

FACTORS ASSOCIATED WITH THE ACHIEVEMENT OF
FIFTH GRADE PUPILS IN CRAIG COUNTY

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FIFTH GRADE PUPILS IN CRAIG COUNTY

by

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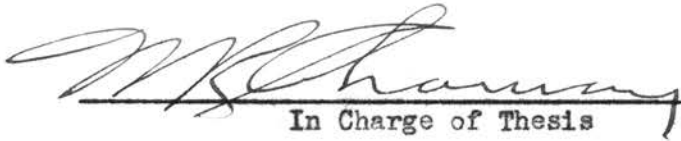
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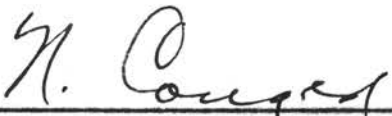
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CHAPTER I.

INTRODUCTION.

This investigation has been a study of the results obtained from tests given by Mr. J. W. Hall, the county superintendent of Craig County. The test was given to all the fifth grade pupils of the dependent schools the second semester of the year 1935-1936.

The author has endeavored to make a comparison of the types of schools as to the quality of educational attainment as conditioned by the factors of (1) number of teachers, (2) accreditation of schools, (3) qualification of teachers, (4) experience of teachers, (5) tenure of teachers, (6) salary of teachers.

Comparisons of the achievement of the pupils were made using the various factors involved in all the possible combinations.

There are two hundred seventeen pupils and sixty-five schools involved in this study. This is the total of all fifth grade pupils in the dependent schools of Craig County. There are fifty-six one-teacher schools, five two-teacher schools, one six-teacher school, and three seven-teacher schools.

The materials used were results of tests and information from the records of the county superintendent.

CHAPTER II.

COLLECTION AND TREATMENT OF DATA

The county superintendent of Craig County, Mr. J. W. Hall, keeps on file in his office, scores on tests given by him. From the records on file scores on the State Fifth Grade Test, second semester of 1935-1936 were taken for each dependent school in the county.

The test was compiled by the state department covering subjects outlined in the course of study for the second semester based on the adopted texts for the fifth grade.

All the tests were given by Mr. Hall. Full directions were given by him to all pupils participating. Thirty minutes were allowed for the test. The test was objective containing eighty multiple-choice questions and twenty arithmetic problems. The answers to the problems and the number of the multiple-choice questions were to be placed in the parenthesis provided for them.

Each question was given the value of one. The perfect score was 100 points. The state norm had been found to be 37 points.

The following information was also taken for each school for the school years of 1933-1934, 1934-1935, 1935-1936: accreditation of school, the kind of certificate held by the teacher, the number of years of teaching experience of the teacher, the annual salary of the teacher, and the name of the teacher for the three years for each district. The names of the teachers are not reported but were needed to determine tenure.

A table was worked out weighing the following factors for the three years: accreditation of schools, qualification, experience, tenure, and salary of teachers.

THE FACTORS OF ACCREDITATION

The schools were rated as to whether they were accredited or non-accredited schools.

Any school given accredited elementary rating must meet all the minimum requirements for model school rating.¹

All grade teachers must have Oklahoma State Certificates or First Grade County Certificates. The school must maintain classroom work for a minimum of thirty-two weeks and an average daily attendance of 90 percent or above is required. Only schools that rank well in the efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the cooperative attitude of the community as evidenced by rigid thorough-going inspection, shall be considered eligible for accrediting. One of the requirements of a school is to make the state norm in order to become an accredited school.

The table used for arriving at the score for accrediting of schools is as follows:

1933-1934	1934-1935	1935-1936
1 point	2 points	3 points

If the school had not been accredited it was given zero points for that year. By using this table it was possible to have schools in groups with scores ranging from zero to six. Therefore, if accredited all three years, the score would be six. It has been assumed that the year the test was given would have more influence on the pupils' scores; therefore, it was given more points in 1935-1936. The farther away from the time the test was given it would have less influence on the scores of the pupil. Therefore,

¹ Department of Education, State of Oklahoma, Model and Accredited Elementary School Bulletin, July 1936, p. 15.

the points were less in 1934-1935 and in 1933-1934.

