TEACHER PERCEPTION OF EDUCATION PROGRAM
SUITABILITY IN NORTHERN SASKATCHEWAN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF EDUCATION
IN THE COLLEGE OF EDUCATION
UNIVERSITY OF SASKATCHEWAN

by

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SASKATOON, SASKATCHEWAN
SEPTEMBER, 1970

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ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the assistance that he received from his advisor Andre Renaud. He is further indebted to Dr. B.S. Randhawa and to Dr. J.C. Egnatoff, who provided valuable criticism and encouragement during the course of the study. The writer also wishes to express his appreciation for the cooperation of the teachers in Northern Saskatchewan. Finally, the writer wishes to acknowledge the scholarships which he received from the Institute for Northern Studies and the Chase Memorial Scholarship Fund, as well as the research grant provided by the Saskatchewan Teachers' Federation.
ABSTRACT

The purpose of this study was to determine teacher perception of education program suitability in Northern Saskatchewan. The sample consisted of one hundred sixty-five divisions I, II and III teachers in Northern Saskatchewan. Analysis was made on teachers as a total group, and teachers grouped according to the following variables: type of teaching certificate held; area of study in teacher training; total years of teaching experience; total years of teaching experience with Indian and Metis children; division level of experience with Indian and Metis children. Six hypotheses were proposed regarding the total group and the five variables.

In order to test these hypotheses, all teachers in divisions I, II and III in Northern Saskatchewan were asked to complete a questionnaire designed to determine their perception of education program suitability.

The first hypothesis, that teachers would generally perceive the education program as unsuitable, was tested by determination of standard score probability of error for teacher responses to Part II of the questionnaire. Hypotheses two to six inclusive, that teacher perception of education program suitability would vary according to the five variables mentioned above, were tested by means of multi-factor analysis of variance. Responses to Part III of the questionnaire were analyzed by means of frequency tables.
It was found that generally teachers felt that the education program in Northern Saskatchewan was unsuitable. Areas of the program perceived as least suitable included programs in reading and literature, English and social studies. The shortage of relevant resource materials was seen as a problem by a significant number of respondents. Areas perceived as most suitable by the teachers included nature science, mathematics, the adapted social studies program for pupils of Indian ancestry and pre-vocational and vocational courses.

When teachers were grouped according to the five variables referred to earlier, several significant differences in perception of education program suitability were noted. Teachers who had taken courses in Indian or cross-cultural education perceived the education program to be less suitable than did teachers who had not taken courses in these fields. It was also noted that teachers with less than four years of teaching experience with Indian and Métis children, and teachers with a total of less than four years of teaching experience perceived the education program to be less suitable than did teachers with more experience. A significant interaction was found to exist between area of study and division level. No significant differences were noted when teachers were grouped according to the type of teaching certificate they held, or according to the division level in which they had experience with Indian and Métis children.
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CHAPTER I

THE PROBLEM

Introduction

Schools in Canada have been developed to serve the needs of all Canadian children in order that they may more ably participate as cooperating and contributing members of Canadian society. Idealistically, educational services are primarily aimed to help the individual child develop his potential. The practical application, however, may be somewhat different.

Among the variables jeopardizing equalized educational opportunity is the socio-cultural background of the child. In the case of Indian and Metis children, many, because of geographical isolation and cultural perseverance reinforced by social, economic, and administrative separation, are not fully integrated into the main stream of Canadian society.

Studies have shown that Indian children of Saskatchewan and especially those of the northern regions undergo a pre-school life experience significantly different from that of the majority of students in Saskatchewan for whom

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the provincial school program and the total formal education system are designed. All of their out-of-school hours are spent in this different environment. It is this frame of reference which they know best and in which they feel most comfortable. If the schooling experience is to help integrate these children into the mainstream society, it must be carefully geared to the on-going life experiences of the children. If it is not, the physical and psychological adjustment of the children into the classrooms and later into life will not be a genuinely satisfying experience.

Since 1944 when the provincial government first became directly involved in education in Northern Saskatchewan, an area populated predominantly by Indian and Metis people, it has realized that this is an area with special problems and needs. Various school program changes have been tried since that time, but it has only been in the last decade that educators have generally become concerned with


educational efforts in that region.

C.H. Piercy, author of the first major study by the province on educational facilities in Northern Saskatchewan, was administrator of schools in that region from 1944 to 1949. He recommended to the Department of Education that there be developed a school program for Northern Saskatchewan in which one half of the time would be devoted to practical courses as opposed to the on going school program which was centered around the three R's, health, organized play, and continual stress on the use of English at all times.

However, because of the large number of Indian and Metis children of school age who were not attending schools, major efforts in education in Northern Saskatchewan from 1945 to the early 1960's was aimed at getting all children of school age into school, with very little being done in adapting the program to fit the needs of the people in that area.

In 1962 a directive from the Education Division of the Indian Affairs Branch made it mandatory to teach a daily half hour of oral English up to and including grade

5 Ibid., p. 17.
6 H. Buckley and others, op. cit., p. 33.
six in schools attended by Treaty Indians. This included most Northern Saskatchewan schools. In response to teacher needs for a course outline, Rose Colliou of Indian Affairs Branch, Curriculum Section, drafted an experimental program which covered the following areas: 1) choral speech; 2) verb tense practice; 3) idiomatic expressions; 4) question and dialogue; 5) vocabulary enrichment; 6) growth in sentence structure; and 7) discussion topics incidental to content areas of the course. By 1966 all Northern Saskatchewan schools were following the "Rose Colliou English Course".

Basically the same reading programs are used in Northern Saskatchewan as in the southern part part of the province. Other reading programs which are being tried on an experimental basis are S.R.A. (Scientific Research Associates) Reading Laboratories which are used mainly for remedial reading purposes, and I.T.A. (Initial Teaching Alphabet), a linguistic approach to reading, which is now used only in the La Ronge and Ile a la Crosse schools.


A special social studies program for pupils of Indian ancestry was developed by Andre Renaud and interested teachers enrolled in Education 357 at the University of Saskatchewan during the summers of 1963 - 1965. By 1966 a complete social studies program grades 1 - 6 was available to teachers in Saskatchewan to be taught as an option to the regular provincial social studies program. The division I course outline of social studies for pupils of Indian ancestry was included in the Curriculum guide as Appendix E. The division II social studies program for pupils of Indian ancestry has remained a separate mimeographed supplement. This social studies program, grades 1 - 6, was developed on the following hypothesis:

The out of school socialization process that the Indian and Metis child undergoes is quite different from that of other Canadian children. It is extremely localized to the area in which his people are living and restricted to these people. Unless this child is led step by step to discover the relationships that he and his people have with other people in other places elsewhere in Canada, in North America, and in the world, it is very hard for him to feel that he belongs to the school he is attending and to the society which is providing him with this school. The provincial


curriculum guide does not develop an understanding of who the Indian child is, who were his people, what part they played in the development of Canada, and how they became what they are today, and how they solve their problems.13

The social studies program for pupils of Indian ancestry attempts to fill this gap. It reorganizes the total content in an effort to make it more relevant to the Indian and Metis child's experiences. It starts with the local community and moves gradually out to the regional, provincial, federal and international boundaries from the perspectives of an historical, social, economic, cultural and political context. There is great emphasis on cultural and "Canadian" studies.

The original intention at the time of adoption of the social studies curriculum was to develop modified curricula in other subject matter fields as well. This has not come about, except in the language arts.

A survey conducted by the Indian and Northern Curriculum Resources Centre of the College of Education to determine how many Northern Saskatchewan teachers were using the modified social studies program indicated that,

13 Ibid., pp. (1) - (11).

in fact, very few were. Out of 195 survey forms mailed, 40 were returned and of these 18 were using the social studies program in part or full. A majority of the teachers were not aware that such a program even existed; others felt it did not apply to their situation, was a "watered-down" program, or were directed by their principal not to use it. Thus, although attempts have been made in curriculum adaptation, basically the same course of studies is used as in the remainder of the province.

In the last 5 years there has been a trend toward more vocational training courses offered as part of the regular school program. In that period, larger schools such as Beauval, Ile a la Crosse, La Loche, La Ronge and Cumberland House have added to their school complex vocational facilities for both boys and girls. The main courses offered are basic woodworking for boys and home economics for girls. In subject areas other than the language arts, social studies and vocational training, the school program


16 Ibid., p. 2.

of studies has remained the same as that in the southern part of the province.

Special courses, aimed at helping teachers better understand the Indian and Metis community and to furnish them with the knowledge and tools necessary to adjust the school program to the local community resources and needs, have been offered by the Indian Education program at the University of Saskatchewan since 1961. Knill and Davis, in a study of education in Northern Saskatchewan, found that 7.5 percent of the teachers saw no need for special education courses, 47.2 percent wanted special courses such as those mentioned above, and 34.0 percent saw a need for courses in Indian culture. According to a survey made by the Indian Education Program at the University of Saskatchewan, approximately sixty teachers presently teaching in Northern Saskatchewan have taken specialized courses in preparation for teaching in Indian and Northern communities.

Statement of the Problem

As will be indicated in the review of related literature, teachers do realize that there are many problems concerning the Indian and Metis child and the current education program, but are hesitant to accept new approaches that have been

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suggested or tried. Thus, before further meaningful development of education programs for Indian and Metis pupils can take place, it seems necessary to discover how suitable the teachers perceive the present education program and in what areas they feel changes are most urgent.

This study proposes to examine teacher perception of the suitability of the education program for Indian and Metis children in Northern Saskatchewan.

Hypotheses

1. In general, teachers of Indian and Metis students in Northern Saskatchewan will perceive that the current education program is unsuitable for their students.

2. Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will vary according to the type of teaching certificate held.

3. Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will vary according to whether or not they have completed courses in Indian and/or cross-cultural education.

4. Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will vary according to the total number of
years of teaching experience.

5. Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will vary according to the number of years of teaching experience completed with Indian and Metis children.

6. Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will vary according to the division level in which the teacher has had experience with Indian and Metis children.

**Delimitation of the Problem**

The study is a survey and analysis of teacher perception, as defined in the definition of terms, of education program suitability in Northern Saskatchewan. Geographically, it is limited to perception by those teachers teaching one or more of grades one to eight inclusive in those schools under the jurisdiction of the Northern School Board. This area of the province is referred to as Northern Saskatchewan. There are two main reasons for delimitation of the study to Northern Saskatchewan. First, the region is administered as a Larger School Unit of Administration with administrative and supervisory personnel centered in Prince Albert. Second, the area is populated predominantly by
Cree, Chipewyan and Metis people who are economically and socialy homogeneous in all parts of Northern Saskatchewan. The study does not go into any depth in teacher perception of the suitability of any one subject area of the school program. It was felt that in-depth studies of particular subject areas such as English as a Second Language, or social studies could best be done in separate but related research.

**Significance of the Study**

As is pointed out in the following chapter which deals with the review of literature in Indian education and related cross-cultural studies, a considerable amount of research has been done on the problems of Indian education. Over the past ten years researchers have identified the problems and needs as essentially the same and have suggested similar recommendations. This study examines teacher perception of the suitability of the education program in Northern Saskatchewan. Teacher perceptions are seen as very important since they are the keys between recommended changes and innovations and what actually goes on in the classroom. The most thorough study of the goals and needs of an education program for Indian and Metis students is of very little consequence unless the teachers are in agreement with its recommendations and thus willing to implement them.

Those involved in teacher training and in curriculum
development for Indian schools cannot be sure of the results of their efforts until they are aware of how the teachers in the field perceive goals, methods, materials and ideas that have been developed. Teacher trainers and curriculum developers will not have clear guide lines for future developments until they know how the teachers perceive the education program needs in their schools. The findings of this study will be of interest to them.

Definition of Terms

EDUCATION PROGRAM. That which is taught in the schools as well as the sequence of learning activities through which it is taught.

GOALS IN EDUCATION. The purposes for which the school exists and operates in the community.

INDIAN. This term refers to "Treaty Indian" as defined in the Indian Act, and is used in this study to describe those Indians who have remained within Treaty.

METIS. This term is used to describe those people of Indian background who are not Treaty Indians as defined under the terms of the Indian Act. They are frequently referred to as non-treaty Indians.

