% felt two home visits might be made. Apparently some teachers feel that a greater level of visitations might be possible than is presently

Table 3: Teachers' Perceptions of Maximum Possible Home Visits

	1	2	Visits Per Month			Total	NA
			3	4	5		
Responses	259	122	54	33	40	508	47
Percentage	46.7	22.0	9.7	5.9	7.2		8.5

true of the Rochester district. Still, the numbers of teachers who are making several visits, and who feel several are possible, are small. An attempt was made to determine if various demographic variables were in any significant way related to these data. The data were analyzed to obtain Pearson correlation coefficients to indicate the strength of these relationships.

The predictive level of the relationship that is identified (r^2) and the reliability (significance) of the coefficient must both be considered when making judgments based on correlation analyses. The significance (in the data reported below) is a measure of the error possibility involved in the measurement process and indicates the possibility that the coefficient obtained is an accurate statement of the relationship in question. The coefficient, by itself, is a measure of predictability and must be considered on merit other than the significance. Thus coefficients in the range of $-.35$ to $+.35$ are not sufficiently important to be educationally significant, since such coefficients account for only slightly more than twelve percent of the variance in the relationship.

Borg and Gall (1974) state:

Correlations at this level ($.20$ to $.35$) show a very slight relationship between the variables, although this

relationship may be statistically significant. A correlation of .20 indicates that only four percent of the variance in the two measures that have been correlated in common to both. Correlation in this range may have limited meaning in exploratory research where relationships are being sought using crude measures. Correlations at this level, however, are of no value in either individual or group prediction (p. 359).

Table 4 is a summary of the correlations among the thirteen demographic measures and the two home visit variables.

Table 4: Correlations among Demographic Variables and Measures of Home Visits

Demographic Variable	(Q10) Home Visits Presently Made			(Q18) Home Visits Possible		
	r	r ²	sig	r	r ²	sig
1. Years employed in district	-.01	.0001	.411	-.11	.0121	.007
2. Years teaching experience	-.05	.0025	.124	-.09	.0081	.026
3. Grade level taught	-.01	.0001	.381	.03	.0009	.274
4. Academic background	.09	.0081	.018	.04	.0016	.175
5. Age	.01	.0001	.448	-.07	.0049	.060
6. Length of county residence	-.16	.0256	.001	-.12	.0144	.004
7. Ethnic background	-.02	.0004	.371	-.06	.0036	.122
11. Marital status	.04	.0016	.171	-.06	.0036	.094
12. Sex	.00	.0000	.499	-.08	.0064	.037
13. Children of own	.07	.0049	.041	.09	.0081	.026
14. Raised in Rochester area	.06	.0036	.073	.01	.0001	.385
15. College in Rochester area	.12	.0144	.003	.08	.0064	.028
16. Live in Rochester	-.10	.0100	.007	-.12	.0144	.003

There is a tendency for teachers to respond similarly to both criterion questions (10 and 18). The criterion questions, therefore, may, to some extent, be measuring similar attitudes. Incidentally, the correlation between 10 and 18 is at a .001 significance, but with a coefficient of .32 only account for slightly more than 10.2% of the total variance.

In the right hand column (Table 4) of both home visits presently made and home visits possible, there are several coefficients that could be reported as significant. But even item 6 with a coefficient of $-.16$ only accounts for slightly more than 2.5% of the total variance involved. The predictive value of each of these variables in attempting to account for teacher perceptions of the possibility of home visits is so small as to be educationally insignificant.

The questionnaire was designed to elicit demographic information first, then information concerning teachers' feelings. The teachers' feelings were elicited through the use of the Likert Scale with most questions. The questions were grouped for the purpose of analysis into five categories. The categories, with definitions, are as follows:

1. Perceived logistical difficulties are time and organizational problems which a teacher must be able to manage in order to be able to make home visits;
2. Personal fears are concerns teachers have regarding their safety, security, and well being;
3. Contractual responsibilities refer to responsibilities which are identified in the master agreement as being mandatory in the job description for teachers. This set of items also dealt with the extent to which teachers were inclined to limit their professional role to those tasks specifically stated in the master agreement as part of their job. Home visits are not included in the job description in the present contract;
4. Professional role items refer to the extent to which teachers feel that home visits are appropriate responsibilities for educators and schools. This category also included items designed to elicit teachers' perceptions of the degree to which they are trained or skilled at making home visits; and
5. Psychological margin items indicate the extent to which teachers feel that their psychological energy is sufficient given the demands of their teaching roles, to take on additional responsibilities of home visits.

The group of items included in each section is shown in Table 5, with questionnaire numbers listed on the left.