It was necessary to combine scores due to the fact that there were such a few schools. The schools with 0, 1, and 2 points were placed together and will be designated as schools having 0-2 accreditation. The schools with 3 and 4 points were placed together and will be hereafter designated as schools having 3-4 accreditation. The schools with 5 and 6 points were placed together and will be designated as schools having 5-6 accreditation.

THE FACTOR OF QUALIFICATION OF TEACHER

Dennis H. Cooke says by increasing the minimum qualification for certification would effect a general improvement in the quality of teaching. By House Bill 212 the teachers with the higher qualification justify higher salaries. Therefore, it is assumed the teachers with the higher qualifications would get better results than the teachers with the lower qualifications.

The more and better the academic and professional preparation that a teacher has, other factors being equal, the more salary he should receive. A year's training may not always mean exactly the same, but it is a more constant and better measure than many other elements affecting the salary of teachers.²

The table used for arriving at the qualification of the teacher for each school is as follows:

Certificates	1935-1936 points	1934-1935 points	1933-1934 points
Degree	5	4	3
5 Year State or Life	4	3	2
1 and 2 Year State	3	2	1
County	0	0	0

² Lyle L. Morris, The Single Salary Schedule, p. 7

By using this table it was possible to arrive at a score for each school over the three year period. It was possible to have scores ranging from 0 point to 12 points. It has been assumed that the teacher's qualification the year the test was given would have more influence on the pupils' scores, therefore, the points were given accordingly.

It was again necessary to combine schools as to qualification of teachers due to the fact that there were such few schools. The schools having teachers with 0, 1, 2, and 3 points for qualification were placed together and will be designated as schools having "D" qualifications, hereafter. The schools having 4, 5, and 6 points were placed together and will be designated as schools having "C" qualifications, hereafter. The schools having teachers with 7, 8, and 9 points were placed together and will be designated as schools having "B" qualifications. The schools having teachers with 10, 11, and 12 points were placed together and will be designated as schools with "A" qualifications.

THE FACTOR OF EXPERIENCE OF TEACHER

It is assumed that the experience of the teacher is of value up to three to five years since House Bill 6 has a minimum salary schedule that increases up to three years for teachers without a Bachelor's Degree, up to four years with a Bachelor's Degree and up to five years for teachers with a Master's Degree.

The table used for arriving at the experience of the teacher for each school is as follows:

Tenure	1935-1936 points	1934-1935 points	1933-1934 points
3 years or more	4	3	2

Tenure	1935-1936 points	1934-1935 points	1933-1934 points
2 years	3	2	1
1 year	2	1	0

By using this table it was possible to arrive at a score for each school over the three year period. It was possible to have scores ranging from 0 point to 9 points. It has been assumed that the year the test was given would have more influence on the pupils' scores than the previous years, therefore, the points for each year were given accordingly. By adding the points for each year you would have the points for the teacher's experience in that school. Therefore, it was possible to get the experience of the teacher for the three years for each district.

It was necessary to combine schools as to experience due to the fact that there were such few schools. The schools having teachers with 8 and 9 points for experience were placed together and will be designated as schools having "a" teachers for experience. The schools having teachers with 6 and 7 points for experience were placed together and will be designated as schools having "b" teachers for experience. The schools having teachers with 4 and 5 points for experience were placed together and will be designated as schools having "c" teachers for experience. The schools having teachers with 0, 1, 2, and 3 points for experience were placed together and will be designated as schools having "d" teachers for experience.

THE FACTOR OF TENURE

It is generally believed that short tenure results in lower standards. Few people will question the fact that good teachers and good teaching materials are the two absolute essentials for

good instruction. There are laws against too frequent change of textbooks. If teachers are more important than books, and there is every reason to believe that they are, perhaps we should have some laws against the too frequent change of teachers.³

European practices seem to show a decided advantage for long tenure." Compared with employees in other lines of work, the school teacher, under the annual-election plan, is not accorded the tenure of position given to street or team-railway employees, general business employees, policemen, firemen, or government clerks.⁴

The table used for arriving at scores for tenure is as follows:

	Points
Changed teachers every year	1
Same teacher 1933-1934 and 1934-1935	2
Same teacher 1934-1935 and 1935-1936	3
Same teacher all three years	4

It has been assumed if a teacher had the pupils in 1934-1935 and 1935-1936, this two-year tenure would have more influence on the pupils' scores than the teacher with a two-year tenure that had the pupils in 1933-1934 and 1934-1935.