NEEDS. Urgent requirements for something essential or desirable that is lacking.
NORTHERN SASKATCHEWAN. That area of Northern Saskatchewan as defined by the Northern Administration Act. For the purposes of this study Uranium City and Creighton are excluded. The term Northern Areas is used synonymously.

PERCEPTION. Interpretation of a situation made by an individual on the basis of his experiences and purposes.

TEACHER. A person holding a legal certificate of qualification issued by the Department of Education.

Organization of the Remainder of the Study

The balance of this study is organized as follows: Chapter Two consists of a review of the related literature. Chapter Three is a description of the procedures of the study. The findings of the study are presented in Chapters Four and Five. Chapter Six, the final chapter, contains a summary of the report and the conclusions and recommendations reached from the study.
CHAPTER II

A REVIEW OF THE LITERATURE RELATED TO TEACHER PERCEPTION OF EDUCATION PROGRAM SUITABILITY

The purpose of this chapter is to provide background information for discussion and interpretation of the findings of the study. It is divided into two sections. The first section deals generally with the nature of perception. Factors which influence a person's perception of another person, group, or situation are identified. The second section is a review of the studies done on teacher perception of problems, purposes, needs and recommended changes of the education program in Indian and Metis communities.

The Nature of Perception

Teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan will be based upon their perception of the Indian and Metis people as they are now physically, socially, culturally and psychologically. It will also indicate how well the education program is assisting the Indian and Metis children in fulfilling their needs and goals in life. Basically then, this study is concerned with person perception, as defined by Secord and Backman, and those experiences and situations
which affect one's perception of another person or persons. Person perception focuses on the process by which impressions, opinions, and feelings about another person are formed. Person perception, as used in this study, does not mean only the use of direct sensory information, but could also include perception based on statements by someone else or on knowledge of the person(s) gained through indirect means.

Aspects Which Shape Perception

Man always perceives in the light of his accumulated experiences. No two people have the same experiences or possess the same knowledge and skills; hence, they cannot perceive situations exactly the same. The relatedness of past experiences and perception is especially crucial in a cross-cultural situation. It is very likely that each group's perception will differ substantially due to differences in cultural background. Values, for example, vary with

\[\text{References}\]


2. Ibid., p. 49.

different backgrounds. The values of an experienced teacher in a particular community will differ from those of an inexperienced teacher causing a difference in perception of suitability of the education program for the needs of the Indian people.

Since a person cannot respond to all aspects of another person or situation readily, he resorts to a classification system. More specifically, he uses available information to place the person, group, or situation in a category associated with certain personality, cultural, or situational attributes. The action of assigning attributes to a person solely on the basis of the class or category to which he belongs is known as stereotyping. Stereotyping has three characteristics: the categorization of persons or situations, a consensus on attributed traits, and a discrepancy between attributed traits and actual traits.

Bruner and Perlmutter in a study of person perception of people of French, German and American background found that nationality plays a very important

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6 Paul F. Secord and Carl W. Backman, loc. cit.
role in characterization of people.

When someone is in frequent interaction with another person or group of persons structured relations develop and perception must be examined in that context. Role, liking or disliking, status, and power are particularly significant.

Jones and deCharms emphasize the importance of role. Two ideas of importance are mentioned. These are the position occupied by the perceiver and the perceived and the fact that certain expectations are held as to the attitudes and behavior that should characterize a person in that position. When a person occupies a certain position, appropriate role behavior and personal attributes appropriate to that position are expected of him.

Liking for other persons is related to person percep-

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9 Ibid.

10 Ibid.
tion in two ways. First, like or dislike for others has certain effects on the perception of those persons. Second, liking is itself a way of perceiving other persons. A perceiver is likely to attribute favorable traits to a person who is liked and assign less favorable traits to a person who is disliked.

Two other aspects of structured relations that merit attention are status and power. Where status and relative powers of perceiver and perceived are markedly different certain consequences for person perception evolve. Certain characteristic, rather undesirable, traits are often attributed to higher status persons especially if they have performed some act detrimental to the perceiver. On the other hand, a high status person performing a benevolent act would be liked better than if he were of equal status with the perceiver. When one is perceived as behaving so


13 Ibid., p. 262.
as to decrease another's power, he will be less favorably perceived and possibly with hostility. If one behaves so as to enhance another's power and status he will be more favorably perceived.

All of the above aspects must be kept in mind in discussion of teacher perception of education program suitability for Indian and Metis children since they are what the perception is based upon.

Perceptions in Indian Education

Teacher Awareness of Socio-Cultural Differences

In order to help a child learn, the teacher himself must discover the reference points from which the child starts. Specifically the teacher must learn a good deal about the child's cultural environment and his cultural motivation.14

The necessity for learning the basic culture of the pupils is especially urgent for a teacher of pupils who are culturally different than the teacher himself. If any child views himself at odds with the learning situation, it is doubtful if it can do much in terms of strengthening his


self concept or if he can obtain much value from the
situation.

Ulibarri found that teachers generally were only
aware of overt differences, such as language, which affected
the child's performance at school. In addition, teachers
were very aware of the differences in the life experience of
the children. They felt that Anglo children had better out-
of-school experiences than did Indian or Spanish American
children, but were unable to interpret this in terms of the
school program. School experiences, teachers felt, were
equally meaningful for all children. Teachers were gener-
ally unaware of socio-cultural factors impinging on educa-
tion, although teachers with five or more years of teaching
experience, according to Devaney, were more aware of these
differences than were less experienced teachers.

16

17

18
Ibid.

19
F.C. Devaney, op. cit., p. 290.
A study done in Saskatchewan on school administrators' perceptions of the problems in integrated education tends to support the study done by Ulibarri in the Southwestern States. Schalm found that administrators were very aware of obvious differences in custom, language and life experiences, but were not aware of underlying value conflicts experienced by the Indian and Metis child. When value conflicts were identified they were perceived not so much to create conflict in the child as they were to disrupt the operation of the school. Teachers generally seemed to perceive the problems of children as being more closely related to the home environment than to the school environment; thus, they did not identify the students' problems as resulting from the cross-cultural situation experienced in school.

Teachers working with socio-economic groups other

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21 Ibid.

than Indian and Métis were also found to be unaware of socio-cultural differences between these groups and the broader North American society. Becker, in a study of teachers' perception of the relative difficulty of teaching children of various socio-economic backgrounds, found that teachers perceived lower class children as the hardest to teach, hardest to control and the most upsetting in terms of moral behavior. Middle class children were easiest to teach and work with while upper class children were termed as "overindulgent" and spoiled. This is understandable when three out of every four persons in education follow a middle class pattern of living, while many of the others who are from a lower socio-economic background, strive for this status. Teachers tend to measure all students, regardless of socio-cultural or economic background, in terms of middle class values.

Teacher Perception of Problems in Indian and Métis Education

Wax, Wax, and Dumont point out that many teachers of


Ibid.

Indian students on the Sioux reservations in South Dakota, had very negative attitudes toward Indians: "The trouble with Indians is the government has been feeding them ... they are the laziest people." The most common attitude, they found, is condescending but always critical. A second major problem in Indian education identified by teachers interviewed by Wax, Wax and Dumont was the Indian students' withdrawal or lack of response in the late elementary grades and in high school.

In a study of education in Northern Saskatchewan, Knill identified three themes of problems in education in that region:

1. Cultural gap.
2. Physical health of the Northern student.
3. Need for adult understanding and training.

Teachers in the same study ranked problems in the following order:

1. Indifference and lack of responsibility on the part of the parents.


27 Ibid.

2. Indifference and lack of responsibility on the part of the students.
3. No incentive to do well in school.
4. No need to look ahead because social welfare is readily available.
5. Poor work habits on the part of the students.
6. Too strong of an influence from older children who have quit school.
7. Weak background preparation in early grades.
8. Immoral life of local people generally.
9. Fear of going out to an unfriendly white world therefore education is not important.
10. Poor quality of programs offered students.
11. School buildings and equipment are of poor quality and unattractive.29

The ranking in Knill's study of teacher perception of problems in education agrees with the hypothesis of D.P. Howard, noted earlier, that teachers do see the problems as resulting from home environment rather than from the school, and thus beyond the perceived role of the teacher. Numbers 1 to 4 of the above ranking deal with motivation, or lack of it, originating with the child's home environment.

In a socio-economic study of the Indians and Metis in Northern Saskatchewan, Buckley, Kew and Hawley identified

29 Ibid., p. 85.
the main problems in education as: extremely high drop-out and failure rates, poor attendance and early age-grade retardation -- about one-half of the students fail grade one and two-thirds are one or more grades behind the optimum age grade ratio. As a result the average attainment is low.

Although 60.9 percent of the teachers, responding to a questionnaire by Renaud and Shimpo, felt that they should visit in Indian homes, few identified the fact that they knew very few Indian parents as a problem in education. Main difficulties teachers identified for Renaud and Shimpo included a lack of realization on the part of both students and parents of the significance of education, a lack of materials such as television, radio, magazines, newspapers and books in the homes, their (the Indian children's) "ridiculous attendance", short interest span, lazy work habits, general carelessness, uncleanliness, dishonesty and

30 H. Buckley, J. Kew, and J. Hawley, The Indians and Metis of Northern Saskatchewan, Saskatoon: Centre for Community Studies, 1963, p. 91.

lack of clock orientation and punctuality.

In addition to the problems and difficulties listed in the previous pages, the administrators interviewed by Schalm in Central and Southern Saskatchewan suggested the following: lateness of integration of Indian students into the public school systems, lack of security and sense of achievement in education by the Indian students, lack of communication between the school and the Indian parent, lack of involvement of Indian parents in school affairs, differences in Indian and non-Indian values (although they were unable to indicate specific differences other than those most obvious, such as differences in time consciousness, academic orientation and philosophy of child rearing) and inadequate command of English among Indians. Most principals felt the Indians had insufficient English when entering school and that this resulted in a need for four years to complete division I.

Findings by Crawford, Peterson and Wurr agree with the previously cited studies. They report that teachers of

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32 Ibid., p. 227-248.
33 P. Schalm, op. cit., pp. 86-126.
34 Ibid., p. 126.
Chippewa students identify the following as major problems in their education: lack of motivation by students to school learning, poor attendance, little parental interest, lack of deep concern and initiative for education by the pupils, pupil shyness and large classes.

In conclusion, it seems that there is a high correlation between teacher unawareness of socio-cultural differences and their ranking of the problems in education as being a result of pupil unpreparedness rather than inappropriate school programs.

Teacher Recommendations in Indian and Metis Education

The literature is replete with statements of the problems of education in which the fault is placed upon the child, parent and home, with little suggestion for change on the part of the school. To queries of how the many problems in Indian education can be remedied, most teachers responded by suggesting that the problems originated in the home rather than with the school, and following this reasoning they concluded that before the school situation will get any better there must be improvements in home conditions.

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36 F. Schalm, op. cit., p. 83.

37 H.O. Ulibarri, op. cit., p. 100.
Many of those interviewed by Renaud and Shimpo felt that their role was to concentrate on school activities and not to be distracted by "the frills of society", and that parents must come to school if there was to be communication between the school and the home. They saw the school as having a dual role: "to avail knowledge" and "to assist in forming a personality". In addition to the academic work of the classroom, teachers felt that extra-curricular activities that fell within the scope of the school's responsibilities included intramural sports, parent-teacher association activities, continuing education, and health education. Beyond the responsibilities of the school were dances, summer camps, hot lunches, 4H clubs, scouts and guides, square dances, musical programs, bingos, mother's clubs, arts and crafts, homemakers clubs, home management courses, miscellaneous socials and community development.

With role expectations of themselves as indicated above, it is easy to understand why the teachers would tend

38 P.A. Renaud and M. Shimpo, op. cit., p. 228.
39 Ibid., p. 217.
40 Ibid., p. 216.
41 Ibid.
to support on-going programs without continual evaluation and re-definition.

Although eighty percent of the teachers, responding to a questionnaire by R. Carson and others, felt that activities such as determining method of instruction, curriculum planning and development, determining their classroom schedule and selecting instructional materials, were activities appropriate for formal teacher participation, there was little consensus among teachers or community members that teachers should partake in community affairs such as taking a public stand on issues, and working actively and publicly. Generally, the level of perceived participation was lower than the level regarded as appropriate.