Table 5: Items from Questionnaire
Included in Each Category
for Analysis of Data

Logistical Difficulties

- 8. Addition of new students to class
- 9. Deletion of students from class
- 17. Likelihood of parent's being home
- 19. Percentage of students living outside the neighborhood
- 33. Does teacher have children to care for?
- 35. Visits discourage conferences
- 40. PTA is helpful
- 42. Personal commitments interfere

Personal Fears

- 21. Parents would welcome teacher into home
- 22. Uneasy when parents visit school
- 27. Safety of neighborhood
- 29. Wants company
- 34. Visit home feelings, nervous/uneasy
- 37. Fears of sexual charges

Contractural Expectations

- 23. Home visits appropriate only for bad kids
- 24. Parents should come to school
- 26. Duty of supportive staff
- 28. District doesn't encourage visits
- 32. Not part of contract

Professional Role and Skills

- 20. Do you know how to make an effective home visit?
- 25. Home visits make a difference in learning performance
- 36. Parents' attitudes as important as teachers' attitudes
- 38. Home visits do not teach a teacher any more about a child
- 39. Children benefit from regular contact between teacher and parent

Psychological Margin

- 30. Too many meetings interfere with home visits
 - 31. Teacher has more important things to do
 - 41. Teacher is too tired after school
-

As with the demographic information, the data were analyzed to obtain correlation coefficients to question 10, "How many monthly home visits do you make on the average?" and 18, "Recognizing the difficulties and demands a teacher faces during the school year, what would you think is the maximum home visits per month a teacher might make?" The correlation coefficient would indicate the strength of the relationship between the responses to each item with questions 10 and 18. The correlations are shown in Tables 6, 7, 8, 9, and 10.

In Tables 6, 7, 8, 9, and 10, only fifteen items dealing with the reported frequency of home visits made presently and thirteen items dealing with the perceived possible frequency of home visits registered at a .001 significance on the Pearson Correlation. Yet, though the level of significance is great, the predictive value of each of the items is not educationally significant. As previously mentioned by Borg and Gall, the predictive value must have a coefficient of $\pm .35$ to be considered slightly educationally significant. Thus, item 24's relationship to question 18 with a coefficient of $+ .32$ only accounts for slightly more than 10.2% (the highest obtained in this study) of the total variance involved. Thus, one cannot assume any of the variables in the sections above are significantly related to teachers' frequency of home visits presently made or teachers' perceptions of possible levels of home visits.

Table 6: Correlations among Eight Logistical Attitudes and Reported Frequency of Home Visits

	Q 10				Q 18			
	r	r ²	sig.		r	r ²	sig.	
8 addition of new students to class	.05	.0025	.133		.00	.0000	.491	
9 deletion of students from class	.05	.0025	.152		.02	.0004	.320	
17 likelihood of parents' being home	-.07	.0049	.067		.07	.0049	.078	
19 percent of students living outside neighborhood	.22	.0484	.001		.06	.0036	.091	
33 does teacher have children to care for?	.20	.0400	.001		.20	.0400	.001	
35 visits discourage conferences	.14	.0196	.001		.27	.0729	.001	
40 PTA is helpful	.04	.0016	.205		.02	.0004	.292	
42 personal commitments interfere	-.22	.0484	.001		-.26	.0676	.001	

Table 7: Correlation among Six Personal Fear Variables and Reported Frequency of Home Visits

	Q 10				Q 18			
	r	r ²	sig.		r	r ²	sig.	
21 parents would welcome teacher into home	-.16	.0256	.001		-.17	.0289	.001	
22 uneasy when parents visit school	.03	.0009	.223		-.04	.0016	.186	
27 safety of neighborhood	-.04	.0016	.170		-.12	.0144	.003	
29 wants company (faculty)during visit	.17	.0289	.001		.28	.0784	.001	
34 visit home feelings--nervous/uneasy	.22	.0484	.001		.19	.0361	.001	
37 fears of sexual charges	.10	.0100	.008		.05	.0025	.125	

Table 8: Correlation among Six Contractual Expectations Variables and Reported Frequency of Home Visits

		Q 10				Q 18			
		r	r ²	sig.		r	r ²	sig.	
23	home visits appropriate only for bad bids	.10	.0100	.012		.08	.0064	.042	
24	parents should come to school	.26	.0676	.001		.32	.1024	.001	
26	duty of support staff, not teachers	.20	.0400	.001		.24	.0576	.001	
28	district doesn't encourage visits	.15	.0225	.001		.03	.0009	.233	
32	not part of contract	.31	.0961	.001		.24	.0576	.001	

Table 9: Correlation of Five Professional Roles and Skills and Reported Frequency of Home Visits

		Q 10				Q 18			
		r	r ²	sig.		r	r ²	sig.	
20	do you know how to make an effective home visit?	-.13	.0169	.002		-.04	.0016	.170	
25	home visits do make a difference in learning performance	-.28	.0784	.001		-.24	.0576	.001	
36	parent attitudes are as important as teachers' attitudes	.04	.0016	.189		.08	.0064	.045	
38	home visits will not teach a teacher any more about a child	.18	.0324	.001		.12	.0144	.004	
29	children benefit from regular contact between teacher and parents	.03	.0009	.256		.04	.0016	.197	

Table 10: Correlation among Three Psychological Margin Variables
and Reported Frequency of Home Visits

	Q 10				Q 18			
	r	r ²	sig.		r	r ²	sig.	
30 too many meetings interfere with home visits	.11	.0121	.004		.14	.0196	.001	
31 teacher has more important things to do	.24	.0576	.001		.26	.0676	.001	
41 teacher is too tired after school	.24	.0576	.001		.27	.0729	.001	

This study identified no common factors influencing the elementary teachers in the Rochester City School District to make home visits. Reasons why this study came out as it did might be: the unique nature of the Rochester City School District to make home visits, the individual characteristics of the teachers, the factors chosen to study, and/or the environment present in each school at the time the study was administered. To this researcher, the strongest reason for the results seems to be the individual characteristics of each teacher as shown by the data. The individual characteristics of teachers refers to their attitudes toward home visits.

