

A COMPARISON OF IDENTIFIED TEACHING SUCCESS  
CHARACTERISTICS OF ADULT VOCATIONAL  
TEACHERS WITH THEIR ATTITUDE  
INVENTORY SCORES

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## CHAPTER I

### INTRODUCTION

To obtain the best possible instructors has always been one of the most important goals and responsibilities of any conscientious school administrator. Administrators of vocational schools are no exception to the fact that their success, the success of their school and student population is dependent upon their ability to select competent teaching personnel. Due to the expanding growth in adult vocational education brought on by the Manpower Development and Training Act of 1962, The Vocational Education Act of 1963 as amended in 1968, the changing world of technology, and the increased demand by the adults themselves for training in Vocational Education more administrators are faced with the problem of hiring effective vocational teachers largely from the ranks of industry. Very few of these prospective teachers have taught before, therefore an administrator is not in a strong position to be able to objectively predict which person is a good prospect and which one is a poor prospect for the field of teaching.

Insurance companies, before investing money in training a prospective agent, test the prospect to determine whether or not they believe the prospect has a reasonable chance to be successful in the insurance field. Why then should not administrators of vocational education institutions use a similar tool as an aid in the decision

making process when hiring prospective teachers?

To obtain good instructors, there should be implemented a selection process by which as much of the element of chance be eliminated as possible. Any tool that might prove to be an aid should be explored since the success of any instructional program hinges directly on the effectiveness of the instructor.

Many vocational administrators are faced with the responsibility of hiring an entire staff of vocational teachers. They also have to find replacements from time to time. In all fairness to the students and the teacher, every avenue of assistance to insure hiring an effective teacher should be sought. It is not so difficult to ascertain whether or not a person is a master of his trade. However, to determine whether or not a person can establish proper rapport with the student and is really interested in helping the student is more difficult. This writer believes the significance of determining whether or not the prospective teacher really is interested in the student and cares whether the student succeeds or not is a vital characteristic of a successful teacher that cannot be over emphasized.

#### Purpose of the Study

The purpose of this study was to compare certain identified teaching success characteristics of adult vocational teachers with their attitude inventory scores.

The hypothesis of this study was that an attitude inventory score would show a positive correlation with certain identified teaching characteristics of the successful teachers. If this hypothesis proves to be true, then those characteristics identified in successful teachers



could be used as the selection criteria when hiring new teaching personnel, also an attitude inventory could be given prospective teachers and used as an aid in selection. After reviewing literature relating to this problem this writer believes that there is sufficient evidence to indicate that there are definite characteristics that are the attributes of a good teacher. The question remains, can these characteristics be compared to a pencil and paper attitude inventory that would show a relation to teaching success?

#### Scope and Limitations of the Study

This study was limited to (a) the Manpower Skills Centers in Oklahoma that had been in operation one year or longer, (b) teachers of adult vocational courses in these centers who had been employed 6 months or more, (c) students enrolled in the centers who had been in training two weeks or more, and (d) administrators that have been employed one year or more.

It was realized that the administrators, teachers, and trainees would vary widely in age, education and vocation. However, for the purpose of this study it was assumed that the common bond and goal of preparing individuals for entry level skills to enable a person to enter the world of work should be a commonality of the participants that would reflect in their perceptions and would assist in lending credence to the study. It was further realized that the present known attitude inventories were not specifically designed for teachers of adult vocational classes. However, it was assumed that there was sufficient correlation between teaching youth and adults to consider that these attitude inventories which were designed to be used with teachers of youth

would be valid for teachers of adults.

A further limitation of the study was recognized by the fact that the various student groups in the different classes might vary in intelligence and aptitude from class to class, therefore a comparison of their instructors by the response and achievements of the students might not be equally fair to all of the instructors involved.

#### Clarification of Terms

To avoid confusion and to establish a clearer understanding, some of the special terms used in the study should be identified, defined, and explained. Therefore, the following list of terms has been included in this section of the study.

Skills Centers: The Skills Centers are vocational schools that have been set up under the Manpower Development and Training Act primarily for training disadvantaged adults to entry level skills. These centers used in the study are located at Oklahoma City, Tulsa, and Sulphur, Oklahoma. The centers are under the supervision of the Manpower Division of The State Department of Vocational and Technical Education in Oklahoma.

Administrator: The administrator is the Skills Center director who has the responsibility for the training programs and is acquainted with the instructor's teaching techniques, classroom or laboratory behavior, and general observable personality characteristics.

Instructor: The terms "instructor" and "teacher" are used interchangeably and are synonymous. They refer to the instructors that are employed by the Skills Centers. These instructors are skill instructors in the following areas: Auto Mechanics, Tractor Mechanics, Auto

Body, Machine Tool, Welding, Small Engines, Building Maintenance, Health Occupations, Food Service, and the Clerical or Business and Office Occupations.

Trainee: The trainee is the student who is the recipient of the training of the Skills Center. The terms "trainee" and "student" are synonymous for the purpose of this study.

## CHAPTER II

### REVIEW OF LITERATURE

#### Previous Related Studies With Positive Results

A search of literature indicates that several studies relating to the use of attitude inventories have been done regarding teacher effectiveness.

Leeds (1) conducted a study attempting to determine the predictive validity of the Minnesota Teacher Attitude Inventory. Ninety-six teachers who were selected from the group of some thirteen hundred who had been given the MTAI between the years of 1952 and 1968 at Furman University, Greenville, South Carolina. It appeared from this study that the predictive validity of the MTAI is sufficiently high to warrant its use in the prediction of teaching behavior from the student to the professional level. It should, however, be used in conjunction with other aptitude measures for the most effective prediction of total teaching competence. It should be noted that this study was conducted by the original designer of the instrument.

Helmick (2) in his study used the California Psychological Inventory and the Strong Vocational Interest Blank in an attempt to see if there were any discernable personality traits or interest choices between elementary and secondary education majors and whether they can be differentiated. Business majors were included as a contrast group

but the same factors were investigated with them. The study showed generally that there were not significant differences when the elementary and secondary majors were compared, but there were significant differences between the business majors and the other two groups. Although this study was directed toward the idea that personality and interest inventories could prove useful to counselors in guiding students into a choice of a major, it brought out a point that could be pertinent to this writer's study, that no significant difference appeared between the elementary and secondary education majors.

Penner (3) found from his study that enthusiasm for the area of teaching was the most significant characteristic of the effective vocational teacher of adults and received the highest rating by all of the respondent groups. This study is of particular interest because it is dealing directly with vocational teachers of adults which correspond closely to the sample to be used in this study. Also of particular interest in Penner's (3) study was the fact that of all 30 of the behavioral teaching acts set up on a five-point rating scale, none were rejected by any groups falling below the 3.50 cut off point.

Cohen (4) in his study suggested in his problem statement there was a need for the development of a set of determinates that would provide a valid and reliable criterion for measurement and a basis for differentiation, selection, and prediction of teaching as a career. The conclusions drawn from this study are that: (a) the expressed motivations for curricular choice did discriminate between male seniors enrolled in business administration and teacher education; (b) the discriminatory equation developed in the study separated the subjects into their appropriate occupational groups.