Interestingly, full participation in matters concerning education through school boards and other public offices was considered much less appropriate than participation in other matters. The area in which teachers felt they should be most actively taking part was recreation.

42 R. Carson and others, op. cit., p. 10.
43 Ibid., p. 23.
44 Ibid., p. 16.
When participation was measured according to teacher experience, it was found by Carson that those with least and most experience in school matters participated least in community affairs. Participation was greatest among those teachers with four to nine years of teaching experience.

In their study done in Northern Saskatchewan in 1963, Knill and Davis found that 61.8 percent of the 66 answering the questionnaire administered had no contact with the local school committees as teachers. The majority had negative attitudes towards the boards and their role in education. Most of those who had contact with the boards were principals.

In terms of the aim of education for Indian children there appear to be two main schools of thought. First, there are those who feel that the present provincial programs can meet the intellectual, psychological, social and vocational needs of all children, Indian or otherwise, and that the school is doing the best job as is. The people who follow this point of view would also feel that there should be no special education for Indian or other cultural

46 Ibid., p. 28.
47 Ibid.
48 Knill and Davis, op. cit., p. 89.
To these people the aim of education should be assimilation of all peoples into a single Canadian identity.

The second school of thought is based on two main principles. First, there must be greater parental involvement in the education of their children. Second, the school program must have greater inclusion of Indian history and culture. There is general agreement that it must be the school that adjusts to fit the child. In order to accomplish this there must be a change of teachers'

49, 50, 51


52. P. Schalm, op. cit., p. 88.


55. P. Schalm, op. cit., p. 77.

56. Ibid.

57. Ibid., p. 88.
attitudes to help the student identify himself positively as an Indian in order to interpret and adjust to the larger Canadian society which he will undoubtedly face.

This necessitates increased emphasis on in-service training in order to help teachers better understand socio-cultural differences. There also needs to be a new and increased guidance counselling program both for teachers and pupils, and special curriculum development for Indian children as well as for all children of different socio-cultural backgrounds.


59 Wax, Wax, Dumont, op. cit., p. 73.

60 P. Schalm, op. cit.

61 P. A. Renaud, op. cit., p. 255.


63 P. Schalm, op. cit., p. 117.

64 H. Buckley and others, op. cit., p. 92.

Summary

The review of literature related to teacher perception of education program suitability for Indian and Metis students provides background information to the problem researched. Several crucial factors are identified. First, the various aspects which affect perception were clarified. These included the perceiver's past experiences, knowledge, skills and values. Attitudes toward nationality groups are important, as well as liking and disliking, stereotyping, role, status and power in shaping one's perception.

This chapter also indicated that teachers, especially those with little teaching experience, were unaware of socio-cultural differences, except for the most obvious factors such as language, in their relationships with Indian and Metis students and parents. It was teachers' unawareness of socio-cultural differences which resulted in their perception that the problems in Indian and Metis education originated in the home and that changes must occur in the home before any improvements can be made in the education program. Teachers were generally not totally satisfied with the present education program in Indian and Metis communities but did not know how to improve it. Those teaching in division I perceived their task mainly as one aimed at teaching English to the pupils. Those teaching in division II
and higher geared their teaching toward preparation of the child for the "south". The majority of the teachers, and virtually all in division I, perceived a need for more and specialized training to better equip them to do their job as teachers. Increased in-service sessions and guidance for teachers was identified in the review of literature as major suggestions by teachers in Indian and northern communities. A recommendation that more and better resource materials be made available was mentioned by teachers in most research reports in Indian and northern education.
CHAPTER III
PROCEDURES OF THE STUDY

This chapter contains a description of the procedures used in this study. A section is devoted to a description of the instrument, another to a description of the administration of the questionnaire, and a third part deals with a description of the analysis of the data.

The Instrument

The questionnaire was adapted from one developed and used by Ulibarri. Ulibarri's questionnaire was developed on the basis of a review of literature related to Indian education, and was then tested in a pilot study and revised accordingly. It was found easily adaptable for the purposes of this study since it measured teacher awareness of socio-cultural differences in multi-cultural classrooms through their perception of the student's ability to master certain aspects of the education program. The study, herein, measured teacher perception of the suitability of the education program

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2 Ibid., p. 9.
Several changes had to be made to Ulibarri's questionnaire in order to adapt it to the purposes of this study. A new Part I was constructed. In it, items 1 to 6 asked for basic information about the teachers themselves. This included: highest certificate held; major area of study in teacher training; total years of teaching experience; total years of teaching experience with Indian and Metis children; division level of teaching experience with Indian and Metis children.

Part II of the instrument followed very closely to that developed by Ulibarri. It was made up of twenty structured items in which the respondents were asked to respond on a scale ranging from "very little" to "very much", or from 1 to 5. Each item consisted of a statement of fact pertaining to the education program and a related question.

Items 1, 3, 4, 7, 10, 16, 18, and 19 were the same as those used by Ulibarri except for minor changes in format to make them relevant to the Indians and Metis of Northern Saskatchewan rather than to the Anglos, Spanish Americans, and Indians of southwestern United States as studied by Ulibarri. An analysis of the responses to Ulibarri's questionnaire indicated that there was high agreement among teachers in the
interpretation of each of these items. Items 5, 9, 13, 14, and 20 were adapted from Ulibarri’s questionnaire with minor changes in wording to make them more relevant to education in Northern Saskatchewan. Items 2, 6, 8, 11, 12, 15, and 17 were of the writer’s own construction. Each is explained below.

Item two determined the extent to which teachers feel the education program is flexible enough for them to make significant adaptations to the courses of study as outlined in the provincial curriculum guides. This item was of the writer’s own construction and was added since recent surveys indicate that some teachers feel they must follow the curriculum guides, as suggested by the Department of Education, and are not in a position to be critical of the guides or to make significant adaptations to them.

Item six concerned the recent recommendation of the Saskatchewan Task Force on Indian and Metis opportunity which stipulated that a special program be set up to train and certify native people to teach in Indian and Metis communities in Saskatchewan.

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3 Ibid., pp. 67-68.


5 Education Committee for the Task Force on Indian and Metis of Saskatchewan, "Recommendations of the Education Committee to the Premier's Task Force on Indians and Metis of Saskatchewan," Mimeographed, Saskatoon, 1969, p. 4.
Item eight determined the degree of success of the schools in helping Indian and Metis children develop the skills necessary for integration into broader Canadian society. This item differed from that of Ulibarri since integration of Indian and Metis children in Northern Saskatchewan, due to geographical isolation, generally does not come until adolescence. In the case of Ulibarri's population the children began integration with broader American society at early childhood.

Item eleven concerned the availability of reference materials for teachers in Northern Saskatchewan. This item was included since the review of related literature pointed out that many teachers of Indian and Metis children felt that the lack of good reference material was a major hindrance in school program development.

Item twelve determined the degree to which the education of Indian and Metis children should be aimed at preparation of the child for a future in Northern Saskatchewan. As was shown in the review of related literature there is strong disagreement among teachers concerning time orientation of education programs for Indian and Metis pupils.

Item fifteen concerned teacher perception of the need for specialized training in cross-cultural techniques and understandings for teachers working in Indian and Metis communities in Northern Saskatchewan. Less than one-third of
the teachers teaching in Northern Saskatchewan at the time of the study had taken courses in Indian or cross-cultural education.

Item seventeen attempted to measure the teachers' reaction to the trend toward increased emphasis on vocational and occupational training in elementary education programs for Indian and Metis children in Northern Saskatchewan. The review of literature indicated that there are increasingly more vocationally orientated courses available to elementary school children in Northern Saskatchewan.

Part III of the questionnaire was of the writer's construction. It consisted of four open-ended questions through which respondents could make additional comments on school curriculum suitability and unsuitability, list major changes or adaptations they were implementing in their classrooms, and make additional comments about the questionnaire and their answers to it. The purpose of this part of the questionnaire was to further validate the findings obtained from an analysis of the responses to Part II of the questionnaire.

Administration Procedures

The questionnaires were administered to all teachers in Northern Saskatchewan who were, at the time of the study, teaching in one or more of divisions I, II and III. The study was limited to these teachers since in all Northern
Saskatchewan communities, with the exception of Buffalo Narrows, Ile a la Crosse, La Ronge and Cumberland House, students must go elsewhere to continue their schooling beyond division III. Uranium City and Creighton teachers were not included in this study since they are primarily "white" mining communities.

Communities in which the questionnaires were administered personally by the researcher included Green Lake, Beauval, Ile a la Crosse, Buffalo Narrows, Turner Lake, La Loche, Molanosa, Montreal Lake, Timber Bay and La Ronge. The communities of Cumberland House and Red Earth could not be reached because of spring flooding. Questionnaires were mailed to these communities and to all others not accessible by road.

Steps in presenting the questionnaire in person or by letter were:

1. An explanation of the nature of the study and its purposes.

2. An explanation of how to complete the questionnaire. Anonymity of the respondents, schools and communities was stressed. The subjects were asked to draw upon their total teaching experience in working with Indian and Metis people in Northern Saskatchewan and not just their immediate classrooms.

3. Teachers were left to complete the questionnaires
at their convenience. Completed questionnaires were to be returned to the researcher in stamped and addressed envelopes provided for that purpose.

All teachers who were asked to complete the questionnaire for the purposes of this study received three letters relating to the study and the questionnaire. One was a letter from the researcher in which he introduced himself and the study and also explained how the questionnaire was to be answered. Another letter, signed by the chairman of the researcher's thesis committee, served as an introduction for the researcher and informed the teachers of the committee's approval of the study that was being undertaken. A third letter of introduction was from the superintendent of schools for Northern Areas. This letter also served as a formal sanction of the study by the Northern Areas branch of the Saskatchewan Department of Education. Copies of the first two of the letters mentioned above are included in Appendix B of this study.

Reliability of the Questionnaire

In order to determine the reliability of the questionnaire the Kuder-Richardson reliability Formula 20 was applied. A reliability coefficient (consistency coefficient) value of .70 or higher means that the instrument is fairly accurately and consistently measuring some characteristic of the people.

The reliability coefficient for the questionnaire used in this study was found to be .733.

Description of the Sample

The term sample is used here in reference to those who returned questionnaires which were useable. Of the 194 questionnaires distributed among the teachers in Northern Saskatchewan, 168 or 86.1 percent were returned. Three could not be used. Two were not fully completed and one was filled apparently without concern since responses to several items were contradictory. Thus, 165 or 84.5 percent of the questionnaires distributed were used in the analysis in this study.

The distribution of the sample of teachers according to the type of teaching certificate held is shown in Table I. Forty respondents held a Class C certificate (no teacher training) or an Interim Standard certificate (one year of teacher training). One hundred twenty-five had a Standard

<table>
<thead>
<tr>
<th>Group</th>
<th>Type of Certificate</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Class C or Interim Standard</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>Standard or Professional</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>165</td>
</tr>
</tbody>
</table>

TABLE I
DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS GROUPED ACCORDING TO TYPE OF CERTIFICATE HELD
certificate (at least two but less than four years of teacher training) or a Professional certificate (four or more years of teacher training).

In Table II is shown the distribution of teachers according to whether or not they had taken courses in Indian or cross-cultural education. Two groups were established for this variable. One hundred eight of the teachers in the sample had not completed any courses in Indian or cross-cultural education. Fifty-seven had taken courses in Indian or cross-cultural education.

**TABLE II**

**DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS GROUPED ACCORDING TO WHETHER OR NOT THEY HAD TAKEN COURSES IN INDIAN OR CROSS-CULTURAL EDUCATION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Area of Study</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>No course(s) in Indian or Cross-cultural Education</td>
<td>108</td>
</tr>
<tr>
<td>II</td>
<td>Courses in Indian or Cross-cultural Education</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>165</td>
</tr>
</tbody>
</table>

The distribution of the respondents according to the total number of years of teaching experience is shown in Table III. Ninety respondents had less than four years of teaching experience. Seventy-five had four or more years of experience.
### TABLE III

**DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS GROUPED ACCORDING TO TOTAL YEARS OF TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Years of Experience</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>0 - 3 years</td>
<td>90</td>
</tr>
<tr>
<td>II</td>
<td>4 or more</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

Table IV shows the distribution of the respondents grouped according to the number of years of experience they had teaching Indian and Metis children. Fifty-six out of one hundred sixty-five teachers had more than three years of experience with children of Indian or Metis background. One hundred nine had less than four years of experience.