Looking only at question 10, the data show 186 respondents indicate they make one or more home visits presently. The researcher can conclude that he is not alone in making home visits. Yet, of the 186, only forty-six make three or more monthly home visits. Thus, the data show the researcher to be part of a small minority of teachers who see home visitations as a regular part of the teaching job.

The response to question 18 seems to indicate there is a large number of teachers (249) who would like to make or increase home visitations as part of the teaching job. Perhaps, if the proper motivational approach were used, more teachers would make home visits in Rochester, New York.

Thus, the data might be implying that the teacher population is so diversified that it should be considered on an individual or small group basis. In approaching the teacher population to encourage home visits, a person might analyze individual and small groups of teachers. Thus, to encourage home visits, a person should remember that this study indicates no one common factor is influential to all the

teachers' views of home visits in Rochester, New York. A person who is assigned to encourage home visits must analyze each teacher in his environment before proceeding to encourage and assist the teacher to make home visits.

Summary

This study has demonstrated that none of the variables studied seems importantly related either to reported home visit frequencies or to teachers' perceptions of how many home visits they could reasonably expect to make. Questions 10 and 18 seem to indicate that while very few home visits are now being made, some teachers are not adverse to increasing that level. The use of the Pearson R correlation to discover what individual variables might be related to the number of home visits made seems to indicate that while none of the variables is significantly enough to be used for formulating policy with respect to the general population of teachers in Rochester, New York, specific variables may prove to be of significance in dealing with individual teachers. Conclusions for policy formulation in the Rochester school district, based on these findings, will be discussed in Chapter V, along with a general summary of the study and recommendations for further research.

CHAPTER V

CONCLUSION

Summary

The purpose of this study was to identify some of the factors related to how elementary teachers view home visits in Rochester, New York. All full-time elementary classroom teachers, K-6, in the City School District of Rochester, New York, were surveyed. It was hoped that this survey of the entire teacher population would give a strong indication of those factors influencing teachers' views of home visits.

The reason for choosing home visits was based on the researcher's ten years of teaching experience with home visits. The researcher hoped to partially understand how fellow professionals viewed home visits.

The surveying of several graduate students in education at Michigan State University, all of whom were former elementary teachers, was done to elicit their perceptions of what influences teachers to make home visits. The researcher then compiled the graduate students' recommendations and devised a questionnaire to be used in surveying teachers. The questionnaire relied on responses of viewpoints using a Likert-type scale as a measure. The questionnaire was pilot tested in the school district of Perry, Michigan. Teachers' reactions from the pilot study were incorporated into the questionnaire used in the major study. On March 14, 1979, the actual survey was conducted in all

forty-four elementary schools in the City School District of Rochester, New York.

The responses were analyzed at the Michigan State University Computer Center using the Pearson correlation coefficients to examine various relationships between selected attitudes and characteristics of teachers and home visit data.

Statement of Problem

Some of the elementary teachers of Rochester, New York, have indicated they feel only positive things about home visitations. The problem was to identify some factors related to teachers' decisions to make home visits.

Research Question

The major research question was: what factors, as indicated on a teacher survey, might encourage home visits by the teachers? The investigation centered on three areas:

1. Demographic characteristics were analyzed to determine if Rochester teachers appear to be similar to the national population as reported in the National Educational Association's "Status of Schools--1975-76." This was done to help judge the extent to which results might be generalized to other populations.
2. Demographic data were analyzed to determine the extent to which relationships exist between these characteristics and teachers' perceptions of the need for home visitations.
3. Data collected from individual teachers, using an instrument developed by the researcher, were analyzed to determine the extent to which teachers' attitudes were related to both the reported frequency of home visits and the extent to which teachers believe home visits to be practical and/or possible. The data on teachers' attitudes were grouped to reflect five categories of variables:

- a. Perceived Logistical Difficulties
- b. Personal Fears
- c. Contractual Responsibilities
- d. Professional Role
- e. Psychological Margin

The secondary research questions were:

1. Is there any relationship between the demographic data and teacher feelings toward home visits?
2. Is there any relationship between the selected variables and the frequency of home visits made by teachers?

Conclusions

The analysis of data revealed no educationally significant factors related to teachers' decisions to make home visits. The lack of any educational significance was based on Borg and Gall's (1977) statement that correlations of $+0.35$ to -0.35 are of no value in either individual or group prediction. However, one should not assume that any of these factors individually or in groups are totally insignificant to seeking an answer as to what motivates teachers to make home visits in Rochester, New York.

Recommendations to Rochester

The Rochester City School District states in its "Philosophy and Goals" (#10):

We believe it is imperative that there exist improved relations among all racial, religious, and economic groups leading to a more humane atmosphere in our schools.

Specific opportunities for interaction among students, teachers, staff, parents, and the community will be developed to provide for a continuing exchange of ideas and understandings (p. iv).

The above statement would indicate that the City School District of Rochester, New York, believes in (1) closer contact between school and parents, (2) parental involvement, and (3) home visitation by teachers.

If Rochester does wish to improve relations through interaction of all groups in the community for a more humane atmosphere in the schools, then encouraging home visitations would be beneficial.

The data have led the researcher to conclude that the City School District of Rochester, New York, is made up of many individual teachers who do not fall into any type of general group with regard to home visits.

The 33.6 percent of teachers who are presently making home visits in Rochester could be used as a core group to work on expanding visitations. These teachers, if given attention by encouragement, articles in City School District papers/bulletins, and time to speak at in-service activities might be able to strongly promote home visits by other teachers. Their enthusiasm could be the selling element to other teachers, along with positive assistance by the City School District.