A study by Michaelis (5) on predicting student teacher success from personality and attitude inventories investigated several personality inventories and subtests to assess various dimensions of the personality that might be related to teaching success. It was determined from this study that the M scale of the Minnesota Personality scale was found to discriminate between students with high and low ratings with a higher level of confidence than did any of the other measures employed in this study; students with high ratings in teaching tended to have high scores. The Minnesota Teacher Attitude Inventory was found to be the next most useful inventory in discriminating between students with high and low ratings. Since five different inventories were used in this study it is significant that the two mentioned above proved the most useful.

Michaelis (5) states:

A study should be made of types of test items that have greatest value in predicting teaching success. The types of items included in the MPS and the MTAI appear to be most promising. It may be that the development of other categories of items similar to these types will lead to a higher level of efficiency in prediction. The factors identified by means of the factor analysis may be used as a basis for developing new items. Such a study should be tied in with the development of a criterion that is appropriate in a particular teaching situation so that a maximum of control will be maintained.

A study by Seibel (6) tended to substantiate the notion that it may be possible to a degree, to predict how a teacher will behave in the classroom.

Popham and Trimble's study (7) was designed to test the hypothesis that the Minnesota Teacher Attitude Inventory discriminates between public school teachers judged to be "superior" and "inferior" in terms of general competence. Results of this investigation tend to confirm

the suggestion that the MTAI can be used not only as a measure of the type of social atmosphere a teacher will maintain in the classroom, but also as an index of a teacher's general effectiveness.

Crowley (8) and Hunsinger (9) have stated that personality factors are extremely important in predicting the success of teachers.

#### Previous Studies With Largely Negative Results

Two criteria of teaching efficiency were used in the study by Jones (10) (a) supervisory ratings through the use of the Wisconsin Adaptation "M" Blank, and (b) residual pupil gain. The criterion of pupil gain was first developed by using the means and standard deviations of the distribution of scores for each of several subject areas.

Data for predicting the teaching success of 65 persons participating in Jones' (10) study were as follows:

- (a) Rank in high school graduating class
- (b) University grade point average
- (c) Henmon-Nelson Test of Mental Ability
- (d) American Council on Education Cooperative General Culture Test
- (e) American Council on Education Cooperative Reading Test, C<sub>2</sub>
- (f) The Bell Adjustment Inventory
- (g) The Link Inventory of Activities and Interests
- (h) American Council on Education Psychological Examination for College Freshmen

Results of Jones' (10) study indicated that the criteria of teaching efficiency employed are not related to a greater degree than is attributable to chance. Whatever pupil gain measures in relation to

teaching ability it is not that emphasized in supervisory ratings. The rank in high school class was the best single predictive measure of residual pupil gain.

Negative results were reported in a study by Tyler (11) who gave three personality inventories, the Minnesota Multiphasic Personality Inventory, the Heston Personal Adjustment Inventory, and the Johnson Temperament Analysis to three classes of students enrolled in the program leading to the General Secondary Teaching Credential at the University of California, Berkley.

Gotham's (12) investigation supported the conclusion that no significant relationship was observed between the criterion of pupil change and the three personality inventories employed namely: (a) The Bernreuter Personality Inventory, (b) The Washburn Social Adjustment Inventory, and (c) The Rudisill Scale for the Measurement of the Personality of Elementary School Teachers.

#### Characteristics of Superior Teachers

In an attempt to identify characteristics of successful teachers, the investigator reviewed literature dealing with this subject.

Enthusiasm was ranked as one of the most important characteristics of an effective vocational teacher in Penner's (3) investigation.

Lamke (13) points out that a problem of paramount importance in teacher education is that of selecting from the candidates for the teaching profession those who will later be successful as teachers. The evidence indicates that personality is an important variable affecting teaching success.

From the results of Lamke's study it appeared that good teachers



are likely more than poor teachers to be gregarious, adventurous, frivolous, to have abundant emotional responses, strong artistic or sentimental interests, to be interested in the opposite sex, to be polished, fastidious and cool.

Barker (14) states:

Study of the personality adjustments of the individual cases as judged by the different raters indicates some marked differences between the "superior" and "below average" groups. The better teacher is more enterprising, more positive, more dynamic, more creative, more frank and more direct. She has more varied interests. She appears more certain and secure. She knows the joy of achievement. Conference time with the "superior teacher" averaged thirty minutes less than the "below average" teacher whose responses were slower and who had so much more to complain about.

Wallace (15) cites many examples of research which points out that a cooperative education teacher and coordinator should be an exceptional teacher and more. He refers to a study by Jacob Kaufman which he summarizes briefly. In the summary the characteristics of the successful teacher were described as follows:

There appeared to be three crucial aspects of the teacher's relationship with his students: (1) his ability to relate to them personally, (2) his ability to teach them, and (3) his attitude towards them.

(1) The major correlates of ability to relate to the students include a student-centered approach to teaching, insight, personal flexibility, tendencies to critical self-evaluation, and willingness to assume the role of a "listener" and even of counselor when necessary.

(2) The instructor's success as a teacher depends upon his flexibility and creativity in approaching the teaching situation, his personal dynamism, and his willingness to expand effort and energy beyond the minimum required.

(3) The attitudes which the teacher brings to the classroom are fostered and reinforced by his personal characteristics and his interaction with the students. His success in approaching the youth as a teacher and as a person is contingent upon the projection of a positive, accepting, and caring attitude. Any negative emotions on his part are inevitably

communicated to the students in subtle but lethal forms. The examination of attitude will focus on the regard the teacher has for his students personally, socially, and academically.

Wallace (15) further quotes a doctoral study by Harry Olson which was designed to determine the relationships between certain personality characteristics and the job satisfactions of distributive education coordinators. "Personality" was measured by using Catlell's Sixteen Personality Factor Questionnaire. It was found that:

The teacher-coordinators studied were warm-hearted, easy-going, participating; bright, thinking in abstract rather than in concrete terms; stable, calm, realistic; gay, enthusiastic, happy-go-lucky; venturesome, socially bold, uninhibited, spontaneous; good at making contacts, not shy; likely to be elected to leadership positions in face-to-face groups; trusting, free of jealousy, easy to get along with; practical, forthright, natural; possessed by a level of anxiety which is manifested for normal situational reasons; somewhat group-dependent, and generally lacking in closeness to the personality of clinically-diagnosed neurotics.

Lancelot (16) mentions that good teachers do not all seem to fit into any particular mold but there are certain characteristics which they have in common, as follows:

- (1) They are interested in teaching and therefore enjoy thinking about the problems which it presents.
- (2) They have a passionate desire to be superior teachers—to develop their skill in teaching to the highest point of which they are capable.
- (3) They are earnest, thoughtful students of the principles and laws which govern learning and teaching, seeking to understand them and to find constantly better methods of applying them in their work.
- (4) They are trying always to perfect their actual skill in teaching by exercising it constantly and by habitual self-criticism.
- (5) They find genuine pleasure and satisfaction in teaching. It is not drudgery to them, nor is it merely a convenient means of making a living. Instead, they love to teach, preferring it to any other work of which they know.