How many will be of the class known as superior will depend greatly on the incentives to become superior teachers which the salary schedule and the administration of the system provide. To stimulate industry on the part of teachers, to encourage individual improvement, and to reward exceptional merit, should be characteristics of a good salary schedule as well as of a good system of school supervision. Take away incentives to growth and rewards for efficient service, and a teaching force tends to decline rapidly in efficiency.⁵

3 Dennis H. Cook, Problems of the Teaching Personnel, p. 90

4 Ibid.

5 Ellwood P. Cubberley, Public School Administration, p. 212

THE FACTOR OF SALARY OF TEACHER

The table used for arriving at the scores for salary is as follows:

Average for 1933-1934, 1934-1935, and 1935-1936

Below \$480	Low
\$480 to \$559	Medium
\$560 and up	High

The schools will be designated as schools having teachers with low salary, medium salary, and high salary, hereafter.

Among the first to consider the question of size of school as an important factor in achievement was Smiley, 1910. His investigation compared the achievement of graded and ungraded schools. Although Smiley did not use standardized tests, he found that when viewed from the side of imparting knowledge contained in textbooks to pupils in elementary grades, there are no advantages derived from the graded system as now organized.⁶

Wilson in his study of 'Achievement in Some Fundamental Subjects in Some Rural Schools of Connecticut 1923', reached a similar conclusion. Educational Achievement Tests were used in this study to measure the attainment.⁷

The first extensive scientific investigation comparing the achievement of graded and ungraded schools was made by the Foote Committee in 1923. This study included 5000 pupils in the ungraded or one-teacher schools and more than twice that number in the consolidated schools in several of the elementary subjects. The committee stated:

There is a significant difference in the results of instructions in each grade tested in favor of the consolidated school.⁸

6 Earle Evans Emerson, Comparative Educational Achievement of pupils, 1931, p. 2

7 Ibid.

8 Proceedings of the N.E.A., 1923, p. 826

Carpenter, 1924, in his investigation of the attainment of 200 rural and consolidated school children in Massachusetts discovered that pupils in consolidated schools surpassed those in the one-room school in every subject.⁹

One reason set forth for the difference in achievement is the better qualified teachers.

THE FACTOR OF NUMBER OF TEACHERS

The schools were divided into groups according to the number of teachers. This divided the sixty-five schools into four groups. There were fifty-six one-teacher schools, five two-teacher schools, one six-teacher school, and three seven-teacher schools. The six-teacher school was placed with the seven-teacher schools and will be designated as the six-and seven-teacher schools.

The arithmetic mean of the scores of each group was found. The mean of the scores of the schools having 0-2, 3-4, and 5-6 accreditation was found for the one-teacher, two-teacher, and six-and seven-teacher schools. There were no schools having 3-4 accreditation in the six- and seven-teacher schools.

The schools having 0-2 accreditation of the one-teacher schools were divided into groups according to qualification of the teachers. The mean of each group was found. The schools having teaching with "A" qualification were divided into groups according to experience which were, a, b, c, and d. The mean of each of these was found. The other groups according to qualification were divided into groups according to experience and the mean of each was found. The schools having teachers with "a" experience in each of the groups of qualification were divided into groups according

9 E. E. Emerson, Comparative Educational Achievement of Pupils, p. 4

to tenure, which were 1, 2, 3, and 4 and the mean of each was found. The other groups of experience were done in like manner.

The schools having 3-4 and 5-6 accreditation of the one-teacher schools, and the accreditation of the two-teacher and six- and seven-teacher schools were worked out by the same process.

There were 28 schools having 0-2 accreditation, 9 schools having 3-4 accreditation, and 19 schools having 5-6 accreditation in the one-teacher schools. There were 2 schools having 0-2 accreditation, one school having 3-4 accreditation, and 2 schools having 5-6 accreditation in the two-teacher schools. There was one school having 0-2 accreditation and three schools having 5-6 accreditation in the six- and seven-teacher schools.