Thus, it is recommended that, if the City School District of Rochester, New York, wishes to encourage home visitations by elementary teachers, it should:

1. Survey only those teachers presently making home visits to see why they do so. In order to establish conditions conducive to encouraging home visits.
2. Design in-service education programs to meet the distinct needs of individuals or groups of teachers who make home visits or show an interest in making them.
3. Train an individual in each building (principal, vice-principal, or a home visit consultant) who will work with those teachers presently making home visits and encourage and support teachers who indicate a willingness or interest in beginning or increasing their making of home visits.
4. Formally recognize the extra effort and time involved in home visitation in teacher evaluations.

5. Give home visitations priority when scheduling conflicts occur with other school or district meetings.

Personal Reflections of This Study

During this past year at Michigan State University, the researcher has met many educators, read about and heard of many school districts across the country. The Michigan State University experience has led the researcher to believe that his own school district of Rochester, New York, is one of the overall best school districts in the country to work for.

The Rochester City School District has an impressive department of Planning, Research, and Evaluation. This department's growing utilization of computers provides services to the educational professionals of the school district, hopefully resulting in better educated students.

The original dissertation proposal included a parent questionnaire to allow a comparison between parents and teachers' attitudes concerning home visits. This intent and effort ran into many problems, such as:

1. Difficulty of getting parent volunteers from each school;
2. Snow storms occurring on each of the three scheduled training days for the volunteers.
3. Confusion on the part of parents who were unable to attend a training session to learn about their roles.
4. Confusion at schools as to which parent was to receive the survey material.
5. Some surveyors not receiving parental acceptance to be surveyed agreement slips.
6. Threat of a law suit against the researcher from a parent who said he did not want to be in the survey.
7. Surveyor's car's being damaged.
8. Only eighteen of forty-five schools could obtain parent volunteers.

9. Of the one hundred responses recieved, thirty-six came from three schools.
10. Parents' responding who were not part of the randomly chosen sample.

The researcher thus decided against the use of the parents' questionnaire data because the data were so contaminated by the various interferences with the collection process.

Efforts to do a parental survey did teach the researcher that the Rochester City School District has a potentially vital structure to initiate parental surveys. This study was the first of its kind for the Parent Leadership Council (made up of representatives of all recognized parent groups in the city school district) and the Parent Center of the City School District. For a future study to be successful, a researcher must spend a greater amount of time on the site to manage organization, to provide training schedules adaptive to volunteers' needs, and to answer questions.

The researcher also learned about the reactions of teachers who feel threatened by such surveys. Even though the District and Rochester Teachers' Association wrote letters encouraging teacher cooperation and support, many teachers reacted to the survey as an invasion of their privacy or professional competency. Some teachers felt the survey was an effort by the District to add a home visitation requirement to the master agreement. These reactions were told directly by teachers and administrators to the researcher. The researcher is still needed by teachers in the district, ten months after the study, as being the one who sent out "that questionnaire" on home visits.

Principals and vice principals displayed a strong degree of cooperation with the researcher in allowing time for the study during

their in-service time. Several principals extended themselves beyond the cooperation that was asked of them. They did this by attending parent training sessions, offering suggestions on how the questionnaire might be better received by teachers, and telling the researcher if any questionnaire envelopes were lacking materials. The principals presented themselves as a very effective group for disseminating information and materials.

Finally, the researcher is grateful for having observed the interaction and functioning of several of the School District's departments. This kind of observation would not have occurred while the researcher was still a classroom teacher.

Recommendations for Further Research

1. One method of analysis that might be used in a similar study is the multiple regression equation. Borg and Gall (1977) say that:

The multiple regression equation combines the predictive value of several tests or measures into a single formula in order to make as improved prediction. Several predictive instruments, each having fifteen percent or more variance's being predicted, can, when combined, yield a satisfactory prediction provided that they measure different aspects of the predicted behavior. The multiple regression equation weighs each variable in terms of its importance in making the desired prediction (p. 349).

Such an analysis would identify any strong pattern which occurred among items influencing teachers to make home visits.

2. An in-depth study of one or more of the five categories of variables from this study might be done. If, for instance, "logical difficulties" were chosen for further and closer study, the researcher might ask the interpretations possible for answering a question. This

narrowing of the interpretations would allow a closer look at the elements of each logistical difficulty factor surveyed in this study.

3. Choose a school district whose teachers are reflective of the national norms for elementary teachers. This early designation would permit the generalizing of the study beyond the sample used. The study would also use the break down of the national norm-reference in designing the demographic questions. Such a study might then be compared with data common to other studies whose populations reflect the national norms.

4. An interview study might be done of teachers who presently make home visits. Such a study would permit in-depth follow-up to responses given by teachers to the trained interviewer's questions. This follow-up questioning might give insight as to how and what factors influence teachers to make home visits.

5. Another interview study might be done of teachers who presently do not make home visits. Such a study might clearly show how and what factors influence teachers not to make home visits.

6. A study might be done using both recommendations above (4 & 5) in the same school district to see if clear, contrasting factors exist between teachers who do and do not make home visits.

7. A study of administrators could be done to study their attitudes on home visits in conjunction or separately from one of the above mentioned studies. Such a study might reveal some influencing factors which would not otherwise come to light by just interviewing teachers. Such a study might show how much administrators (especially principals) are a strong factor in the teachers' making home visits.