Brighton (17) states:

Trained observers note that superior teachers (those often

selected as superior teachers by principals, other teachers, and pupils) typically do certain things:

- (1) Collect and study much information about their pupils.
- (2) Establish short and long-range goals for their pupils and for the class. (These teachers know what they want to accomplish).
- (3) Study, select, assemble and catalog much curriculum material.
- (4) Organize and prepare each class presentation.
- (5) Change prepared plans often to take advantage of "teaching opportunities" that arise. (The teacher than shows flexibility, the ability to think on his feet and to meet challenges presented by interaction with his pupils.)
- (6) Show absolute respect for pupils as human beings.
- (7) Praise more often than criticize.
- (8) Give much attention to individual differences of pupils.
- (9) Test and evaluate pupil progress frequently.
- (10) Participate and share in all activities and enterprises of the school.

Brighton (17) also brings out that teachers should have adequate know-how for appraising their fellow teacher's competence. However they are often reluctant to evaluate their colleagues' performance formally. A protective you-rate-me-high-and-I'll-do-the-same-for-you attitude may develop among the corps.

Brighton (17) summarizes:

As long as teachers are evaluated by their administrators in a formal on-going program, they have the right to expect that evaluations will be conducted as scientifically, objectively, and fairly as possible in light of present knowledge. In fact, unless teachers evaluations are to be conducted carefully and well, they should not be initiated in the first place. Experience indicates, however, that if an evaluation program is developed with care, instituted democratically, and administered fairly, it has potential for improving instruction. The most important of the purposes for justifying the time, effort, and expense it necessarily entails.

Bryan (18) brings out that:

Student rating of teachers reveals certain kinds of information that cannot be gotten from any other source. Students have an opportunity to observe the quality of teaching that no fellow teacher, head of department or school authority ever enjoys. They alone have a direct classroom acquaintance with their teachers. The information that can reveal through ratings ought to be used by teachers, supervisors, and

administrators.

Knowles (19) states:

The behavior of the teacher probably influences the character of the learning climate more than any other single factor. The teacher conveys in many ways whether his attitude is one of interest in and respect for the students or whether he sees them essentially as receiving sets for his transmission of wisdom. The teacher who takes the time and trouble to get to know his students individually and who calls them by name (especially by first name) obviously conveys the first set of attitudes. But probably the behavior that most explicitly demonstrates that a teacher really cares about a student and respects his contribution is the act of really listening to what the student says.

#### Summary

It is obvious from the afore-mentioned studies that extreme care must be taken in choosing the test instrument or inventory since some have proved to show a significant relationship such as the Minnesota Teacher Attitude Inventory, and the M scale of the Minnesota Personality scale while others have shown little or no significant relationship.

It is also brought out in this review of literature that there are certain characteristics that all good teachers have in common. Identifying and evaluating these teacher characteristics should certainly prove helpful in the teacher selection process.

Although most of the studies reviewed deal with teachers of elementary children it is believed that most of the characteristics for success of these teachers would also apply to teachers of adults, more specifically those who teach vocational adult classes. Therefore, this study could help bridge the gap in knowledge relating to teachers of adult vocational education classes.

## CHAPTER III

### DESIGN AND CONDUCT OF THE STUDY

#### Introduction

With added emphasis being placed on more and better vocational training in our country, it becomes more and more important that good instructors be employed to teach in our vocational classes.

The major purpose of this study was to determine if there are teaching success characteristics that can be identified and compared to the Minnesota Teacher Attitude Inventory Scores of teachers of adult vocational classes.

#### The Study Population

The writer tested a sample of teachers of adult vocational education classes taken from the MDPA Skills Centers of Oklahoma. Teachers who had been employed 6 months or longer were included in the study. The three administrators and trainees in their respective Skill Centers were given the opportunity to give a criterion rating on each of their respective instructors who were participating. Thirty-three individual instructors and three hundred and forty-three trainees were participants. Only those trainees who had been in training two weeks or longer were included in the study. It was the opinion of the investigator that students who had been in contact with an instructor for less

than two weeks might have difficulty evaluating their instructor objectively. It should be clarified that these students are in training eight hours per day, 5 days per week, for a total of 40 hours. Therefore, two weeks for 80 hours would be equal to the same amount of teacher contact time that a student going one hour per day, 5 days per week would obtain in 16 weeks of traditional instruction.

#### School Selection

The study involved three of the MDTA Skills Centers which are located at Oklahoma City, Tulsa, and Sulphur, Oklahoma. It was decided not to include the inmate training centers at Hodgens or Lexington since some of the assumed criteria for effective teaching (attendance rate and completion rate) would not be comparable to the non-correctional type training centers. The Tahlequah Skills Center was not included since most of their instructors had been employed only a very short time.

#### Procedures

The data collection was started in February of 1974, and the analysis of data was completed in April, 1974.

The procedure for testing and rating was facilitated by the investigator going directly to the skills center sites, explaining the proposal to the administrators and securing their permission to conduct the study. Approval to proceed on the study was granted by Mr. Hugh Lacy, State Coordinator of the Manpower Division, State Department of Vocational and Technical Education of Oklahoma.

The Minnesota Teacher Attitude Inventory was administered by the

investigator in all sites to insure the uniformity of pre-test orientation and explanation.

It was explained very clearly to the participants that participation in the study was strictly voluntary. It was further explained to the instructors involved that all personal information would remain confidential and that individual anonymity would be assured. Further assurance to the administrators and students that their criterion ratings would remain confidential was emphasized.

#### Instruments

The Minnesota Teacher Attitude Inventory was the instrument selected to be given to the instructors participating. It was interesting to note that The Manual (20) for administering The Minnesota Teacher Attitude Inventory revealed the fact that teachers of Vocational Agriculture scored highest of all the high school groups. This fact would tend to give further credence to the assumption that the instrument might be useful in testing other vocational instructors.

A brief explanation regarding the rationale of the MTAI is germane to individuals who may not be entirely familiar with the instrument (20).

The MTAI is designed to measure those attitudes of a teacher which predict how well he will get along with his pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation. The manual (20) contains a section that refers to characteristics of teachers and is quoted here:

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and

sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.

There were 150 items to be answered on the inventory and the possible range of scores on the MTAI was from plus 150 to minus 150. Each response scored "right" had a value of plus one, and each response scored "wrong" had a value of minus one.

The MTAI was designed to measure the attitudes of a teacher toward children and selected aspects of teaching. The authors reported a reliability coefficient of .93 for the MTAI. Michaelis (5) in his study of 100 students found the reliability coefficient to be .89.