Knight concluded, as a result of his study of the qualities that make for success in teaching, that the general factor of interest in one's work becomes the dominant factor in one's success in teaching.¹⁰

By using the foregoing method there were so many instances where there were no scores and such a few in so many that it was impossible to draw conclusions.

Comparisons were made of the mean of the pupils' test scores (1) with the number of teachers, (2) with the number of teachers and the accreditation of schools, (3) with the number of teachers and the qualification of the teacher, (4) with the number of teachers and the experience of the teacher, (5) with the number of teachers and the tenure of the teacher, and (6) with the number of teachers and the salary of teachers.

Comparisons were made of the means of the pupils' test scores (1) with accreditation of schools, (2) with accreditation of schools and qualification of teachers, (3) with accreditation of schools and

¹⁰ C. L. Jacobs, Relation of the Teacher's Education to Her Effectiveness, p. 91.

experience of teachers, (4) with accreditation of schools and tenure of teachers, and (5) accreditation of schools and salary of teachers.

Comparisons were made of the means of the pupils' test scores (1) with qualification of teachers, (2) with qualification of teachers and experience of teachers, (3) with qualification of teachers and tenure of teachers, and (4) with qualification of teachers and salary of teachers.

Comparisons were made of the means of the pupils' test scores (1) with experience of teachers, (2) with experience of teachers and tenure of teachers, and (3) experience of teachers and salary of teachers.

Comparisons were made of the means of the pupils' test scores with (1) tenure of teachers, and (2) tenure of teachers and salary of teachers.

Comparisons were made of the means of the pupils' test scores with salary of teachers.

Tables for the one-teacher, two-teacher, and six- and seven-teacher schools were made with Tables VII to XX inclusive, but as they showed no significance they were omitted.

The first tables were used in compiling the latter groups of tables which accounts for the accumulative error.

CHAPTER III

ORGANIZATION AND ASSIMILATION OF DATA

The results of the State Fifth Grade Tests that were given the second semester of the school year of 1935-1936 in Craig County were used to formulate the following tables.

SIGNIFICANCE OF NUMBER OF TEACHERS TO PUPIL ACHIEVEMENT

Tables I to VI show the significance of number of teachers to pupil achievement. The problem is further analyzed by separating the schools with various numbers of teachers according to accreditation of the schools and the teachers qualifications, experience, tenure, and salary.

TABLE I

COMPARISON OF THE MEANS OF THE PUPILS' SCORES OF THE ONE-TEACHER, TWO-TEACHER, AND SIX- AND SEVEN-TEACHER SCHOOLS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
1	56	149	39.11
2	5	28	39.28
6 & 7	4	40	49.25
Total	65	217	41.14

TABLE II

COMPARISON OF THE MEANS OF THE PUPILS' SCORES
MADE BY PUPILS FROM THE SCHOOLS ACCORDING TO THE
ACCREDITATION OF THE ONE-TEACHER, TWO-TEACHER, AND
THE SIX- AND SEVEN-TEACHER SCHOOLS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
0-2 ACCREDITATION			
1	28	71	32.78
2	2	13	34.81
6 & 7	1	11	31.59
Total	31	95	35.23
3-4 ACCREDITATION			
1	9	25	44.9
2	1	2	47.5
6 & 7	0	0	00.0
Total	10	27	45.09
5-6 ACCREDITATION			
1	19	53	44.9
2	2	13	42.5
6 & 7	3	29	48.36
Total	24	95	45.62

TABLE III

COMPARISON OF THE MEANS OF THE PUPILS ACCORDING TO THE
TEACHERS' QUALIFICATIONS AND THE NUMBER OF TEACHERS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
D QUALIFICATIONS			
1	10	26	41.54
2	0	0	00.00
6 & 7	0	0	00.00
Total	10	26	41.54
C QUALIFICATIONS			
1	7	22	37.04
2	1	10	30.5
6 & 7	0	0	00.00
Total	8	32	34.99
B QUALIFICATIONS			
1	37	94	38.08
2	3	16	45.75
6 & 7	4	40	49.25
Total	44	150	41.66
A QUALIFICATIONS			
1	2	7	50.36
2	1	2	47.5
6 & 7	0	0	00.0
Total	3	9	49.72