### TABLE IV

**DISTRIBUTION OF RESPONDENTS GROUPED ACCORDING TO TOTAL YEARS OF TEACHING EXPERIENCE WITH INDIAN AND METIS CHILDREN**

<table>
<thead>
<tr>
<th>Group</th>
<th>Years of Experience</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>0 - 3</td>
<td>109</td>
</tr>
<tr>
<td>II</td>
<td>4 or more</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>
The distribution of respondents according to the division level(s) at which they had teaching experience with Indian and Metis children is shown in Table V. Of the teachers responding to the questionnaire, seventy-two had experience only in division I. Ninety-three had experience in division II or higher.

TABLE V

DISTRIBUTION OF RESPONDENTS GROUPED ACCORDING TO DIVISION LEVEL(S) OF TEACHING EXPERIENCE WITH INDIAN AND METIS CHILDREN

<table>
<thead>
<tr>
<th>Group</th>
<th>Division Level(s)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>72</td>
</tr>
<tr>
<td>II</td>
<td>II or higher</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>165</td>
</tr>
</tbody>
</table>

Data Analysis

Analysis of Questionnaire Part II

The purpose of this study was to measure teacher perception of education program suitability in Northern Saskatchewan. Hypothesis I stated that teachers, in general, would perceive the education program as unsuitable for their Indian and Metis students. In testing this hypothesis the researcher found the mean and standard deviation of the total teacher response for Part II of the questionnaire. This
score was then used to compute a standard \((z)\) score. The degree of deviation of the respondents' score from the normal distribution was then computed by means of \(z\) score probability tables. The possible range of scores to the total of Part II of the questionnaire was 20 to 100, thus, the mean of the normal distribution was arbitrarily set as 60.

Hypotheses 2 to 6 inclusive stated that teacher perception of education program suitability for Indian and Metis children would vary according to the type of teaching certificate held, major area of study in teacher training, total number of years of teaching experience, total years of teaching experience with Indian and Metis children, and division level of teaching experience with Indian and Metis children. In testing for significant differences between the perceptions of teachers grouped according to the variables mentioned above, a multi-factor analysis of variance was employed.

The main advantage of a multi-factor analysis over other statistical procedures was that it identified variances or lack thereof, due to interactions between the variables as well as within the variables themselves.

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7 Ibid., pp. 569-576.

Since the total sample population of this study was only one hundred sixty-five it was not possible to carry out an analysis of all five variables, each with two factors, in one operation. To attempt to do so would have resulted in a design with empty cells, a situation which would have biased the results of the analysis. Two factors, total number of years of teaching experience, and years of teaching experience with Indian and Metis children are directly dependent on one another, thus making it impossible to do an analysis of variance on the interaction between these two variables.

The procedure used in this study was to perform three separate analysis runs using three variables in each in order to account for all possible interactions between the five variables. Cell frequency was not equal in any of the three analyses performed. A situation of this nature was taken into consideration in the procedures.

Output from the computer program used included the hypotheses mean squares, F ratios, degrees of freedom, and probability levels of significance. These data are given in the tables in Chapter IV of this study since it is necessary information for an understanding of the degree of variance

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9 Ibid., p. 1.

10 Ibid., p. 92.
identified among the variables and interactions. Direction of significant variances and interactions can be established from the observed means of significant effects. This information is also included in table form in Chapter IV.

Assumptions Made by Analysis of Variances

In addition to the common assumption made by most statistical procedures that the sampling is random, analysis of variance makes three basic assumptions which are not made by some other statistical procedures.

The first assumption is that the errors which enter into the scores of individual subjects are normally distributed. Extreme departures from normality will make the within group variance seem more significant than it actually is, thus influencing the final results.

The second assumption is that the variances of the subgroups are homogeneous. A lack of homogeneity will tend to distort the within group mean squares which are an estimate of the common population variance.

A further assumption is that the samples comprising

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12 Ibid.
the groups are independent. Unless they are independent, the ratio of between to within variances will not have a true "F" distribution.

Analysis of Questionnaire Part III

Part III of the study questionnaire was made up of four open-ended questions. Question one asked teachers to indicate what they found least suitable about the school curriculum for Indian and Metis students in Northern Saskatchewan. Question two asked them to indicate what they found most suitable. Question three asked them to indicate, in order of significance, any major changes or adaptations they were making to the provincial curriculum. Question four provided an opportunity for the respondents to make any additional comments they deemed necessary regarding the questionnaire and their answers to it.

This part of the study was analyzed through frequency tables which were established for each question. There were strict limitations in the interpretation of the findings of Part III since teachers were requested to answer freely to the four open-ended questions. It must be emphasized that the findings from this part of the questionnaire were meant only to

indicate direction and intensity of the findings from Part II of the questionnaire. They cannot be interpreted as conclusive evidence of teacher perception of education program suitability.

Summary

This chapter has described the development and administration of the questionnaire, the sample and the methods of analysis used in the study.

The first phase of the study consisted of the development of a questionnaire that would accurately measure teacher perception of education program suitability. Questionnaires were administered to all teachers in Northern Saskatchewan teaching in any of divisions I, II and III. One hundred sixty-five teachers, 84.5 percent of the sample, returned completed questionnaires that were usable for the purposes of this study. A reliability coefficient of .73 for Part II of the questionnaire was found using the Kuder-Richardson Formula 20.

In order to determine the significance of the findings concerning teacher perception of education program suitability a standard (z) score was computed and the probability level determined. When determining significant differences in teacher perception of education program suitability a multi-factor analysis of variance was done on the item scores of the respondents grouped according to the following variables: Type
of teaching certificate held; area of study; total teaching experience; total teaching experience with Indian and Metis children; division level of teaching experience with Indian and Metis children. Responses to Part III of the questionnaire were analyzed through frequency tables.

The findings of the study are presented in the following chapters.
CHAPTER IV

A DESCRIPTION OF THE FINDINGS: PART I

Chapter IV and Chapter V are devoted to a description and discussion of the findings of the study. This chapter is concerned with the findings obtained from teacher responses to the twenty structured items of Part II of the questionnaire. Chapter V deals with teacher responses to the four open-ended items which make up Part III of the questionnaire.

This chapter is divided into four sections. The first section, Analysis A, is concerned with the statistical analysis used to test hypothesis 1. The second, third, and fourth sections, Analyses B to D, are concerned with the three multi-factor analysis of variance runs which were necessary to test hypotheses 2 to 6 inclusive.

Analysis A

Hypothesis 1 stated that teachers, in general, would perceive the education program in Northern Saskatchewan as unsuitable for Indian and Metis pupils.

In testing this hypothesis the total mean score of respondents to Part II of the questionnaire was changed to a standard (z) scores, from which the probability of a difference from the mean of an arbitrary distribution was computed. Since the answering scale of the questionnaire ranged from 1 (very
little) to 5 (very much) for each of the twenty items, 3 was set as mid-point of the scale and 60 was arbitrarily set as the mean of a normal distribution curve.

It was found that the total mean of teacher responses to the questionnaire was 46.70 and that the standard deviation was 7.97. The standard score of the sample mean was calculated and found to be -21.45. In order for the difference between the sample mean and the normal population mean to be significant at the .01 level a standard score of -2.33 or less on a one-tailed test was required. Thus, it was concluded that hypothesis 1 could be accepted according to the respondents' scores on the questionnaire used in this study.

Analysis B

This analysis performed a multi-factor analysis of variance of three factors and the interactions between them. The variables considered were: area of study in teacher training completed by the respondents; total number of years of teaching experience completed by the respondents; division level at which the respondents had worked with Indian and Metis children. As shown in Tables II, III and V each of the factors was divided into two levels. When teachers were divided into the three factors, each with two levels, a total of eight cells (groups) were formed. Table VI shows the group identification and frequencies.
TABLE VI
ANALYSIS B: GROUP IDENTIFICATION AND FREQUENCIES

<table>
<thead>
<tr>
<th>Group</th>
<th>Area of Study</th>
<th>Total Teaching Experience</th>
<th>Division Level of Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>25</td>
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<td>2</td>
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<td>7</td>
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<td>1</td>
<td>12</td>
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<tr>
<td>8</td>
<td>2</td>
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<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>165</td>
</tr>
</tbody>
</table>

* For interpretation of the numerals representing factor levels in the table refer to Tables II, III and V.

The results of this analysis, as shown in Table VII, supported hypotheses 3 and 4. They stated that there were significant differences in teacher perception of education program suitability in Northern Saskatchewan when grouped according to: area of study which they had undertaken in teacher training; and total teaching experience. Both hypotheses were significant at a .01 level.
Hypothesis 6 which stated that teacher perception of education program suitability would vary according to the division level at which the teacher had experience with Indian and Metis children was rejected. The only interaction of the three variables that proved to be significant was the interaction between area of study and division level.

For an understanding of the direction of the differences and the nature of the significant interaction, the observed means of each of the groups is given in Table VIII.

Those respondents who had, as part of their teacher training, taken courses in Indian or cross-cultural education (Area of Study - Level 2) scored considerably lower than did those respondents who had not taken courses in these areas. This indicated that they perceived the present education program in Northern Saskatchewan as less suitable than did those teachers who had not taken these specialized courses. It was concluded that those teachers who had taken courses in Indian or cross-cultural education were more aware of the unique needs and socio-cultural differences of the Indian and Metis people when compared to larger Canadian society.

Teachers with four or more years of teaching experience (Total Teaching Experience - Level 2) scored significantly higher than did teachers with less than four years of teaching experience (Level 1). This would seem to indicate that
teachers with more experience were more satisfied with the suitability of the education program than were teachers with less than four years of experience. The two likely reasons were that the more experienced teachers had learned how to adapt the education program to satisfy the needs of Indian and Metis pupils, or that they had become accustomed to the program and saw no need for changes in it.

Although those respondents with experience only in
division I (Division Level - Level I) did perceive the education program in Northern Saskatchewan as less suitable than did those teachers in division II and higher (Level 2) the difference was not statistically significant.

An interaction between the variables concerning area of study and division level was found to be significant at the .05 level as shown in Table VII. The observed means of the interaction, as pointed out in Table IX, indicated that there was no significant difference in scores of the teachers who had taken no courses in Indian or cross-cultural education when they were compared according to the division level at which they had experience. However, teachers who had taken courses in those specialized fields and had experience only in division I scored significantly lower than did teachers who had taken the same type of courses but had experience only in division II and higher.

Thus, according to the questionnaire results, it can be concluded that, of the eight groups, teachers with courses in Indian or cross-cultural education and experience only in division I perceive the education program least suitable. It would also seem that courses in Indian or cross-cultural education have had greatest effect on those teachers who have less than four years of teaching experience and have had experience only in division I with Indian and Metis children.
## Table VIII

**Observation Means for Area of Study, Total Teaching Experience and Division Level**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Level</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Area of Study</td>
<td>1</td>
<td>48.70</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>42.72</td>
</tr>
<tr>
<td>2 Total Teaching Experience</td>
<td>1</td>
<td>43.58</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>48.20</td>
</tr>
<tr>
<td>3 Division Level</td>
<td>1</td>
<td>44.25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>46.84</td>
</tr>
</tbody>
</table>

## Table IX

**The Interaction Between Area of Study Division Level**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>x</th>
<th>Division Level</th>
<th>Level</th>
<th>Observed Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Level</td>
<td>x</td>
<td>1 Level</td>
<td>1</td>
<td>48.70</td>
</tr>
<tr>
<td>1 Level</td>
<td>x</td>
<td>2 Level</td>
<td>2</td>
<td>48.04</td>
</tr>
<tr>
<td>2 Level</td>
<td>x</td>
<td>1 Level</td>
<td>1</td>
<td>39.80</td>
</tr>
<tr>
<td>2 Level</td>
<td>x</td>
<td>2 Level</td>
<td>2</td>
<td>45.65</td>
</tr>
</tbody>
</table>
Analysis C

Analysis C considered the two significant factors from Analysis B as well as a fourth factor, type of teaching certificate held by the respondent. As is shown in Tables I, II and III each of these factors were divided into two levels for the purpose of this analysis.

Table X gives the identity and frequency of each of the eight groups which were formed by the interaction of the three factors to be analyzed.