The same instructors that were administered the MTAI were then ranked as to their effectiveness in teaching by the following:



(a) calculating the attendance percentage for each instructor, the premise being that the more effective instructors will have a higher attendance rate; (b) calculating percentage of completions in their adult classes; the premise being that an effective instructor will have more holding power and a relatively high completion rate, the fact remaining that the adults are not a captive audience and will not continue to attend unless they believe the course is beneficial to them; (c) a criterion rating by the administrator of the instructors involved; (d) a criterion rating by the students of the instructors participating in the study; and (e) a self-evaluating criterion rating by the instructor which should reveal how the instructor perceives his/her self in the various teacher characteristics.

The questionnaire that was used for criterion rating of the instructors was taken from Penner's (3) study and modified on the responses to rating the individual instructor as outstanding, excellent, good, fair, or poor. All of the 30 items listed on Penner's (3) study received a rating of 3.50 or above on a 5.00 scale. This rating was considered by the investigator to indicate significant agreement among students, teachers, and coordinators as to the relative importance of the items to effective vocational teaching. Penner's study was dealing with primarily the same type of population and has been tested on 943 participants in the state of Oklahoma. The questionnaire was used with certain modifications for the purpose of this study. Permission to use the modified instrument was obtained from Dr. Penner as shown in Appendix B.

It is recognized that due to the low educational achievement of some of the students that perhaps some had some difficulty understanding

some of the statements or felt that they did not have sufficient knowledge to rate some of the statements.

### Design of the Study

The study utilized statistical correlation to determine if there was a quantifiable relationship between the scores made by the instructors on The Minnesota Teacher Attitude Inventory and the individual criterion ratings of the instructor by the administrators, the teachers, and the students. A strong correlation was expected to be present between the administrator's criterion ratings, the teachers criterion ratings and the student's criterion ratings. Also an analysis of correlation was compared between the criterion ratings, attendance rates, and completion rates of students in the instructor's classes. The chi-square ( $\chi^2$ ) test was utilized to test the differences between the teachers' educational levels, business experience, and teaching experience on the scores of the MTAI and the criterion ratings by administrators and teachers. The median technique was employed to test for these differences.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The major purpose of the study was to compare certain identified characteristics of adult vocational teachers with teacher scores on the Minnesota Teacher Attitude Inventory. The premise was that if a high score on the MTAI correlated significantly with high ratings on successful teacher characteristics then the MTAI could possibly be used as an aid in the selection criteria when hiring vocational teachers. In order to accomplish this purpose the following specific objectives had to be achieved:

1. To administer the MTAI to vocational instructors involved in the study.
2. To identify characteristics that exemplify successful adult vocational teachers.
3. To obtain a rating on each stated characteristic by:
  - (a) The instructors as they perceive themselves
  - (b) The administrators as they see the instructors
  - (c) The students as they see the instructors
4. To compare the MTAI scores of the teachers to their teacher characteristics ratings by the students, the administrators, and to the teacher's own self perception rating.

5. To compare the MTAI scores of the teachers to their class attendance percentages.
6. To compare the MTAI scores of the teachers to their student completion percentage.

A secondary objective of the study was to determine whether experience or education of the instructor was more important to success in teaching. Therefore an analysis was made to compare education attainment of the instructor to teaching success and experience of the instructor to teaching success, and to see if any of these were related to the MTAI scores.

The phases of the study consisted of review of relevant literature, selection of survey instrument and attitude inventory, collection of data, treatment of the data, analyzing and presenting the data.

#### Analysis of Data

The data presented in this chapter were gathered from thirty-three skill instructors, their administrators, and students located in three skills centers which provided Manpower Training for unemployed or under-employed adults with entry level employment as the objective for these trainees. The training is conducted under an open-entry, open-exit concept whereby the trainees may enter the classes at any time, progress as their aptitude and ability allow and complete training when they are job ready. These trainees are provided this training at no cost and they are paid a training or subsistence allowance while they are in training.

The administrators in each of the three skills centers evaluated or rated their own teachers on the prepared instrument shown in

Appendix A. The instructors rated or evaluated themselves on the same instrument. The students then rated their own individual instructors using the same instrument.

Three hundred and forty-three students participated in the study. However, nine of the questionnaires were discarded due to the fact that more than five items on the instrument were left blank. After discarding these that were incomplete a student population of three hundred and thirty-four were available for the data analysis.

The first step in analyzing data was to take a look at the composition of the MTAI test scores for the thirty-three instructors. The scores ranged from a high of 87 to a low of -40 as shown in Table I. The possible range of scores on the MTAI was from plus 150 to minus 150.

TABLE I  
MTAI SCORES IN ORDERED SEQUENCE FROM  
HIGHEST TO LOWEST SCORE

87	35	8	-15
85	33	5	-17
76	33	3	-21
67	29	0	-22
66	22	- 1	-31
58	18	- 5	-37
50	18	-10	-39
38	11	-11	-40
37			
N = 33		Mean = 16.09	
Range = 127		Median = 11	
$\Sigma X = 531$		Standard Deviation = 36.36	

From Table I it can be seen that the spread of scores was 127 points, the mean was 16.09, and the standard deviation was 36.36.

There are no norms established on the MTAI shown in the manual for teachers of adult students. Therefore, it would not be appropriate to attempt to use one of the norm groups that has been established for elementary or secondary teachers for this group of adult teachers.

It was one of the specific objectives of the investigator to compare the relationships between the instructor's scores on the MTAI with the average scores on the questionnaires by each different respondent group. The statistical method used for determining the relationship and the significance of the relationship was the Pearson product-moment correlation coefficient using a one-tailed test. The investigator used the .05 level of significance.

In analyzing the data it was necessary to assign a numerical score to each ranking on the questionnaire as shown in Appendix A. The numerical rating for "Outstanding" was 1, "Excellent"—2, "Good"—3, "Fair"—4, and "Poor"—5.

#### MTAI Scores Compared to Respondent

##### Group Scores

Of the three respondent groups, only the administrators' rating revealed a significant level of correlation. The administrators rating of the instructors related to the instructors score on the MTAI at a level of  $-.332$  (Table II). The investigator was hypothesizing a negative correlation since the lower the instructors scored on their ranked characteristics on the questionnaire really indicated a high esteem by the respondent, (Example: O - Outstanding = 1 and P - Poor = 5).

Conversely the higher the instructor scored on the MTAI the assumption is the more effective the instructor.

TABLE II  
CORRELATION MATRIX BETWEEN THE MTAI SCORES  
AND THE MEAN SCORES BY ADMINISTRATOR,  
STUDENT, AND THE TEACHERS' OWN  
SELF PERCEPTION SCORE

	Adm. Scores	Teacher's Scores	Student's Scores
MTAI Scores	-.332*	.044	.071
Administrator's Scores		.061	-.133
Teacher's Scores			-.043
Student's Scores			1.00

\*Significant at the .05 level of probability.

The MTAI scores when compared to the teacher's own self rating score showed a positive correlation of .044 which was not significant.

The MTAI scores when compared to the students rating showed a positive correlation of .071 which again was not significant.