APPENDIX A

Question 1: Number of years employed in the district

	1	1-3	4-6	7-10	11+	NA
Total responses:	13	34	117	136	253-553	2
% of total responses received:	2.3	6.1	21.2	24.5	45.6	.4

Question 2: Number of years teaching experience

	1	1-3	4-6	7-10	11+	NA
Total responses:	4	26	86	126	311-553	2
% of total responses received:	.7	4.7	15.5	22.7	56.0	.4

Question 3: Grade level of teachers

	K	1st	2-3	4th	5-6	NA
Total responses:	43	96	177	79	155-550	5
% of total responses received:	7.7	17.3	31.9	11.2	27.9	.9

Question 4: Highest level of academic achievement

	Bach.	B+15	B+30	B+45 Mast.	B+60 M+15	NA
Total responses:	76	75	114	190	98-553	2
% of total responses received:	13.7	13.5	20.5	34.2	17.7	.4

Question 5: Age of teachers

	24	24-29	30-36	37-44	45+	NA
Total responses:	7	82	172	90	131-482	73
% of total responses received:	1.3	14.8	31.0	16.2	23.6	13.1

Question 6: Number of Years Living in the Rochester Area

	1	1-3	4-6	7-10	11+	NA
Total responses:	9	18	53	77	329-486	69
% of total responses received:	1.6	3.2	9.5	13.9	59.3	12.4

Question 7: Ethnic Background

	Black	Spanish Surname	Oriental	American Indian	Other	NA
Total responses:	75	24	2	10	366-477	78
% of total responses received:	13.4	4.3	.36	1.8	65.94	14.0

Questions 8 & 9: Additions to or Deletions from a Classroom

(Additions)	5	6-10	11-15	16-20	21+	NA
Total responses:	258	173	28	9	10-478	77
% of total responses received:	46.5	31.2	5.0	1.6	1.8	13.9

(Deletions)

Total responses:	262	125	37	22	32-478	77
% of total responses received:	47.2	22.5	6.7	4.0	5.8	13.9

Question 10: Number of Home Visits Made Presently by Teacher

	0	1-2	3-4	5-6	7+	NA
Total responses:	360	140	32	7	7-546	9
% of total responses received:	64.9	25.2	5.8	1.3	1.3	1.6

Question 11: Marital Status

	Sin.	Mar.	Div.	Sep.		NA
Total responses:	148	331	48	18	545	10
% of total responses received:	26.7	59.7	8.6	3.2		1.8

Question 12: Sex of Respondents

	Male	Female		NA
Total responses:	86	441	527	28
% of total responses received:	15.5	79.5		5.0

Question 13: Teachers Who Have Children of Their Own

	Yes	No		NA
Total responses:	313	228	541	14
% of total responses received:	56.4	41.1		2.5

Question 14: Teachers Raised in the Rochester Area

	Yes	No		NA
Total responses:	227	317	544	14
% of total responses received:	40.9	57.1		2.0

Question 15: Number of Teachers Who Attended Undergraduate College in the Rochester Area

	Yes	No		NA
Total responses:	278	270	548	6
% of total responses received:	43.1	55.9		1.1

Question 16: Number of Teachers Living in the City of Rochester

	Yes	No		NA
Total responses:	239	310	549	6
% of total responses received:	43.1	55.9		1.1

**Question 17: Do Teachers Believe Parents Will Be Home if
the Teacher Wishes to Visit Them with Advanced Notice**

	Yes	No		NA
Total responses:	395	54	449	106
% of total responses received:	71.2	9.7		19.1

Question 18: Maximum Number Teachers Feel Might Be Made a Month

	1	2	3	4	5+	NA
Total responses:	259	122	54	33	40--508	47
% of total responses received:	46.7	22.0	9.7	5.9	7.2	8.5

Question 19: Percentage of Students Living Outside the Neighborhood

	none	10%	10-25	26-50	50+	NA
Total responses:	325	116	23	22	57--543	12
% of total responses recieved:	58.6	20.9	4.1	4.0	10.3	2.1

Question 20: Teachers Know How to Make an Effective Home Visit

	Yes	No		NA
Total responses:	456	81	537	18
% of total responses received:	82.2	14.6		3.2

**Question 21: Teachers Feeling for Being Welcomed into the
Home of a Student by a Parent**

	SA	A	UN	D	SD	NA
Total responses:	137	230	118	42	19--546	9
% of total responses received:	24.7	41.4	21.3	7.6	3.4	1.6

Question 22: Teachers Feeling Uneasy When Visited in School by Parent

	SA	A	UN	D	SD	NA
Total responses:	27	34	56	214	217--548	7
% of total responses received:	4.9	6.1	10.1	38.6	39.1	1.3

Question 23: Teachers Feeling of Home Visits' Being Made Only
When Children Are "Bad"

	SA	A	UN	D	SD	NA
Total responses:	25	29	42	211	238--545	10
% of total responses received:	4.5	5.2	7.6	38.0	42.9	1.8

Question 24: Teachers Feeling It Is the Duty of Parents
to Come to School for Meeting

	SA	A	UN	D	SD	NA
Total responses:	120	97	90	154	88--549	6
% of total responses received:	21.6	17.5	16.2	27.7	15.9	1.1

Question 25: Teachers Feeling Home Visits Make a Difference
in a Child's Learning Performance