**TABLE X**

ANALYSIS C: GROUP IDENTIFICATION AND FREQUENCIES

<table>
<thead>
<tr>
<th>Group</th>
<th>Certificate</th>
<th>Area of Study</th>
<th>Total Teaching Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>31</td>
</tr>
</tbody>
</table>
Hypothesis 2 of this study stated that teacher perception of education program suitability for Indian and Metis children in Northern Saskatchewan would vary according to the type of certificate held by the teacher. As is shown in Table XI, a significant difference in teacher perception of education program suitability was not found when respondents were grouped by type of certificate. Thus, hypothesis 2 was rejected.

### Table XI

**MULTI-FACTOR ANALYSIS OF VARIANCE**

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Certificate</td>
<td>1</td>
<td>27.53</td>
<td>0.47</td>
<td>0.496</td>
</tr>
<tr>
<td>2 Area of Study</td>
<td>1</td>
<td>500.58</td>
<td>8.46</td>
<td>0.004**</td>
</tr>
<tr>
<td>3 Total Teaching Experience</td>
<td>1</td>
<td>502.45</td>
<td>8.49</td>
<td>0.004**</td>
</tr>
<tr>
<td>4 1 x 2</td>
<td>1</td>
<td>7.18</td>
<td>0.12</td>
<td>0.728</td>
</tr>
<tr>
<td>5 1 x 3</td>
<td>1</td>
<td>35.51</td>
<td>0.60</td>
<td>0.439</td>
</tr>
<tr>
<td>6 2 x 3</td>
<td>1</td>
<td>34.64</td>
<td>0.59</td>
<td>0.445</td>
</tr>
<tr>
<td>7 1 x 2 x 3</td>
<td>1</td>
<td>18.56</td>
<td>0.31</td>
<td>0.576</td>
</tr>
<tr>
<td>Error Term</td>
<td>157</td>
<td>59.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicates significance at .01 level.
Both of the factors concerning area of study and total teaching experience were significant at the .01 level. As noted earlier the same level of significance was found in Analysis B. None of the interactions between factors in this analysis were significant.

Table XII, which gives the observed means of the three factors, indicates the direction of the differences. The direction and significance of variance in this analysis were basically the same as in Analysis B.

TABLE XII

OBSERVED MEANS FOR CERTIFICATE, AREA OF STUDY, AND TOTAL TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Factor</th>
<th>Level</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
<td>46.63</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>46.30</td>
</tr>
<tr>
<td>Area of Study</td>
<td>1</td>
<td>43.74</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>42.72</td>
</tr>
<tr>
<td>Total Teaching Experience</td>
<td>1</td>
<td>43.58</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>48.20</td>
</tr>
</tbody>
</table>

Analysis D

Type of certificate, area of study and years of teaching experience with Indian and Metis children were the three factors considered in this analysis. As was the case in Analyses B and C, each of the factors was divided into two
levels for the purpose of analysis.

Table XIII gives the identity and frequency of each of the eight groups which were formed by the interaction of the three factors.

**TABLE XIII**

**ANALYSIS D: GROUP IDENTIFICATION AND FREQUENCIES**

<table>
<thead>
<tr>
<th>Group Certificate</th>
<th>Area of Study</th>
<th>Teaching Experience With Indian and Metis Children</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

The factor, area of study, was included again in this analysis, as was type of certificate held, in order that all possible interactions of all factors be taken into consideration. As explained in Chapter III, it was not possible
to consider interactions between total teaching experience on the one hand, and teaching experience with Indian and Metis pupils on the other since these factors are interdependent.

Table XIV summarizes the results of the analysis of variance performed on the three factors and the interactions between them.

**TABLE XIV**

**MULTI-FACTOR ANALYSIS OF VARIANCE**

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Certificate</td>
<td>1</td>
<td>27.53</td>
<td>0.45</td>
<td>0.501</td>
</tr>
<tr>
<td>2 Area of Study</td>
<td>1</td>
<td>500.58</td>
<td>8.27</td>
<td>0.005**</td>
</tr>
<tr>
<td>3 Teaching Experience With Indian and Metis Children</td>
<td>1</td>
<td>303.39</td>
<td>5.10</td>
<td>0.025*</td>
</tr>
<tr>
<td>4 1 x 2</td>
<td>1</td>
<td>6.23</td>
<td>0.01</td>
<td>0.749</td>
</tr>
<tr>
<td>5 1 x 3</td>
<td>1</td>
<td>64.46</td>
<td>1.07</td>
<td>0.304</td>
</tr>
<tr>
<td>6 2 x 3</td>
<td>1</td>
<td>2.69</td>
<td>0.04</td>
<td>0.833</td>
</tr>
<tr>
<td>7 1 x 2 x 3</td>
<td>1</td>
<td>5.28</td>
<td>0.09</td>
<td>0.768</td>
</tr>
<tr>
<td>Error Term</td>
<td>157</td>
<td>60.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicates significance at .05 level.

** Indicates significance at .01 level.
Area of study was once again significant at .01 level. Type of certificate held was not significant, but total teaching experience with Indian and Metis children proved significant at .05 level.

Thus, hypothesis 5 which stated that teacher perception of education program suitability in Northern Saskatchewan would vary according to the number of years of teaching experience with Indian and Metis children was accepted.

As indicated by the observed means, the direction of the difference between the two levels, into which teaching experience with Indian and Metis children was divided was the same as that for total teaching experience. It was indicated that teachers with less than four years of teaching experience with Indian and Metis children (Teaching Experience With Indian and Metis Pupils - Level 2) perceived the education program to be less suitable than did teachers with more than four years of teaching experience with Indian and Metis pupils.

| TABLE XV |
|------------------|--------|--------|
| Factor            | Level | Mean  |
| Certificate       | 1     | 46.63  |
|                   | 2     | 46.30  |
| Area of Study     | 1     | 48.74  |
|                   | 2     | 42.72  |
| Teaching Experience With Indian and Metis Pupils | 1 | 44.58 |
|                   | 2     | 48.62  |
Summary

This chapter analyzed the data obtained from items 1 to 20 of Part II of the questionnaire. It concluded that teachers, in general, in Northern Saskatchewan, do not perceive the education program to be suitable for the Indian and Metis pupils in that area. An analysis of variance was carried out on teacher responses to Part II of the questionnaire, grouped according to area of study in teacher training, type of teaching certificate held, total number of years of teaching experience, total years of teaching experience with Indian and Metis pupils, and division level of experience with Indian and Metis pupils. The groups were determined on the basis of a review of literature related to education for Indian and Metis people.

Findings indicated that respondents who had taken courses in Indian or cross-cultural education perceived the education program to be less suitable than did teachers who had not taken courses in Indian or cross-cultural education. No significant difference in perception of education program suitability was found among respondents grouped according to type of teaching certificate held, or division level at which they had experience. Significant differences in perception of the education program were found among teachers grouped according to total years of experience teaching and total years of experience teaching Indian and Metis pupils. In
both cases it was observed that teachers with less than four years of teaching experience perceived the education program to be less suitable for Indian and Metis pupils than did more experienced teachers.

Hypotheses 1, 3, 4, and 5 were accepted while hypotheses 2 and 6 were rejected.
CHAPTER V

A DESCRIPTION OF THE FINDINGS: PART TWO

This is the second of two chapters devoted to the description of the findings of the study. This chapter concerns responses of the teachers in Northern Saskatchewan schools to the four open-ended items which made up Part III of the questionnaire.

The purpose of Part III of the questionnaire was to gather information which would further indicate the direction and intensity of the findings obtained from the statistical analysis of responses to Part II of the questionnaire. Since no statistical analysis, except for compilation of frequency tables, has been carried out on the responses to any of the items of Part III interpretation of the results is very limited and cannot be considered conclusive. Further analysis of teacher perception of education program suitability or unsuitability, and major adaptations being made by teachers to the education programs in their schools is better handled in related research.

Appendices C, D and E group respondents according to: area of study; total teaching experience; total teaching experience with Indian and Metis pupils; type of teaching certificate held; and division level at which they have had experience with Indian and Metis children. As is shown in these tables, no particular group of teachers responded significantly more frequently than did other groups.
Generally, the hypotheses that teacher perception of education program suitability would vary according to area of study, total teaching experience, and total teaching experience with Indian and Metis pupils, were supported by the findings from Part III of the questionnaire.

For the purposes of this chapter, responses to the first two items of Part III of the questionnaire, which concern teacher perception of areas most suitable and least suitable for Indian and Metis pupils of Northern Saskatchewan, were combined and described under one topic. Responses to items three and four of Part III of the questionnaire were treated separately.

Teacher Perception of Provincial Curriculum Suitability and Unsuitability for Pupils in Northern Saskatchewan

The results of teacher responses to items one and two of Part III of the questionnaire are shown in Tables XVI and XVII.

One hundred twenty-seven teachers, or 77 percent, of the one hundred sixty-five respondents who returned useable questionnaires answered item one. One hundred thirty-five teachers, or 82 percent of the respondents, replied to item two of the questionnaire. Although items one and two were purposely left general to allow teachers maximum freedom in their comments, those who responded to these items in practically all instances
"In reference to the provincial curriculum, what do you find most suitable for the Indian and Metis students of Northern Saskatchewan?"

<table>
<thead>
<tr>
<th>Area</th>
<th>Respondents</th>
<th>Number</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All areas of the curriculum</td>
<td></td>
<td>18</td>
<td>14%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>46</td>
<td>36%</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>37</td>
<td>29%</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>36</td>
<td>28%</td>
</tr>
<tr>
<td>Pre-vocational and Vocational courses</td>
<td></td>
<td>30</td>
<td>24%</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>24</td>
<td>19%</td>
</tr>
<tr>
<td>Art and Music</td>
<td></td>
<td>22</td>
<td>17%</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>Reading and Literature</td>
<td></td>
<td>11</td>
<td>9%</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>6</td>
<td>5%</td>
</tr>
</tbody>
</table>

Respondents answering 127 77%
Not answering 40 23%

*Total percent is greater than 100, because many teachers listed more than one area of most suitability. All percents are rounded to the nearest whole number.
TABLE XVII

TEACHER PERCEPTION OF AREAS OF THE PROVINCIAL CURRICULUM MOST UNSUITABLE FOR SCHOOLS IN NORTHERN SASKATCHEWAN

"In reference to the provincial curriculum, what do you find most unsuitable for the Indian and Metis students of Northern Saskatchewan?"

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All areas of the curriculum</td>
<td>22</td>
<td>16%</td>
</tr>
<tr>
<td>Reading and Literature</td>
<td>71</td>
<td>53%</td>
</tr>
<tr>
<td>English</td>
<td>44</td>
<td>33%</td>
</tr>
<tr>
<td>Social Studies and History</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>Material and Resource References</td>
<td>39</td>
<td>29%</td>
</tr>
<tr>
<td>Health</td>
<td>23</td>
<td>17%</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>17%</td>
</tr>
<tr>
<td>Math</td>
<td>17</td>
<td>13%</td>
</tr>
<tr>
<td>Art and Music</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Respondents answering</td>
<td>135</td>
<td>82%</td>
</tr>
<tr>
<td>Not answering</td>
<td>32</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Total percent is greater than 100, because many teachers listed more than one area of unsuitability. All percents are rounded to the nearest whole number.
restricted their comments to subject matter areas. Fourteen percent of the respondents to Part III, item 1 of the questionnaire felt that all areas of the Saskatchewan provincial curriculum were suitable for Northern Saskatchewan Indian and Metis pupils. Sixteen percent of those responding to Part III, item 2 of the questionnaire felt that the entire curriculum was unsuitable. All other respondents to items 1 and 2 can be placed somewhere on a continuum between these two extreme points of view. Those who expressed the view that the curriculum was totally satisfactory generally felt that it was so because it provided a common program for all students regardless of social, cultural or geographical background. It was their opinion that Northern Saskatchewan pupils must follow the same curriculum as students in the south if they were to be successful in high school which all, with the exception of La Ronge pupils, would have to complete in the south.