It was rather interesting to note that findings shown in Table III reveal that students gave teachers a relatively high criterion rating with an overall average at 2.11. The teachers criterion rating of themselves showed an average of 2.41, with administrators giving a slightly lower criterion rating averaging 2.46. Data presented in Table III show that the teachers as a group were given an average criterion rating by all respondents of 2.33.

TABLE III  
 AVERAGE CRITERION RATINGS BY  
 RESPONDENT GROUPS

Respondent Group	Average Rating*
Students	2.11
Teachers	2.41
Administrators	<u>2.46</u>
Overall Average	2.33

\*1 = Outstanding; 2 = Excellent; 3 = Good; 4 = Fair; 5 = Poor

Scores Compared to Student Attendance and  
 Student Completion Rates

It was the assumption of the investigator that a high percentage of student attendance for a given class as well as a high percentage of student completion for this class, would be a rather objective measure of a successful instructor. Therefore a correlation study was made between the teacher scores on the MTAI, and the student percentage attendance in class as well as the percentage of student's who completed the training (See Table IV). Also an attempt was made to see if there was any correlation between these student percentage figures and the administrative ranking, the teacher's ranking and the student's ranking on the questionnaire (See Table IV).

There was only one significant correlation between any of the variables, that being between the teacher's rating and the class percentage attendance of the students at a level of  $-.462$ .



TABLE IV  
CORRELATION BETWEEN MTAI SCORES, STUDENT CLASS  
ATTENDANCE PERCENTAGE, STUDENT CLASS COMPLE-  
TION PERCENTAGES, ADMINISTRATOR, TEACHER,  
AND STUDENT'S RANKING SCORES

	%	%
	Attendance	Completion
MTAI	-.206	.029
Administrator's Scores	.13	-.045
Teacher's Scores	-.462*	.088
Student's Scores	-.039	.032

\*Significant at the .05 level of probability

The chi-square ( $X^2$ ) test was utilized to test for differences between the teachers' educational levels, business or trade experience, and teaching experience, on the scores of the MTAI, and the criterion ratings by administrators and teachers. The median technique was employed to test for these differences. The data show in Table V that the educational level of the teacher versus the MTAI scores was the only case in which the null hypothesis was rejected at the .05 level of probability. Therefore those instructors with a higher level of education showed significantly higher scores on the MTAI. The business or trade experience versus the MTAI scores closely approached significance at the .05 level. The chi-square of this comparison was 3.64 with a value of 3.84 required for significance.

TABLE V  
 CHI-SQUARE ANALYSIS OF MTAI, ADMINISTRATORS  
 TOTAL CRITERION SCORES AND TEACHER TOTAL  
 CRITERION SCORES BY SELECTED  
 TEACHER CHARACTERISTICS

Teacher Characteristics	MTAI	Adm. Total	Teacher Total
Level of Education	5.27*	.79	1.07
Amount of Business or Trade Experience	3.64	.02	.27
Amount of Teaching Experience	.01	.03	1.60

\*Significant at .05 level of probability

#### Male - Female Instructor Comparisons

An interesting observation to the author was that in the top 25 percent of the MTAI scores which ranged from a raw score of 38 to 87, all of the instructors in this group were female. Conversely it was also interesting to observe that in the bottom 25 percent of the scoring distribution all of these instructors were male. These raw scores ranged from -40 to -15. It appeared that even though the sample of instructors involved in the study was small, a total of thirty-three, that a further analysis of the female scores compared to the male scores would be appropriate. Of the thirty-three instructors involved nineteen were male or 57.6 percent and fourteen were female or 42.4 percent. The mean or average score on the MTAI for the female instructors was +44.71 (Table VI). The mean or average score for the male instructors was -5.05 (Table VII).

TABLE VI  
 A COMPARISON OF MTAI SCORES - BUSINESS  
 EXPERIENCE, TEACHING EXPERIENCE  
 AND EDUCATIONAL LEVEL  
 FEMALE INSTRUCTORS

MTAI Score	Years Experience in Business	Years Teaching Experience	Educational Level*
87	4	1	3
85	5	3	3
76	2	6	3
67	10	1	2
66	4	30	3
58	30	3	3
50	12	6	3
38	17	5	3
37	3	2	3
29	4	14	3
18	4	11	3
11	10	1	2
5	33	4	3
<u>-1</u>	<u>36</u>	<u>5</u>	<u>2</u>
$\Sigma X = 626$	174	92	
$\bar{X} = +44.71$	12.43 yr.	6.57 yr.	
$N = 14$			

\*1 = Less than High School = 0%

2 = High School to less than 1 year of College = 21.4%

3 = One year or more of College = 78.6%

TABLE VII

A COMPARISON OF MTAI SCORES - BUSINESS  
EXPERIENCE, TEACHING EXPERIENCE  
AND EDUCATIONAL LEVEL  
MALE INSTRUCTORS

MTAI Score	Years Experience in Business	Years Teaching Experience	Educational Level*
35	13	9	3
33	25	6	3
33	20	5	2
22	30	1	3
18	17	3	1
8	20	7	3
3	13	6	1
0	6	2	2
-5	32	5	1
-10	30	11	1
-11	37	5	2
-15	23	2	2
-17	18	2	3
-21	21	6	2
-22	20	3	1
-31	30	11	3
-37	15	7	2
-39	5	2	3
<u>-40</u>	<u>17</u>	<u>5</u>	<u>3</u>
$\Sigma X = -96$	392	98	
$\bar{X} = -5.05$	20.63 yr.	5.16 yr.	
$N = 19$			

\*1 = Less than High School = 26%

2 = High School to less than 1 year of College = 32%

3 = One year or more of College = 42%

A further comparison of the teachers showed that the female instructors had an average of 12.43 years of trade or business experience in their particular vocation compared to an average of 20.63 years for the male instructors. The female group showed an average of 6.57 years teaching experience compared to 5.16 years for the males (See Tables VI and VII).

A significant factor that was observed in the analysis indicated that educational level of the females was higher as a group than that of the males.

There were no females with less than a high school education compared to 26 percent of the males with less than a high school education. Of the female instructors 78.6 percent had one or more years of college compared to 42 percent of the male instructors. In regard to those having a high school education and less than one year of college, the percentage for females was 21.4 percent compared to 32 percent for the males.

#### Free Responses to Questions I and II

Following the thirty statements requiring a rating of the instructor by the administrator, student, or by the instructors as they perceive themselves were two questions that allowed for a free response by the respondents. These questions were included in the study in an attempt to identify other characteristics of teachers that might be considered important by the respondent groups or that may have been omitted in the forced choice items.

Question I was "What do you consider this teacher's strongest Points?"

Question II was "What do you consider this teacher's weakest points?"

Answers to both of these questions were optional, therefore, all respondents did not respond to these two items, and some responded to only one item, and some gave multiple responses to one or both questions.