	SA	A	UN	D	SD	NA
Total responses:	77	153	194	67	50--541	14
% of total responses received:	13.9	27.6	35.0	12.1	9.0	2.5

Question 26: Teachers Feeling Home Visits Are the Job of
Supportive Staff

	SA	A	UN	D	SD	NA
Total responses:	44	81	136	199	82--542	13
% of total responses received:	7.9	14.6	24.5	35.9	14.8	2.3

Question 27: Teachers Feeling the School Neighborhood Is Safe
to Make Home Visits

	SA	A	UN	D	SD	NA
Total responses:	60	153	98	121	144--546	9
% of total responses received:	10.8	27.6	17.7	21.8	20.5	1.6

**Question 28: Teachers Feel the City School District Does Not
Encourage Home Visits**

	SA	A	UN	D	SD	NA
Total responses:	32	104	109	226	75--546	9
% of total responses received:	5.8	18.7	19.6	40.7	13.5	1.6

**Question 29: Teacher Feeling for Another Faculty Member to Accompany
Them on a Home Visit**

	SA	A	UN	D	SD	NA
Total responses:	99	134	83	157	71-544	11
% of total responses received:	17.8	24.1	15.0	28.3	12.8	2.0

Question 30: Teachers Feel after School Meetings Prevent Home Visits

	SA	A	UN	D	SD	NA
Total responses:	95	136	76	191	41-545	10
% of total responses received:	17.1	24.5	13.7	34.4	8.5	1.8

**Question 31: Teachers Feel They Have More Important Things to Do
Than Taking Time to Make Home Visits**

	SA	A	UN	D	SD	NA
Total responses:	65	103	88	198	89-543	12
% of total responses received:	11.7	18.6	15.9	35.7	16.0	2.2

**Question 32: Teachers Feelings that Since Home Visits Are Not Part
of the Contract, They Do Not Make the Visits**

	SA	A	UN	D	SD	NA
Total responses:	48	64	68	238	123-541	14
% of total responses received:	8.6	11.5	12.3	42.9	22.2	2.5

**Question 33: Teachers Have Children to Care for at Home after
School Making Home Visits Impossible**

	SA	A	UN	D	SD	NA
Total responses:	63	69	56	189	152-529	26
% of total responses received:	11.4	12.4	10.1	34.1	27.4	4.7

**Question 34: Teachers Feeling Uneasy or Nervous in Visiting the
Parents' Home**

	SA	A	UN	D	SD	NA
Total responses:	34	62	64	229	154-543	12
% of total responses received:	6.1	11.1	11.5	41.3	27.7	2.2

**Question 35: Teachers Feelings about Home Visits Discouraging Parent
Attendance at Parent-Teacher Conferences**

	SA	A	UN	D	SD	NA
Total responses:	109	118	94	151	77-549	6
% of total responses received:	19.6	21.3	16.9	27.2	13.9	1.1

**Question 36: Parent Attitudes Are as Important as Teacher Attitudes
in a Child's View Toward Learning**

	SA	A	UN	D	SD	NA
Total responses:	406	107	11	14	16-554	1
% of total responses received:	73.2	19.3	2.0	2.5	2.9	.2

**Question 37: Teachers Feeling Afraid of Being Accused of Improper
Sexual Behavior by a Parent During a Home Visit**

	SA	A	UN	D	SD	NA
Total responses:	20	15	49	128	326-538	17
% of total responses received:	3.6	2.7	8.8	23.1	58.7	3.1

Question 38: Teachers Cannot Learn More about Students by Making Home Visits

	SA	A	UN	D	SD	NA
Total responses:	30	20	45	211	237-543	12
% of total responses received:	5.4	3.6	3.1	38.0	42.7	2.2

Question 39: Parent-Teacher Contact Is of Benefit to Children

	SA	A	UN	D	SD	NA
Total responses:	305	186	30	16	12-549	6
% of total responses received:	55.0	33.5	5.4	2.9	2.2	1.1

Question 40: The PTA Is a Helpful Group at My School

	SA	A	UN	D	SD	NA
Total responses:	71	168	117	104	88-548	7
% of total responses received:	12.8	30.3	21.1	18.7	15.9	1.3

Question 41: Teachers Feel too Tired after School to Make Home Visits

	SA	A	UN	D	SD	NA
Total responses:	124	136	80	143	62-545	10
% of total responses received:	22.3	24.5	14.4	25.8	11.1	1.8

Question 42: Teachers Feelings Toward Adjusting Their Personal Commitments to Make Home Visits

	SA	A	UN	D	SD	NA
Total responses:	57	212	93	102	73-537	18
% of total responses received:	10.3	38.2	16.8	18.4	13.2	3.2

APPENDIX B

TEACHER QUESTIONNAIRE

March 14, 1979

Dear Elementary Teacher:

Your help is needed in a research project to find out what factors influence you to make home visits.

A random sample of twenty parents from each neighborhood school will be surveyed to find out how they feel about teachers making home visits.

Every elementary classroom teacher in the City School District of Rochester is being surveyed today. This questionnaire was designed to provide you the opportunity to express your opinions on making home visits. There are no right or wrong answers. Just your honest opinions are sought.

Please, use only a number two pencil when filling in the answer sheet. The only information that will be placed on the computer sheet is that indicated by you. One extra responses, number 43, will be filled in by me to indicate from which school neighborhood the survey was done.

Your name will not be used in any way whatever. Your answers will be combined with other City School District Elementary Teachers responding to the survey.