The respondents who felt that the entire curriculum was unsuitable largely based their views on experiences of Indian and Metis students in the past and the poor achievement of many Indian and Metis students today. These respondents indicated that the majority of the students from Northern Saskatchewan did not succeed through the regular provincial curriculum because they started from a different point in terms of experiences, had different obstacles to overcome,
and had different needs and desires than southern students. They felt that the provincial curriculum was too restrictive, and that insufficient guidance and resources were provided for the teachers in order to help them adapt the curriculum to their particular situation.

Science was perceived as most suitable by 36 percent of the respondents to item 1. Twenty respondents simply listed science and did not make further comments. Fourteen indicated that those aspects of the science program which centered around a study of nature were most suitable since they dealt with that which the pupils were familiar. Others mentioned that science was the easiest subject in which to keep the pupils' interests because of the ease of obtaining resource and reference materials and that science was a subject in which pupils could actively participate. All respondents viewing science as most suitable were teachers with experience in division I and/or division II with the exception of two teachers with experience only in division III.

As shown in Table XVII, 17 percent of the respondents to item 2 felt that the science program, or some parts of it, was unsuitable for Indian and Metis students in Northern Saskatchewan. Several respondents made specific reference to those parts of the science program which dealt with topics such as "agriculture", "electricity", "industry" and "magnets"
which the teachers felt were of no immediate concern to the pupils, and thus, hard to teach.

Seventeen out of thirty-seven teachers who felt mathematics was most suitable had experience only in division I, and twelve had experience only in divisions I and/or II. Eleven out of seventeen teachers who listed mathematics as least suitable had experience only in divisions II and III. Those listing mathematics as most suitable referred to numerical skills as opposed to problems requiring facility in English. Of those respondents finding mathematics least suitable, many referred to new or modern mathematics in which they felt that the students were frequently frustrated by the new terminology and emphasis on "theoretical conceptualization". Ten listed mathematics as least suitable but made no further comment.

Eighteen of the thirty-six teachers who perceived social studies as most suitable made reference to the Social Studies Program for Children of Indian Ancestry as found in Appendix E of the provincial division I curriculum. Nine teachers in division I mentioned that the social studies program was good since it consisted mainly of a study of the pupil's immediate environment and social and cultural background. Forty respondents listed social studies as unsuitable with some mention of the fact that too much "foreign material" was taught to the children before they were thoroughly familiar with Saskatchewan.
Seventeen percent of the respondents to item 1 perceived courses in art and music as suitable for Indian and Metis children while only four percent of those teachers responding to item 2 perceived art and music programs as unsuitable for Indian and Metis pupils. The main comment of these teachers was that insufficient reference materials were available, and as a result of insufficient materials and references many of the art and music courses, in the words of one teacher, "were devoid of training . . . really a time filler, and had no aim in the development of the child."

Nineteen percent of the respondents to item 1, felt that the English program was most suitable for Indian and Metis pupils. Emphasis on verbal communication was seen as very important by most teachers, many of whom had experience in division I. Thirty-three percent of those responding to item 2 felt that the English programs were least suitable. Main criticisms were: a shortage of reference materials, lack of a good phonics program, dissatisfaction with the oral English program, and a belief that current course outlines placed too much emphasis on grammar and mechanics of the English language.

Closely related to the English programs are the reading and literature programs. Fifty-three percent of the respondents to item 2 felt that the reading and literature programs were least suitable. Twenty-nine of the seventy-one
people who responded in this manner specifically mentioned the lack of readers, reference books, and workbooks adapted to the ability and interest levels of the Indian and Metis child in school. Only 9 percent of those responding to item 1 felt that the reading and literature programs were suitable.

Pre-vocational and vocational courses for both boys and girls were seen as most suitable by 24 percent of the respondents to item 1. No one mentioned programs of this nature as being least suitable.

Physical education, also a non-academic subject, was seen as most suitable by 13 percent of the respondents to item 1, and as least suitable by only 2 percent of the respondents to item 2. The latter teachers felt that with the facilities and equipment available, physical education had simply become recreation and "fun periods", adding little to the development of the child.

Only six teachers, or 5 percent of the item 1 respondents, perceived health as being most suitable, and 17 percent of the respondents to item 2 perceived it as being least suitable. Most of those who perceived the health program as least suitable were very aware of the need for a good health program in northern communities, but felt hampered in their efforts to develop and teach such a program by limited resources and references relating to local problems, conditions and facilities. None of the teachers who found the health program, as outlined
in the curriculum guide, unsuitable indicated that they were following it.

French in schools in Northern Saskatchewan is not taught as a subject until junior high school level. Six teachers, all with experience only in divisions II and III, found French unsuitable. Most of these respondents questioned teaching a third language to pupils who did not, in many cases, have a good command of English, and who would probably not continue on to university or use their knowledge of French in any way. No teachers listed French as an area of the provincial curriculum most suitable.

A significant 29 percent of the teachers responding to item 2 listed a lack of resource materials as the least suitable aspect of the provincial curriculum. Many mentioned that northern teachers needed more resource materials than did teachers in the southern part of the province since northern teachers did not have access to facilities such as libraries, museums, industry, and human resources, which were available in the south.

Major Areas of Curriculum Adaptation by Northern Saskatchewan Teachers

Item 3, Part III of the questionnaire developed for this study, asked teachers to list, in order of significance, any major changes or adaptations which they were making to the provincial curriculum in their classrooms this past year.
"List in order of significance, any major changes or adaptations you are making to the provincial curriculum in your classroom this year."

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Major Adaptations</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Adaptations to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entire Curriculum</td>
<td>60</td>
<td>49%</td>
</tr>
<tr>
<td>The Science Program</td>
<td>32</td>
<td>26%</td>
</tr>
<tr>
<td>The Social Studies Program</td>
<td>53</td>
<td>43%</td>
</tr>
<tr>
<td>The Math Program</td>
<td>17</td>
<td>14%</td>
</tr>
<tr>
<td>The French Program</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>The Health Program</td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>The Reading Program</td>
<td>40</td>
<td>33%</td>
</tr>
<tr>
<td>The English Program</td>
<td>38</td>
<td>31%</td>
</tr>
<tr>
<td>The Guidance Program</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>The Art Program</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>The Home Ec. Program</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>The Industrial Arts Program</td>
<td>3</td>
<td>2%</td>
</tr>
</tbody>
</table>

Respondents answering | 122 | 74% |
Not answering          | 43  | 26% |

*Total percent is greater than 100, because many teachers listed more than one area of major adaptation. All percents are rounded to the nearest whole number.
One hundred twenty-two teachers responded to this item. Forty-three did not. Areas of major adaptation and the number and percent of teachers responding is shown in Table XVIII.

Twelve teachers, or 10 percent of the total respondents to this item, said that they made no major adaptations to any area of the curriculum in their classrooms.

Forty-nine percent of the teachers responding to this item reported that they made adaptations to all areas of the curriculum. The majority described briefly some of the adaptations they made in the various subject areas. Others simply stated that they made adaptations in all areas of the curriculum, but did not describe the nature of the adaptations any further. Of those who gave some description of their adaptations, the most frequently mentioned adaptation was a change in the amount of time spent in each subject area. Generally, more time was spent in reading, mathematics, and language arts than is suggested in the curriculum guide for Saskatchewan. In total, nineteen teachers mentioned that they spent more time per week in reading, mathematics, and language than suggested in the curriculum guide. Other adaptations included such things as: emphasis on oral English in all subjects, wide use of audio-visual aids, "free-discovery and spontaneous learning situations", and learning through experience.

Social studies was the one subject area in which the most teachers mentioned that they were making major adaptations.
Forty-three percent of the respondents mentioned adaptations in this area. One-third of the respondents said that they taught Indian history and culture and units on "life in Northern Saskatchewan in the past and the present". They made no mention of how much they expanded the course beyond Northern Saskatchewan. Several primary teachers claimed to teach no social studies as such. Other respondents mentioned that they made general modifications to the social studies programs, emphasized particular units of work, but gave no description of the nature or extent of the type of modifications they made.

Twenty-eight of the forty teachers who made adaptations to the reading and literature programs had experience only in division I. The major adaptation, mentioned by most teachers, was the use of a wide variety of reading materials in place of, or in addition to, the regular readers. Other adaptations mentioned were: "use of blended sight-sound sequence rather than the skill sequence method as outlined in the curriculum guide", use of a self developed remedial reading program combining the reading and English programs, no formal reading lessons, omission of parts of the literature course which were not interesting, and frequent testing of the pupils' achievement in reading.

The language or English program was adapted to some extent by 31 percent of the respondents. One-half of the thirty-eight teachers who made adaptations to the English
program made more use of oral English practice then is suggested in the curriculum guide.

The science program was mentioned by 26 percent of the teachers as an area of adaptation. Major adaptations included: science was taught incidentally or not at all; general modifications were made to all parts of the program; adaptation of the science program "to the environment of the pupils"; only areas of interest were taught; correlation of science with other subjects; emphasis in science on conservation and management; teaching only about animals and nature in science; a special science adaptation project supported by the Saskatchewan Teachers Federation; "development of a special science course with Northern Saskatchewan as the laboratory."

Adaptations were made to the mathematics course by 14 percent of the respondents. Seven mentioned that they spent more time on mathematics than is suggested in the curriculum guide, but did not exactly say how much time they were spending on mathematics. Seven also mentioned that they emphasized only the basic skills of adding, subtracting, dividing and multiplying and did not teach much in problem solving, percentages, and interest rates. Teachers who were teaching new math mentioned that adaptations were made in the vocabulary needed in the course since pupils were often confused by the standard vocabulary of the new math course.

In order to make the health program more applicable
to the problems of the community, it was adapted by 11 percent of the teachers. Some taught health incidentally as need arose, and other respondents who mentioned health as an area of major adaptation put special emphasis on one or more of the following areas: "food and diet, with emphasis on purchasing and preparation of nutritious food"; "anatomy and physiology", units on "lice, scabies, and blood poisoning", "practical and immediate concerns". Other areas of the school program in which some teachers, less than 10 percent of the respondents, mentioned major adaptations included: French language instruction, the guidance program, art, music, home economics and industrial arts. Of the three respondents who referred to French, two mentioned that they dropped it from the course of studies. Six teachers referred to development of a guidance program in division II and III. Three mentioned adaptation of the art program to the interests of the children. Four teachers of home economics and one of industrial arts reported that they adapted their programs to the "needs of the community" and did not follow the provincial course outline.

Additional Comments

The last item of the questionnaire provided an opportunity for teachers to make additional comments regarding the questionnaire, their answers to it, and about the study
in general. The responses of the teachers to this item in the questionnaire can best be grouped into two categories: a) identification of problems in teaching in Northern Saskatchewan, and b) suggested measures for improvement of education in Northern Saskatchewan.

One hundred five teachers pointed out that they did not perceive the suitability or unsuitability of the education program to be the only problem in education in Northern Saskatchewan. Sixty of those who responded to this item of the questionnaire reported that they felt that the main problems in education originated in the home of the child. As shown in Table XIX, problems originating in the home were ranked as most serious.

The main problem they perceived was the indifference of the parents toward the education of their children. Unsuitability of the school program was one of the least major problems identified by the teachers.

Before improvements would come in education in Northern Saskatchewan, teachers felt that the attitudes, values, morals, and interests of the parents must change. Two respondents questioned the right of the school to change such things as the values and attitudes of the parents. The poor economic level of Northern Saskatchewan and the dependence of many people on welfare were mentioned by many respondents as a deterrent to educational achievement. This is related to
TABLE XIX

PROBLEMS IN EDUCATION AS PERCEIVED BY NORTHERN SASKATCHEWAN TEACHERS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rank Order</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifference of parents</td>
<td>1st</td>
<td>60</td>
</tr>
<tr>
<td>Lack of encouragement from home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor examples set by peers and elders in the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low economic level in the community</td>
<td>2nd</td>
<td>21</td>
</tr>
<tr>
<td>and dependence on welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of drive toward self improvement and lack of a goal in life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsuitability of the school program</td>
<td>3rd</td>
<td>14</td>
</tr>
<tr>
<td>Poor preparation of pupils in early years of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics in education and lack of concern for the child</td>
<td>4th</td>
<td>6</td>
</tr>
<tr>
<td>Poor preparation of teachers</td>
<td>5th</td>
<td>4</td>
</tr>
</tbody>
</table>

what some teachers referred to as a "lack of a goal in life" by many of the Northern Saskatchewan Indian and Metis people. Several teachers referred to the negative effects of political influences in education in Northern Saskatchewan but did not elaborate on this point.