Similar answers were grouped into the following categories under teacher strengths, Table VIII: knowledge of the subject, experience in the occupation, helpfulness to the students, relates well to the students, patience and understanding, shop organization, class planning and organizing, concern for trainees progress, dedicated to teaching, cooperative, likes his/her work, punctual and prompt, fair to the students.

It was evident from the responses that answers relating to the instructor's willingness to help the students, or "helpfulness" was stated the most frequently. The total number of statements by all respondents reflecting on this characteristic of the teacher as a strong point was 93. "Relates well to the student" was the central theme of 84 of the responses, whereas "knowledge of the subject" was given as the instructors strong point of 80 responses. "Experience in the occupation" was mentioned on 66 responses and "patience and understanding" was grouped as one category and was mentioned by 46 of the respondents. The next most frequent strength stated was "concern for trainees progress" with a frequency of 44. See Table VIII for the remainder of the responses. The administrators listed "experience" as the strong point with a frequency of 14. "Knowledge" and "relates well" were equal in frequency with 13 responses by the administrators. "Class planning and organization" was the next most frequent with 9 responses.

TABLE VIII  
 FREE RESPONSES TO QUESTION I  
 TEACHER STRENGTHS

Area of Strength	Number of Responses By Respondent Group			Total
	Admin.	Teacher	Student	
Helpfulness to the students	2	5	86	93
Relates well to the student	13	5	66	84
Knowledge of the subject	13	4	63	80
Experience in the Occupation	14	6	46	66
Patience and Understanding	4	4	38	46
Concern for trainees progress	5	11	28	44
Class planning and organization	9	1	0	10
Dedicated to teaching	6	2	2	10
Shop organization	6	0	1	7
Likes his/her work	2	0	3	5
Cooperative	1	0	3	4
Punctual and prompt	1	1	1	3
Fair to the students	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>
Totals	76	39	337	452

"Shop organization" and "dedication" each showing a response frequency of 6.

The teachers' responses to their own strengths showed "concern for trainee progress" as the category that appeared most frequently with a frequency of 11, "experience" was next with 6, "helpfulness" and "relates well" each was given an equal number of times with a frequency of 5. "Knowledge" and "patience" each also showed the same frequency of 4.

The frequency order of the student's response followed in the same rank order to the total of all respondents of the top 6 as listed earlier.

In analyzing Question II which posed to the respondents "What do you consider this teacher's weakest points?" it was interesting to observe that fewer total responses were given this question. Many of the students responded to this question with answers that carried this vein of thought:

"None what so ever."

"I haven't found any yet."

"I don't think she has any weak points, there's none that I know of."

"Cannot think of anything that I would consider weakness in her teaching or ability to help students."

"As far as I can judge she doesn't have any weak points on teaching."

"In my opinion she doesn't have any weak points."

"I have not seen any."

The fact that 452 of the free responses related directly to the teachers' strong points, whereas only 124 responses were directed to



weakness of the instructors is evidence that it was easier for the respondents to pinpoint the teachers strengths as opposed to their weaknesses.

Analyses of responses shown in Table IX, revealing the judgments of administrators, teachers, and students regarding their perceptions of weaknesses, show the following:

"Fails to individualize instruction" was the central theme of 23 responses. "Fails to help the trainees adequately" was given as a weakness 20 times. "Doesn't relate well to the students" was next in frequency with 13 responses. "Classroom instruction was indicated as a weakness of the instructor 11 times. "Lacks patience" showed a frequency of 9 and surprisingly, "too lenient" was the next most mentioned response with a frequency of 8. It was obvious from an analysis of findings shown in Table IX that the administrators put more emphasis on "classroom instruction," "shop organization and management," and "teaching experience" than did the other two groups.

It was rather interesting that in several cases where the administrator mentioned a certain weakness of the instructor, that the instructor would also state the same weakness as they perceived in themselves.

Some selected statements made by the respondents are given here to add a more personal effect and a human touch to the study. Actual statements made in response to Question I. "What do you consider this teacher's strongest points?"

"Very dedicated to her job and determined to do a good job.  
Very dependable."

"I think she enjoys her work."

TABLE IX  
FREE RESPONSES TO QUESTION II  
TEACHER WEAKNESSES

Area of Weakness	Number of Responses By Respondent Group			Total
	Admin.	Teacher	Student	
Fails to individualize instruction	4	3	16	23
Fails to help trainees adequately	1	0	19	20
Doesn't relate well to students	3	1	9	13
Classroom instruction	8	1	2	11
Lacks patience	0	4	5	9
Too lenient	0	1	7	8
Too strict - inflexible	2	0	5	7
Lacks teaching experience	5	0	2	7
Lack of education	0	4	1	5
Shop organization and management	4	0	0	4
Prejudiced against certain trainee groups or traits	0	0	4	4
Personality problems	1	0	2	3
Fails to care for equipment	1	0	1	2
Neglects personal appearance	1	1	0	2
Brings personal problems to school	1	1	0	2
Gets involved with own projects	1	0	1	2
Lacks punctuality and promptness	1	0	0	1
Weak or immature voice	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	34	16	74	124

"She is well aware of each student individually, has praise for everyone no matter how small the job, gives encouragement and shows no partiality. She makes you feel like you could do almost anything."

"Hell of a good welder."

"He is more than willing to understand a student's personal needs and is helpful in making the students understand and how to cope with those needs and problems."

"Being able to relate with trainees."

"Skill competency or knowledge of his trade."

"Exhibits sincere desire to help trainees learn."

"She is a very patient teacher."

"She encouraged me to keep on trying when I was giving up because of my grades, and my grades improved a lot. She said don't always put myself down and I can make it."

Actual selected statements made in response to Question II. "What do you consider this teachers' weakest points?"

"Not being able to explain things. Ask her a question on something not understood and she ignores you."

"Letting people walk over her."

"Shop organization and management."

"She gets too much in a hurry, ignores one fact that some of us are a little slower than others."

"Has little patience with trainee who doesn't show enthusiasm for learning."

"He lacks supervision of work. He is on the phone or in the office all of the time."

"Not precise enough to students about certain things. Too abrupt in things that need more explanation. Ideas are somewhat strict and old fashioned."

"He has a strong prejudice against long hair, Indians, and blacks."

"Weak personality, he doesn't have enough respect for himself."

"He has the idea that making tests hard is the objective instead of using them for real teaching tools."

"Tends to get involved with own projects and doesn't contribute fully to helping all trainees needing help."

"Too busy to help students."

"Not hard enough on goof-offs."

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine if there were certain, identified teaching success characteristics of adult vocational teachers that can be correlated with their scores on an attitude inventory.

Data were collected by the investigator going directly to three MDTA Skills Centers and administering the Minnesota Teacher Attitude Inventory to teachers that had been employed in Manpower Training six months or more. During the visit to the skills centers the questionnaire shown in Appendix A was also given to the instructors, the administrators, and students who had been in training two weeks or longer.

A comparison was made in an attempt to determine the correlation between the teacher individual scores on the MTAI and each of their separate ratings on the questionnaire by their administrators, their students and their own self perception ratings.