Please, do not place your name on the survey or answer sheet.

Thank you for your help and cooperation in this project.

Sincerely,

Alfred E. Smith
an Intermediate Teacher from
Carthage #8, RCSD;
on sabbatical leave at MSU

Directions on how to indicate your responses:

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. How many years have you been employed in this school system?	1	1-3	4-6	7-9	11+
If your answer is 4-6, mark on answer sheet: 1. 0 1 ● 3 4					
14. What is your ethnic background?	Bla Span Ori Amer Other Surn ntal Indi				
If your answer is Caucasian, mark other: 14.0 1 2 3 ●					
15. Do you live in the City of Rochester?	Yes	No			
If your answer is No, mark 1: 15. 0 ● 2					
<hr/>					
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	SA	A	UN	D	SD
If you strongly agree with the statement, mark as such:	19. ●	1	2	3	4
If you agree with the statement, mark as such:	23. 0	●	2	3	4
If you are undecided about your opinion regarding the statement, mark as such:	30. 0	1	●	3	4
If you disagree with the statement, mark as such:	38. 0	1	2	●	4
If you strongly disagree with the statement, mark as such:	42. 0	1	2	3	●
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. How many years have you been employed in this school system?	1	1-3	4-6	7-10	11+
2. How many years of teaching experience do you have?	1	1-3	4-6	7-10	11+
3. What approximate grade level do you teach? (majority of your students)	K	1st	2-3	4th	5-6
4. What is your level of academic achievement?	Bach	B+15	B+30	B+45	B+60
	B			Mas	Mas+
5. What is your sex?	Male Female				
6. What is your age?	24	24-29	30-36	37-44	45+
7. Marital status?	Sin. Mar. Div. Sep.				
8. Do you have children of your own?	Yes No				
9. Were you raised in the Rochester area (Monroe County)?	Yes No				

	0	1	2	3	4
10. Did you go to college (undergraduate) in the Rochester area?	Yes	No			
11. How long have you lived in the Rochester area? (years)	1	1-3	4-6	7-10	11+
12. During the course of the school year, how many children were added to your original group?	5	6-10	11-15	16-20	21+
13. During the course of the school year, how many children left your original group?	5	6-10	11-15	16-20	21+
14. What is your ethnic background?	Bla	Span	Orien	Amer	Othe
	Surn	tal	Indi		
15. Do you live in the city of Rochester?	Yes	No			
16. How many monthly home visits do you make on the average?	0	1-2	3-4	5-6	7+
17. Recognizing the difficulties and demands a teacher faces during the school year, what would you think is the maximum home visits per month a teacher might make?	1	2	3	4	5+
18. What percentage of your classroom students live outside the school neighborhood? (about)	0	10%	10-25	26-50	50+
19. Parents are usually home if they know I will be visiting them at home.	Yes	No			
20. The parents of my students would welcome me into their homes.	SA	A	UN	D	SD
21. I feel uneasy when being visited by parents in the school.	SA	A	UN	D	SD
22. Teachers should make home visits only if children are "bad" in school.	SA	A	UN	D	SD
23. I do not know how to make an effective home visit.	Yes	No			
24. I should not be expected to visit the homes of my students because it is the duty of the parent to come to school for a meeting.	SA	A	UN	D	SD
25. Home visits by me do make a difference in the learning performance of a child in the classroom.	SA	A	UN	D	SD
26. Home visits are the duty of the support staff in the school rather than the teachers.	SA	A	UN	D	SD
27. The school neighborhood that I teach in is a safe place for me to make home visits.	SA	A	UN	D	SD
28. The city school district does not encourage teachers to make home visits.	SA	A	UN	D	SD
29. I prefer another faculty member accompany me when I make a home visit.	SA	A	UN	D	SD
30. I have too many meetings to attend after school, preventing me from making home visits.	SA	A	UN	D	SD

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31. I have more important things to do than taking time to make home visits.	SA	A	UN	D	SD
32. Home visits are not part of the contract; therefore, I do not make them.	SA	A	UN	D	SD
33. I have to be home to pick up my children and/or to baby sit, making home visits impossible.	SA	A	UN	D	SD
34. Meeting parents in their homes makes me feel uneasy or nervous.	SA	A	UN	D	SD
35. If I make home visits, parents are not likely to come to school for parent-teacher conferences any more.	SA	A	UN	D	SD
36. Parent attitudes are as important as teacher attitudes in a child's view toward learning.	SA	A	UN	D	SD
37. I am afraid of being accused of seeking improper sexual behavior by the parent if I visit the home.	SA	A	UN	D	SD
38. I cannot learn any more about a student in my room by visiting the home.	SA	A	UN	D	SD
39. Children benefit from regular contact between teacher and parent.	SA	A	UN	D	SD
40. I am too tired after school to make home visits.	SA	A	UN	D	SD
41. My personal commitments after school can be adjusted to make home visits.	SA	A	UN	D	SD
42. The PTA is a positive force at my school toward helping me (in various ways).	SA	A	UN	D	SD

APPENDIX C

LETTERS OF COMMUNICATION

Owen Graduate Hall E-28
Michigan State University
East Lansing, MI 48824
February 1, 1979

Dear Principal:

This letter is a reminder and a clarification. It is a reminder of my request for your assistance with my doctoral dissertation survey (during your January 12, 1979, meeting at School No. 6). The clarification consists of your role in the survey and the steps involved in the survey touching your school's neighborhood.