Sixty teachers made suggestions for improvement of education in Northern Saskatchewan. All agreed that the main goal of the school in the primary grades should be to teach the pupils the English language. One teacher suggested...
that kindergarten, with emphasis on teaching the English language, should be for more than one year in duration while another respondent suggested that all of division I should be concerned only with teaching English and a study of the environment familiar to the child. The shortage of good reference materials was of major concern to sixteen teachers who suggested that more effort be made to either find or develop more suitable reference materials. It was also suggested that teachers be given more freedom in selection of reference materials.

The school program was seen by thirteen teachers as needing to include such things as "life skills", "how to function in a white society", "attitudes of responsibility and accomplishment", and emphasis of technical and trade training. Field trips to urban areas, farms and factories and week long stays with a white family were viewed as potentially of "immense value" by several teachers.

Eight respondents mentioned a need for more community involvement in education. Suggested ways in which this could be brought about included: giving the Indian and Metis people more of a role of leadership in education, having the teachers gain some fluency in the native language, community school programs or courses in such areas as health or consumer education which would involve the whole community, a "good adult education program", and frequent parents' days in the school.
A basic suggestion made by four teachers was a return to the traditional mathematics program.

Summary

Chapter IV concluded that teachers, in general, perceived the education program in Northern Saskatchewan to be unsuitable for the Indian and Metis pupils of that area. Chapter V analyzed the results of Part III of the questionnaire which was an exploratory survey of teacher perception of the most suitable, and the least suitable areas of the provincial curriculum; and of major adaptations which were being made by teachers to the education program in their schools.

Science, mathematics, and social studies were each listed by more than 25 percent of the respondents as most suitable areas of the curriculum. Many of those who listed these subject areas as most suitable qualified their opinions by stating that only certain aspects of these programs were suitable. For example, the majority of those who listed science made special reference to natural science, and many of those who listed social studies made reference to those aspects of the program dealing with local environment. Twenty-four percent of the respondents also listed pre-vocational and vocational courses as most suitable.

Over 50 percent of the respondents listed reading and
literature programs as least suitable, and 33 percent listed English as least suitable. Many made reference to a lack of materials relevant to Indian and Metis students. Social studies was seen as least suitable by 30 percent of the respondents. Most were teaching in divisions II and III.

Forty-nine percent of the respondents mentioned that they were making adaptations to the entire program but made little mention of the extent of the adaptations. Other major areas of adaptation were social studies, English, reading and science programs.

In response to item four of Part III of the questionnaire, many teachers indicated that they perceived most problems in education as originating in the Indian and Metis child's home. Main problems mentioned were indifference of the parents, lack of encouragement from home and poor examples set for the Indian and Metis child by peers and elders in the community.

The findings in Chapter V generally supported the conclusions reached in Chapter IV.
CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

Studies have shown that Indian and Metis children in Northern Saskatchewan undergo a pre-school life experience that is culturally, socially and psychologically different from that of the majority of children in Saskatchewan for whom the provincial school program and total formal education system are designed. If the schooling experience is to help integrate Indian and Metis children into the mainstream society, it must be geared to the on-going life experience of the children.

Since 1944 when the provincial government first became directly involved in education in Northern Saskatchewan it has realized that this was an area with special problems and needs. Until 1960 major efforts in education in this region of the province were aimed at getting all of the children into schools. During the past decade numerous innovations and adaptations have been made concerning the education program in Northern Saskatchewan. Most notable of these include adaptations to English, reading and social studies programs. An oral English program specially prepared for Indian and Metis pupils was introduced in 1962. Several new
reading programs have been tried on an experimental basis. These include such programs as S.R.A. (Scientific Research Associates) reading laboratories used primarily for remedial purposes, and I.T.A. (Initial Teaching Alphabet), a linguistic approach to reading. By 1966 a complete social studies program grades 1 to 6 was available to teachers in Saskatchewan to be taught as an option to the regular social studies program in schools populated by Indian and Metis pupils. Many other less significant adaptations or modifications have also been tried in the past decade.

In order to better prepare teachers to adapt and develop education programs for Indian and Metis pupils courses have been developed which pertain to Indian and Northern education; and are credited toward a degree in the University of Saskatchewan. A recent survey showed that approximately 60 out of 205 teachers in Northern Saskatchewan have taken advantage of these courses.

The Problem

The purpose of this study was to examine teacher perception of the suitability of the education program for Indian and Metis children in Northern Saskatchewan. As was indicated in the review of literature, teachers do realize that there are many problems concerning education of Indian and Metis children, but are hesitant to accept new approaches that
have been suggested or tried.

The Design of the Study

The first phase of the study consisted of development of a questionnaire that would give an accurate measurement of teacher perception of education program suitability in Northern Saskatchewan. A suitable questionnaire was adapted from one developed in United States to measure teacher awareness of socio-cultural differences in multi-cultural classrooms. The questionnaire was made up of three parts. Part I asked for basic information about the respondents themselves. This data consisted mainly of variables which were recognized at the outset of the study as possible influences of teacher perception. Part II of the questionnaire was made up of twenty items aimed at determining teacher perception of the education program in general. Part III was made up of four open-ended questions through which the respondents were asked to state their perception of the most suitable and least suitable areas of the provincial curriculum, to list, in order of significance, any major adaptations they were making to the education program in their schools and to make additional comments they deemed necessary concerning the questionnaire and their answers to it.

The questionnaires were administered to all teachers teaching in any of divisions I, II and III in Northern Saskatchewan.
The reliability of the questionnaire was determined by means of the Kuder-Richardson reliability coefficient and found to be .73.

**Hypothesis 1**

The procedure used to test hypothesis 1 was to convert the total mean scores of the respondents to Part II of the questionnaire to a standard (z) score. Significance of the standard score and of the conclusions was determined from probability tables.

**Hypotheses 2 - 6**

Respondents were grouped according to five factors: type of teaching certificate held; area of study; total teaching experience; total teaching experience with Indian and Metis children; division level of experience with Indian and Metis children. In order to determine whether or not significant differences in perception could be identified among the groups formed by these factors and the possible interactions between them, a multi-factor analysis of variance was made. Because of the limited size of the sample population three separate analysis runs, each with three factors, had to be made.

The open-ended questions of Part III of the questionnaire were analyzed be means of frequency tables.
Conclusions

After an examination of the data, a number of conclusions were reached by the researcher. They are listed below. Conclusions 6 to 10 are based on the findings of the unstructured questions in the questionnaire, thus, they have not been statistically tested.

1. Generally, teachers perceived the education program in Northern Saskatchewan to be unsuitable for Indian and Metis pupils.

2. Teacher perception of education program suitability did not vary significantly in relation to the type of teaching certificate held by the teacher.

3. Teacher perception of education program suitability did vary according to whether or not teachers had taken courses in Indian or cross-cultural education. Those individuals who had taken courses in these specialized fields appeared to be more aware of unique needs of Indian and Metis pupils.

4. Teacher perception of education program suitability varied according to the total number of years of teaching experience, and the total number of years of teaching experience with Indian and Metis pupils. In both cases teachers with less than four years of teaching experience felt that the education program was less suitable than did more experienced teachers. There are three possible reasons why this is so: more experienced teachers may have learned to adapt the program to fit the
needs of their Indian and Metis pupils; they may have become accustomed to the program; or they may feel more protective toward the education program than do less experienced teachers.

5. There was no significant difference in teacher perception of the suitability of the education program when they were grouped according to the division level at which they had experience with Indian and Metis pupils. Teachers in division I were generally less experienced teachers, thus, they should have perceived the school program as less suitable than teachers in divisions II and III. More development of special programs for Indian and Metis children has taken place in division I. Interaction between the two factors might have cancelled any significant differences in perception.

6. Teachers perceived nature science, mathematics and aspects of social studies which involved a study of the local environment and history as the most suitable areas of the provincial education program.

7. Reading and literature, English and social studies programs, as outlined in the provincial curriculum, were perceived by teachers as least suitable aspects of the education program for Indian and Metis children. The shortage of suitable materials and references was also listed as a problem by a significant number of teachers.
3. The majority of the teachers in Northern Saskatchewan are making minor adaptations to the entire curriculum but not making any major adaptations in any particular subject area. Adaptations being made in subject areas are generally those that have been developed or introduced by educators not actually teaching in Northern Saskatchewan.

9. When teachers were grouped according to type of certificate held, area of study in teacher training, total teaching experience, total teaching experience with Indian and Metis children, and division level of teaching experience with Indian and Metis children, their perception of areas of the education program most suitable and least suitable generally supported conclusions 1 to 5 inclusive.

10. Teacher comments to the last open-ended item on the questionnaire pointed out that teachers perceived the problems in education as being the fault of the home environment of the Indian and Metis child. The majority of the teachers felt that changes must come in the home before changes in the education program would be effective in bringing about improvements in education of Indian and Metis pupils.

Recommendations

The recommendations made in this study, although based on the findings of the research reported herein, are also influenced by experiences of the author. It was felt that
by doing so the recommendations would be most practically applicable to the current needs in Indian and Metis education in Northern Saskatchewan.

1. It is recommended that a regional curriculum resources laboratory be established for the use of teachers in Northern Saskatchewan communities. The purpose of the laboratory should be to collect, develop and distribute materials and ideas in methodology in Indian and Metis education. In order to be most successful the laboratory would have to work cooperatively with the Saskatchewan Department of Education, the Saskatchewan Teachers Federation, the Federation of Saskatchewan Indians, the Saskatchewan Metis Society and the Indian Education Program of the College of Education at the University of Saskatchewan.

2. It is recommended that a teacher-at-large position be created to enable teachers in Northern Saskatchewan to be freed from regular classroom duties for short periods of time to develop curriculum.

3. In view of the special needs in education of Indian and Metis children, it is recommended that the College of Education at the University of Saskatchewan in Saskatoon establish an extension service to work with teachers in Northern Saskatchewan do develop effective and suitable education programs.

4. It is recommended that the Saskatchewan Teachers
Federation extend its list of summer short courses to include courses in curriculum development in particular subject areas for teachers in Indian and Metis populated schools.

5. It is recommended that the means be made available by the Department of Education to hold regional Saturday workshops in curriculum development in Northern Saskatchewan. These would focus on subject areas as well as in cross-cultural education in general.

6. It is recommended that teachers hired to teach in Northern Saskatchewan be requested, as part of their contract, to take some training in Indian or cross-cultural education.

7. It is recommended that the Department of Education undertake a thorough evaluation of suitability of the education program currently offered in Northern Saskatchewan.

Areas for Further Study.

This study has investigated only one aspect of education program suitability in Indian and Metis communities. In order to make more meaningful the conclusions that have been drawn from this study it seems pertinent that further research be carried out in the following areas:

1. Research into Indian and Metis parents' perceptions of the suitability of the education programs offered in the schools in their communities.

2. Research into Indian and Metis pupils' perceptions of the suitability of the education programs offered
in the schools they attend.

3. Further research into the suitability of particular aspects of the education programs offered in Indian and Metis communities. Aspects of the programs requiring further research are: subject area; methodology; the processes of curriculum development.

4. Further research into the influence of the following variables on teacher perception of education programs: type of teaching certificate held, area of study in teacher training, total teaching experience, teaching experience with Indian and Metis pupils, and division level of experience with Indian and Metis pupils.

5. Research into teacher perception of their role in development of education programs.

6. Further research into the nature of education programs, in education of indigenous people, being developed and used in other areas of the world.
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Buckley, Kew and Hawley. The Indians and Metis of Northern Saskatchewan. Saskatoon: Centre for Community Studies, University of Saskatchewan, 1963.


**B. PERIODICALS**


**C. GOVERNMENT DOCUMENTS AND REPORTS**


Saskatchewan Department of Education. "A Social Studies Program for Children of Indian Ancestry." Regina: The Department, August, 1966. (Mimeo.).


D. THESIS


E. UNPUBLISHED MATERIALS


F. ARTICLES IN A SERIES


G. OTHER SOURCES

TEACHER PERCEPTION
OF
EDUCATION PROGRAM SUITABILITY
IN
NORTHERN SASKATCHEWAN

TEACHER QUESTIONNAIRE

Part I - Basic Data
Part II - Program Evaluation --- structured questions
Part III - Program Evaluation --- open ended questions

Note: You are asked to complete all parts of the questionnaire. Information supplied by you will not be identified with you personally, your school, or the community in which you teach. Only the compilation of the results of the study will be made public.