#### Summary of Findings

The following is a summary of the findings based on the objectives of the study:

1. The MTAI scores of the instructors of adult vocational classes in this study ranged from a minus 40 to a plus 87.
2. There was little or no correlation between the MTAI scores and the criterion ratings by the teachers and the students.

3. There was a significant correlation between the administrators criterion ratings and the MTAI at a level of  $-.332$ .
4. The overall average criterion rating of teacher characteristics by all respondent groups was 2.33.
5. There was little or no correlation between the MTAI scores and the student attendance and student completion rates.
6. There was a significant correlation between the teachers criterion self ratings and their student class attendance rate at a level of  $-.462$ .
7. The female instructors scored relatively high on the MTAI with an average score of  $+44.71$  whereas the male instructors scored relatively low with an average score of  $-5.05$ .
8. The educational level of the female instructors was higher than that of the male instructors with 78.6 percent of the females possessing one year or more of college as compared to 42 percent for the males.
9. The chi-square ( $X^2$ ) analysis showed that instructors who had a higher level of education scored higher on the MTAI.
10. The free response questions brought out more responses on teacher strengths than on teacher weaknesses.
11. The responses to "What do you consider this teacher's strongest points?" indicate the following strengths listed in the order of greatest frequency:
  - (a) The instructor's willingness or ability to help the student.
  - (b) Ability to relate well to the student.
  - (c) Knowledge of the subject.

- (d) Experience in the occupation.
  - (e) Patience and understanding.
  - (f) Concern for the trainees progress.
12. The responses to "What do you consider this teacher's weakest points?" indicate some of the following weaknesses that are listed in their order of greatest frequency.
- (a) Failure to individualize instruction.
  - (b) Failure to help trainees adequately.
  - (c) Doesn't relate well to the trainees.
  - (d) Classroom instruction.
  - (e) Lacks patience.
  - (f) Too lenient.
13. Administrators directed more emphasis on the free response questions toward such areas as classroom instruction, shop organization and management, and teaching experience.

#### Conclusions

Using the analysis of data collected in this study, certain conclusions can be presented. The investigator feels satisfied in concluding the following:

1. As a group, the teachers surveyed rated "good" to "excellent" since their average criterion rating by all groups was 2.33. "Good" was given a rating of 3 and "Excellent" carried a rating of 2, therefore the average of 2.33 would be between these two classifications and slightly closer to the "excellent" range. Also the fact that the free response questions brought out more than three times the number of responses on

teacher strengths as compared to weaknesses, further emphasizes the quality of the teachers. Therefore, it would seem appropriate to commend the skills center administrators and teachers for their past efforts and effectiveness.

2. Due to the weakness of the correlations between the MTAI and the various criterion group ratings, it is doubtful that the MTAI would be of value as an aid for selection and hiring of instructors for adult vocational classes.
3. A partial explanation for the differences in regard to the higher educational level for the females is probably due to the fact they are teaching in occupational skills such as health and clerical areas where degrees are generally a requirement for job entry and it is somewhat easier to find and hire individuals with more formal education in these areas. In the male dominated areas such as welding, machine shop, mechanics and others, more emphasis is generally put on hiring a person that is a master of his trade with less emphasis on formal education.
4. From the analysis of this study it is this investigator's opinion that the MTAI was specifically designed for elementary and secondary teachers, and that female teachers with more formal education will score higher on the MTAI. The investigator recognizes the limitations of this study and would grant that observations as noted here are from a rather limited population.
5. Some administrators of vocational programs might be willing to use the MTAI as an aid in their selection process of adult



vocational teachers since their criterion ratings did show a weak, but significant correlation to the instructors' MTAI scores.

6. The fact there was a significant correlation between the teacher's rating of themselves and their student class attendance rate indicated that those teachers who had a relatively high attendance percentage in their classes tended to rate themselves higher on the criterion rating.

#### Recommendations

After completing this study the writer feels the following recommendations should be made:

1. An instrument similar to the MTAI should be developed specifically for testing instructors of adult vocational classes.
2. Administrators and teachers of adult vocational classes should put a greater emphasis on helping the adult student. Perhaps because they are primarily working with adults they are assuming that students do not wish as much help when in reality it appears that the opposite is true.
3. The male-female differences that surfaced in this study indicates a need for further in-depth studies comparing these two segments of our teacher population.
4. More emphasis should be put on developing a more individualized instructional program in adult vocational education.
5. Extreme diligence on the part of an administrator in selecting a vocational instructor is of utmost importance. The key to success of any program is an effective instructor.

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APPENDIX A

QUESTIONNAIRE

## QUESTIONNAIRE

As an adult enrolled in a vocational course, or as an administrator or supervisor in adult vocational education, you have certain perceptions of what a person needs to know or do in order to satisfactorily teach adults.

The following is a list of statements that relate to teaching and/or learning. Please respond to each statement by marking in the appropriate blank of the rating scale at the right of each statement. The rating scale will indicate how you would rate the instructor as to outstanding, excellent, good, fair, or poor in regard to the statement.

This information will be strictly confidential and will be used only to better understand the teacher education needs of adult vocational teachers. Your cooperation in answering these questions will be of great assistance. However, participation in this study is entirely voluntary, and your assistance, while strongly solicited, is wholly a matter of your own pleasure. You have our gratitude for considering this request.

## I. Learning Environment

## EXAMPLE

	*O	EX	G	F	P
A. Enjoys teaching adults	(X)	( )	( )	( )	( )
1. Accepts and respects each student's feelings and ideas	( )	( )	( )	( )	( )
2. Recognizes and accepts learning problems of students caused by variation in socioeconomic background	( )	( )	( )	( )	( )
3. Recognizes and accepts learning problems of students caused by variation in cultural and ethnic (minority group) background	( )	( )	( )	( )	( )
4. Recognizes and accepts learning problems of students caused by variations in scholastic ability and attainment	( )	( )	( )	( )	( )
5. Exhibits enthusiasm and support for the area in which he is teaching	( )	( )	( )	( )	( )

\*OUTSTANDING, EXCELLENT, GOOD, FAIR, POOR

## II. Teaching Techniques

- |  | *O  | EX  | G   | F   | P   |
|--|-----|-----|-----|-----|-----|
| 6. Skillfully questions each individual to determine areas where additional help is needed | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. Encourages sharing of ideas among the group through discussion leading                  | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. Gives demonstrations of skills and procedures   | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. Provides opportunity for each student to practice newly acquired skills                 | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. Secures the services of resource persons and experts in the field                      | ( ) | ( ) | ( ) | ( ) | ( ) |

## III. Personal Characteristics

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 11. Encourages and respects the ideas and opinions of students      | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. Avoids sarcastic and derogatory remarks to members of the group | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. Readily adjusts and adapts to new and different situations      | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. Expresses himself fluently and in clear, concise terms          | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. Praises students for good performance                           | ( ) | ( ) | ( ) | ( ) | ( ) |