Clarification:

1. Feb. 12, 1979 Al Smith will train 45 parent volunteers on
 & how to conduct the parent survey in 20 random-
 Feb. 26, 1979 ly chosen homes in each school neighborhood.
2. March 5, 1979 I request your permission to have a "Parent
 Willingness to Participate" slip sent home
 with the oldest child of each of the 20 ran-
 domly chosen homes in your school neighbor-
 hood. The slip is to be returned by the par-
 ent by March 9 to the school for the parent
 volunteer.
3. March 12, 1979 Parent Volunteers begin visiting the homes
 & of the parents who indicated their willing-
 March 16, 1979 ness to be surveyed. The parent volunteer
 will send in the surveys (20) done and/or not
 done by March 19, 1979.
4. March 14, 1979 Principals pass out survey to elementary
 classroom teachers (K-6) during the faculty
 meeting (preferably at the first part of the
 meeting), allowing 15-20 minutes for comple-
 tion. Surveys are then placed, after collec-
 tion the same day, in the envelope provided
 for pick up by the RCSD courier.

Your cooperation and help will be most appreciated. Please, allow the parent volunteer to interrupt your busy schedule now and then for brief moments of advice which they may seek from you.

Thank you.

Sincerely,

Alfred E. Smith
Intermediate Teacher on
sabbatical from #8 school.

We, the undersigned, request your cooperation with this survey.

David N. West

Joseph Pasquella

Owen Graduate Hall E-28
Michigan State University
East Lansing, MI 48824
February 24, 1979

Dear Principal:

This note is to clarify your role in my dissertation survey that I requested your help with.

On March 14, please just hand out the questionnaire and the computer answer sheets to all your K through 6th grade, full time classroom teachers.

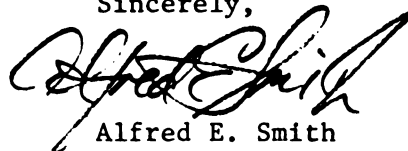
**** Please, allow 15-20 minutes of the faculty meeting to complete. ****

Have the teachers return them to you before leaving the meeting. Please do not allow the teachers to take the questionnaire home.

Please, place them in the envelope (that the questionnaires came in on Monday, the 12th) and return them to Dr. Weart's office - 410 Alexander Street - by way of RCSD Courier.

Thank you,

Sincerely,

A handwritten signature in dark ink, appearing to read "Alfred E. Smith", written in a cursive style.

Alfred E. Smith

P.S. The Parent Volunteer will handle the surveys with the parents, exclusively.

March 6, 1979

Dear Principal:

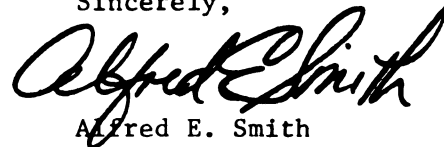
Please remember to:

1. Use a Number Two (2) pencil on computer answer sheets.
2. Make no marks on computer sheets other than answers.
3. Tell teachers to read directions, please.
4. Give 15-20 minutes.
5. Return all envelopes as soon as surveys are completed and/or by March 19.
6. Survey can only be conducted on the day of March 14.
7. If you have any questions during the week of March 12-16, you can reach me at 325-4560, ext. 363.

When you have finished the survey, please place the answer sheets and remaining questionnaires in the manila envelope and return to me, in care of the return address indicated on the envelope (From:). Please cross out your name and change "From" to "To."

Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alfred E. Smith".

Alfred E. Smith

AS/mrv



rochester teachers association

277 Alexander Street • Rochester, New York 14607 • 716-546-2681

February 26, 1979

Dear Colleague:

Alfred Smith, a member of RTA, is currently on sabbatical leave from School No. 8, studying at Michigan State University. As a part of his studies, Al is conducting a research project about teacher attitudes towards home visits.

This project provides an opportunity for teachers to share perceptions and experiences regarding contacts with parents in their homes. With the cooperation of your principal, 15-20 minutes will be set aside during your faculty meeting on March 14 to fill out a questionnaire.

On behalf of Al, I ask for your cooperation and assistance in filling out the survey form during your meeting. Results of this research project will be made available both to RTA as well as individual teachers and should provide us with useful data concerning the topic of home visits.

Sincerely,


Joseph Pasquarella
President

JP:lm

CITY SCHOOL DISTRICT
DIVISION OF INSTRUCTION
410 ALEXANDER STREET
ROCHESTER, NEW YORK 14607

February 22, 1979

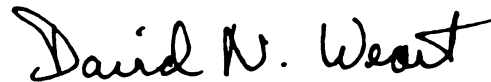
Dear Colleague:

This letter will confirm City School District approval of Mr. Alfred E. Smith's research study in Rochester. This approval grants permission to Mr. Smith to ask your participation in his project to find out how you feel about teachers making home visits.

Mr. Smith is an intermediate grades teacher studying this year at Michigan State University on sabbatical leave from the School No. 8 staff. His study offers the potential of very helpful information about the value of teacher home visits. We hope that you will be willing to participate in the study by answering a short survey.

Your cooperation and help will be appreciated.

Sincerely,

A handwritten signature in black ink that reads "David N. Weart". The signature is written in a cursive style with a large, stylized "D" and "W".

David N. Weart
Administrative Director
Planning, Research, and
Evaluation

DNW:vp

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BIBLIOGRAPHY

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