Please return the questionnaire in the enclosed envelope to:

Joseph L. Handley
College of Education
University of Saskatchewan
Saskatoon, Sask.
PART I

BASIC DATA

1. Highest Certificate Held:

Please circle one code numeral indicating the highest certificate you hold.

Class C (no teacher training) 1
Interim Standard 2
Standard 3
Professional 4
Other (please specify) 5

2. Major Area of Study in Teacher Training

Please circle one code numeral indicating the category in which you fit.

No specialization (no more than three university classes or equivalent in any subject area) and have taken no university credit course(s) in Indian or Cross-cultural Education 1
Completed credit course(s) in Indian or Cross-cultural Education but have no specialization in any other courses 2
Completed four or more courses in any combination of the Social Sciences and have completed credit course(s) in Indian or Cross-cultural Education 3
Completed credit courses in Indian or Cross-cultural Education and a specialization only in a subject area other than the Social Sciences (please specify) 4
Do not fit into any of the above categories (please specify your subject area specialization) 5
3. **Total Years of Teaching Experience:**

Please circle one code numeral. (Count the current year as a year of experience)

- 0 - 3 years  
- 4 - 8 years  
- 9 or more years

4. **Total Years of Teaching Experience with Indian and Metis Children:**

Please circle one code numeral. (Count the current year as a year of experience)

- 0 - 3 years  
- 4 - 8 years  
- 9 or more years

5. **Total Years of Consecutive Teaching Experience in Northern Saskatchewan:**

Please circle one code numeral. (Count the current year as a year of experience)

- 1 year  
- 2 - 3 years  
- 4 or more years

6. **Grade Level of Teaching Experience with Indian and Metis Children:**

Please circle one code numeral.

- Only in Division I  
- Only in Divisions II and III  
- In Divisions I, II and III  
- Other (please specify)
PART II

PROGRAM EVALUATION

This part of the questionnaire contains twenty items concerning the suitability of the education program in Northern Saskatchewan for the Indian and Metis students. You are asked to answer all items in reference to the general education program as recommended by the Department of Education for this region. Do not answer in reference to your own classroom situation only. All answers are anonymous.

This part of the questionnaire is scaled from 1 to 5, or "very little" to "very much". All points are equidistant from one another.

very little 1 2 3 4 very much 5

Please circle the number which most appropriately indicates your opinion regarding each item. Answer each question as well as you can. If in doubt, select the number which is closest to your opinion. REMEMBER you are asked, in this part of the study, to think in general terms about the Indian and Metis people in Northern Saskatchewan and not merely about the people in your immediate classroom.
1. All children in school, regardless of culture or social background, have certain psychological needs in common. Among these are the needs for belonging, participation, recognition, and security.

To what extent do you believe that these needs of Indian and Metis children can be met with a provincial education program that is essentially the same for all children?

very little  1  2  3  4  very much  5

2. The provincial curriculum is only a guide. In theory, it is meant that teachers will adapt it to fit their particular situation.

In practice, to what extent do you believe you are free to make significant adaptations to the curriculum guides in program development?

very little  1  2  3  4  very much  5

3. The school is one aspect of, and reflects the values of, the society for which it was developed.

To what extent do you believe the environment of the school is compatible with the out-of-school environment of the Indian and Metis children?

very little  1  2  3  4  very much  5

4. Most school curricula are primarily oriented to the future. They emphasize hard work in the present in order to be rewarded in the future.

To what extent do you believe Indian and Metis children in divisions II and III are able to adjust to working hard in the present in order to be rewarded in the future?

very little  1  2  3  4  very much  5
5. In the learning activities which take place in the school many teaching techniques and methods are dependent on individual competition by the pupils. Traditionally the Indian culture placed very little value on individual competition.

To what extent do you believe that the Indian and Metis children adapt to the competitive aspects of the school experience?

very little 1 2 3 4 very much 5

6. A recent suggestion in Indian and Metis education is that native people be trained and certified as teachers since they would be able to communicate and teach in the native language.

To what extent do you believe that this plan would result in improvements in Indian and Metis education if it were implemented?

very little 1 2 3 4 very much 5

7. One of the broad objectives accepted for implementation in the schools of Saskatchewan is that of civic responsibility.

To what extent do you believe that Indian and Metis children practice school-taught concepts of citizenship in their activities?

very little 1 2 3 4 very much 5

8. One may define the education of Indian and Metis children as one of the processes for their integration into broader Canadian society.

When Indian and Metis children leave school for good, to what extent do you believe they are able to integrate successfully into the larger Canadian society?

very little 1 2 3 4 very much 5
9. Much of the high health deficiency and infant mortality rate among the Indian and Metis people in Northern Saskatchewan can be attributed to their lack of knowledge, skills, and attitudes necessary to develop better health and sanitation patterns.

To what extent do you believe that the health programs currently being taught in the schools in Northern Saskatchewan are effective in improving the situation?

very little 1 2 3 4 very much 5

10. Both in teaching and in our out-of-school activities we, as members of the Canadian society, place much emphasis on economic efficiency.

To what extent do you believe the Indian and Metis children are learning the value of economic efficiency?

very little 1 2 3 4 very much 5

11. In order to develop and teach a school program suited to the needs of the Indian and Metis children, it is necessary to have access to needed resource materials.

To what extent do you believe that sufficient suitable resource materials are available to the teachers in Northern Saskatchewan?

very little 1 2 3 4 very much 5

12. Some educators believe that the education program should be aimed more directly at preparation of the Indian and Metis children for a future in Northern Saskatchewan.

To what extent do you believe that the current education program provides a valuable background for Indian and Metis children who choose to remain in Northern Saskatchewan communities?

very little 1 2 3 4 very much 5
13. Lack of motivation on the part of the pupil is often cited as a problem in Indian and Metis education. Motivation should entail an interest in the content which is being taught.

To what extent do you believe that the Indian and Metis children are interested in the content of the material being taught?

very little 1 2 3 4  very much 5

14. Parental motivation of children in school, to a large extent, is based on their satisfaction with the education program.

To what extent do you believe that the Indian and Metis parents are satisfied with the current school program?

very little 1 2 3 4  very much 5

15. An important factor in school program development and in teaching is teacher awareness of the socio-cultural differences between the Indian and Metis way of life and that of Canadian society in general.

To what extent do you believe teachers are aware of the socio-cultural differences between the Indian and Metis way of life and that of Canadian society in general?

very little 1 2 3 4  very much 5

16. The typical school program requires much verbalization on the part of both the teacher and the pupil.

To what extent do you believe this verbal emphasis is a disadvantage to the Indian and Metis children?

very little 1 2 3 4  very much 5
17. In recent years there has been a trend toward including more vocational and occupational training in the elementary school curriculum for Indian and Metis children in Northern Saskatchewan.

To what extent do you believe this trend will, in the long run, be more beneficial to Indian and Metis children than a more academic program would be?

very little 1 2 3 4 very much 5

18. The range of reading abilities varies from group to group without regard to culture or social background.

To what extent do you believe that Indian and Metis children are able to use the regular textbooks and resource books prepared for their grade level?

very little 1 2 3 4 very much 5

19. In general, the Indian and Metis children communicate with one another at home in their native language rather than in English. A main aim of division I is the ability to speak, read and write in the English language.

To what extent do you believe Indian and Metis children are proficient in oral expression in the English language by the end of division I.

very little 1 2 3 4 very much 5

20. Speculation is often made concerning the general intelligence of Indian and Metis children. Some people believe that they score as high as do other children. Others believe that they score lower due to factors such as home environment, nutrition, and training.

To what extent do you believe a difference in general intelligence explains the Indian and Metis children's low achievement in school when compared to that of other children?

very little 1 2 3 4 very much 5
PART III

PROGRAM EVALUATION

Part III of the questionnaire is made up of four open-ended items. It is hoped that these items will provide you with ample opportunity to make further comments concerning your perception of education program suitability for Indian and Metis children in Northern Saskatchewan.

Use the back of the questionnaire sheets if more space is needed for your comments.

1. In reference to the provincial curriculum, what do you find most suitable for the Indian and Metis students of Northern Saskatchewan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. In reference to the provincial curriculum, what do you find most unsuitable for the Indian and Metis students of Northern Saskatchewan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3. List, in order of significance, any major changes or adaptations you are making to the provincial curriculum in your classroom this year.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Kindly make any additional comments you deem necessary regarding the questionnaire and your answers to it.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
APPENDIX B

CORRESPONDENCE
Copy of sample letter to teachers

April 22, 1970

Dear (name of teacher)
________________________ School
________________________, Saskatchewan

Dear (name of teacher):

I am a graduate student in the Indian and Northern Education Program at the University of Saskatchewan and am currently working on my thesis. Since all of my public school teaching experience has been for the Northern School Board, Northern Saskatchewan is the region in which I will be carrying out my research. I am particularly interested in education program development for the Indian and Metis children in that region. A problem which all people involved in education program development or adaptation face is whether or not the majority of the teachers concerned perceive the proposed changes as needed and beneficial. Thus, my thesis, an analysis of teacher perception of education program suitability in Northern Saskatchewan, should be of value to teachers, consultants, and other persons involved in education program development for Indian and Metis children.

It is through the cooperation of all teachers in Northern Saskatchewan that the findings of this study will be most accurate. I require your assistance through completing a brief questionnaire concerning the education program in Northern Saskatchewan as you see it. I hope to be in your community within a few days for this purpose. Both Mr. Carr and Mr. Willms are aware of study I am undertaking and have given me permission to carry it out in Northern Saskatchewan. I might add that all responses to the questionnaire are anonymous and will not be identified with you, your community, or the school in which you teach. Only the compilation of the findings of the study will be made public.

I am looking forward to seeing you soon and will answer any questions you may have about the study at that time.

Sincerely yours,

(signature)

Joseph L. Handley
April 22, 1970

Dear (name of teacher),

Dear (name of teacher):

Further to the enclosed letter and questionnaire sent to you by Mr. Handley, this is to certify that not only is Mr. Handley a graduate student in our program but also to signify the interest that Professors and Lecturers in this program have in his research topic.

As you probably know, every graduate student must submit his research proposal to a Committee of the Department in which he is taking his degree and which also includes an outside consultant. In the case of Mr. Handley, Professor Randhawa, from the Department of Educational Psychology, functions as the latter. The other member of the Committee besides myself is Professor Egnatoff who is responsible for one of the graduate courses in our program and is also the Head of Educational Administration. The three of us have agreed that I should write this letter to endorse the research conducted by Mr. Handley.

We trust that the questionnaire will receive your full attention and will stimulate your interest in the improvement of the educational processes offered to children of Indian background.

Wishing you a successful end of the school year and hoping to see you on campus next summer, I remain,

Yours sincerely,

(signature)

A. Renaud, O.M.I., Chairman,
Indian and Northern Education Program
APPENDIX C

TEACHER PERCEPTION OF MOST SUITABLE AREAS OF THE EDUCATION PROGRAM WHEN GROUPED ACCORDING TO FIVE VARIABLES
### Table XX

**Teacher Perception of the Most Suitable Areas of the Education Program When Grouped According to Five Variables**

<table>
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<tr>
<th>Area</th>
<th>Number of Respondents</th>
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<th>Factor 2</th>
<th>Factor 1</th>
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APPENDIX D

TEACHER PERCEPTION OF THE MOST UNSUITABLE AREAS OF THE EDUCATION PROGRAM WHEN GROUPED ACCORDING TO FIVE VARIABLES
### Table XXI

**Teacher Perception of the Most Unsuitable Areas of the Education Program**

When grouped according to five variables.

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<tr>
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<th>Number of Respondents</th>
<th>Area of Study factor 1</th>
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APPENDIX E

AREAS OF MAJOR ADAPTATION MADE BY TEACHERS
WHEN GROUPED ACCORDING TO FIVE VARIABLES
### TABLE XXII

**AREAS OF MAJOR ADAPTATIONS MADE BY TEACHERS GROUPED ACCORDING TO FIVE VARIABLES**

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