## IV. Teaching and/or Learning Aids

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 16. Employs methods and techniques of effective planning and implementation                             | ( ) | ( ) | ( ) | ( ) | ( ) |
| 17. Accents learning by the use of a variety of teaching aids, films, charts, and audiovisual equipment | ( ) | ( ) | ( ) | ( ) | ( ) |

\*OUTSTANDING, EXCELLENT, GOOD, FAIR, POOR

- |   | *O  | EX  | G   | F   | P   |
|---|-----|-----|-----|-----|-----|
| 18. Encourages desirable work habits through the use of assignment sheets, job sheets, and operation sheets | ( ) | ( ) | ( ) | ( ) | ( ) |
| 19. Helps the student apply new knowledge and skills to past experience                                     | ( ) | ( ) | ( ) | ( ) | ( ) |
| 20. Gears the instruction to each individual student's ability level  | ( ) | ( ) | ( ) | ( ) | ( ) |

#### V. Task Performance

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 21. Analyzes the trade or occupation for teaching content                            | ( ) | ( ) | ( ) | ( ) | ( ) |
| 22. Follows accepted and approved work standards of the industry                     | ( ) | ( ) | ( ) | ( ) | ( ) |
| 23. Teaches, practices and enforces shop safety procedures                           | ( ) | ( ) | ( ) | ( ) | ( ) |
| 24. Possesses proficiency in the operation or manipulation of the tools of the trade | ( ) | ( ) | ( ) | ( ) | ( ) |
| 25. Teaches and performs preventive and/or routine equipment maintenance             | ( ) | ( ) | ( ) | ( ) | ( ) |

#### VI. Evaluation Methods

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 26. Involves the students in a mutual process of formulating learning objectives      | ( ) | ( ) | ( ) | ( ) | ( ) |
| 27. Involves students in developing acceptable methods for measuring student progress | ( ) | ( ) | ( ) | ( ) | ( ) |
| 28. Helps students to achieve success experiences throughout the training program     | ( ) | ( ) | ( ) | ( ) | ( ) |
| 29. Maintains an accurate chart indicating student progress                           | ( ) | ( ) | ( ) | ( ) | ( ) |

\*OUTSTANDING, EXCELLENT, GOOD, FAIR, POOR

30. Periodically administers performance tests that are fair in appraising student progress
- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| *O  | EX  | G   | F   | P   |
| ( ) | ( ) | ( ) | ( ) | ( ) |

I. What do you consider this teacher's strongest points?

II. What do you consider this teacher's weakest points?

\*OUTSTANDING, EXCELLENT, GOOD, FAIR, POOR



**APPENDIX B**

**LETTERS**

January 16, 1974

Dr. Wayman Penner  
Curriculum Specialist  
State Department of Vocational and Technical Education  
1515 West 6th Avenue  
Stillwater, Oklahoma 74074

Dear Dr. Penner:

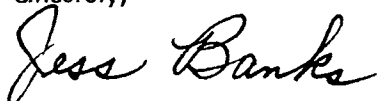
I am proposing a study to determine if there is any significant correlation between the teaching success of adult vocational teachers and their scores on the Minnesota Teacher Attitude Inventory.

I was very impressed with your study regarding the nature and scope of effective adult vocational teacher characteristics. I noted there was significant agreement among the students, teachers, and coordinators of adult vocational classes as to the relative importance of the items listed in your questionnaire.

I would like your permission to use your questionnaire in my study by modifying it in such a manner that it could be used as a criterion rating of instructors of adult vocational classes. Essentially the procedure would be to list the items in your questionnaire in such a way that the respondents could rate the instructors on each characteristic as outstanding, excellent, good, fair, or poor. I would have to modify the questionnaire somewhat, and some individual items on the instrument may be changed to better fit the purpose of my study.

If you would allow me to use your material in this manner, I would be most appreciative.

Sincerely,



Jess Banks

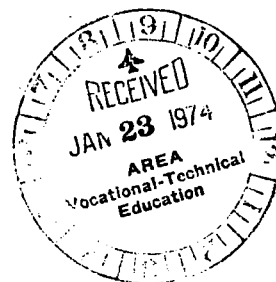
JB/XLZ-01/15



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

January 22, 1974



Mr. Jess Banks  
 Assistant State Coordinator  
 Area Vocational-Technical Education  
 State Department of Vocational Technical Education  
 1515 West 6th Avenue  
 Stillwater, Oklahoma 74074

Dear Mr. Banks:

I was pleased to hear of your proposed study to determine if there is any significant correlation between the teaching success of adult vocational teachers and their scores on the Minnesota Teacher Attitude Inventory. This sounds like an interesting study and one that should prove to be very beneficial to adult education.

You have my permission to modify and use the questionnaire from my study in the way that you proposed in your letter dated January 16, 1974.

I will be most anxious to see the results of your findings.

Sincerely,

Wayman R. Penner  
 Curriculum Specialist

WRP/XET-01/15

COPY 2

VITA

Jess Banks

Candidate for the Degree of  
Master of Science

Thesis: A COMPARISON OF IDENTIFIED TEACHING SUCCESS CHARACTERISTICS OF ADULT VOCATIONAL TEACHERS WITH THEIR ATTITUDE INVENTORY SCORES

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Sentinel, Oklahoma, May 1, 1925, son of Grace M. and Jesse C. Banks.

Education: Graduated from Port High School, Sentinel, Oklahoma in May, 1942; received the Bachelor of Science degree from Oklahoma State University in May, 1951 with a major in Agricultural Education; Completed requirements for the Master of Science degree at Oklahoma State University in May, 1974.

Professional Experience: Vocational Agriculture Instructor at Granite High School, Granite, Oklahoma from July, 1951 to January, 1967. Assistant State Supervisor and Teacher Trainer for Manpower Division, Oklahoma State Department of Vocational and Technical Education, January, 1967 to July, 1970. State Supervisor of Manpower Division, Oklahoma State Department of Vocational and Technical Education, July, 1970 to July, 1973. Assistant State Coordinator, Area Vocational-Technical Education, Oklahoma State Department of Vocational and Technical Education, July, 1973 to present.

Leadership Activities: President, Collegiate FFA Oklahoma State University, 1950; President, Southwest-Altus Professional Improvement Group, Oklahoma Vocational Agriculture Instructors, 1960; President, Greer County OEA Unit, 1966; President Granite Lions Club, 1965; President Granite Chamber of Commerce, 1964; Who's Who in American Universities and Colleges, 1951.

Organizations: Member of Phi Eta Sigma, Honorary Fraternity, 1949 and Phi Kappa Phi, Honor Society, 1951; Honorary State Farmer, Oklahoma Association of The Future Farmers of America, 1967; Honored by Granite Masonic Lodge as Teacher of Today, 1960; Oklahoma Vocational Association; American Vocational Association; National Manpower Training Association; Oklahoma Council of Local Administrators; Exchange Club; Masonic Lodge; Methodist Church; Alpha Zeta.