

## ABSTRACT

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A Comparative Study Of Selected Perceptions Of Charter Schools  
Through The Philosophical Beliefs Of Teachers,  
Administrators And Policy Makers In Louisiana  
(Major Professor: Thomas A. Rakes)

The purpose of this investigation was to compare the perceptions of charter schools in Louisiana through the philosophical beliefs of teachers, administrators and policy makers on educational goals, curricula, methodologies and physical facilities. Six charter schools were identified and matched with six traditional schools and their teachers and administrators, together with government policy makers, were administered the *Charter School Survey*. MANOVAs were conducted to determine the impact of philosophy and type of school on the perceptions of charter schools with respect to the charter schools' goals, curricula, methodologies and physical facilities. MANOVAs also were executed to determine if position and some other demographic features, such as age, academic degrees, gender, ethnic background, and years of experience in education, produced statistically significant differences in the participants' perceptions of charter schools. It was found that the combined dependent variables of goals, curricula, methodologies and physical facilities were affected significantly by type of school (traditional and charter), but not by type of philosophy (idealism, pragmatism, realism, innovation and undefined philosophy) or by their interaction. For determining if a participant's position significantly impacted that participant's perceptions of charter schools, Tukey's corrected HSD was used and significant differences were found between teachers and administrators in their perceptions of goals, curricula and physical facilities but not methodologies. Finally, it was found that academic degrees had a statistically significant impact on the participants' perceptions of charter schools. Age, gender, ethnic background, or years of experience in education did not produce statistically significant differences.