TABLE IV

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE NUMBER OF TEACHERS AND EXPERIENCE OF TEACHERS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
d EXPERIENCE			
1	8	17	34.41
2	-	-	-
6 & 7	-	-	-
Total	8	17	34.41
c EXPERIENCE			
1	9	26	39.59
2	3	17	42.50
6 & 7	1	7	45.36
Total	13	50	41.11
b EXPERIENCE			
1	8	17	42.50
2	-	-	-
6 & 7	1	11	51.59
Total	9	28	46.39
a EXPERIENCE			
1	31	89	39.40
2	2	11	34.45
6 & 7	2	22	49.32
Total	35	122	40.74

TABLE V

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE
NUMBER OF TEACHERS AND TENURE OF TEACHERS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
1 TENURE			
1	10	21	31.79
2	1	2	47.50
6 & 7	-	-	-
Total	11	23	33.15
2 TENURE			
1	12	38	30.40
2	-	-	-
6 & 7	-	-	-
Total	12	38	30.40
3 TENURE			
1	19	46	46.62
2	1	12	40.00
6 & 7	3	31	51.21
Total	23	89	47.32
4 TENURE			
1	15	44	41.63
2	3	14	37.61
6 & 7	1	9	42.50
Total	19	67	40.90

TABLE VI

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE
NUMBER OF TEACHERS AND THE SALARY OF TEACHERS

Number of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
LOW SALARY			
1	16	39	34.70
2	3	17	42.50
6 & 7	1	7	45.36
Total	20	63	38.00
MEDIUM SALARY			
1	23	62	36.95
2	2	11	34.45
6 & 7	1	9	42.50
Total	26	82	37.22
HIGH SALARY			
1	17	48	45.60
2	-	-	-
6 & 7	2	24	52.94
Total	19	72	48.04

SUMMARY

Table I shows that the mean of the pupils' test scores increases as the number of teachers increase.

Table II shows that the mean of the pupils' test scores increases as the accreditation of the school increases for the one-teacher schools and when the schools are grouped together, but the increase is not consistent for the two-teacher and the six- and seven-teacher schools. This may have been because of only four and five cases in comparison with fifty-six cases in the one-teacher schools.

Table III shows that the mean of the pupils' test scores of the "A" teacher according to qualification rank first in all cases. The mean of the pupils' test scores increased as the qualification of teachers increased for the two-teacher schools, but this did not hold true for the one-teacher schools. All the teachers in the six- and seven-teacher schools are "B" teachers according to qualification.

Table IV shows that there is no significance found in the experience of the teachers and the mean of the pupils' scores in any grouping.

Table V shows there is no significance found in the tenure of the teachers and the mean of the pupils' test scores in any grouping.

Table VI shows that the mean of the pupils' test scores increased as the salary of the teachers increased for the one-teacher schools, but this did not hold true in any other grouping.

IMPORTANCE OF ACCREDITATION OF SCHOOLS TO PUPIL ACHIEVEMENT

In Tables VII to XI the importance of accreditation of schools to pupil achievement is found. This is further illustrated by separating the schools with various accreditation according to the teachers' qualification, experience, tenure, and salary.

TABLE VII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO ACCREDITATION OF SCHOOLS

Accreditation	Number of Schools	Number of Pupils	Mean of Pupils' Scores
0-2	31	95	35.23
3-4	10	27	45.09
5-6	24	95	45.62

TABLE VIII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE ACCREDITATION OF THE SCHOOLS AND TEACHER QUALIFICATIONS

Accreditation of Schools	Number of Schools	Number of Pupils	Mean of Pupils' Scores
D QUALIFICATIONS			
0-2	6	16	35.63
3-4	3	7	55.35
5-6	1	3	40.83
Total	10	26	41.54
C QUALIFICATIONS			
0-2	6	20	30.5
3-4	1	7	44.64
5-6	1	5	39.5
Total	8	32	34.99
B QUALIFICATIONS			
0-2	19	59	36.73
3-4	5	11	38.4
5-6	20	80	45.74
Total	44	150	41.66
A QUALIFICATIONS			
0-2	0	0	00.00
3-4	1	2	47.5
5-6	2	7	50.36
Total	3	9	49.72

TABLE IX

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO ACCREDITATION OF SCHOOLS AND THE EXPERIENCE OF TEACHERS

Accreditation of Schools	Number of Schools	Number of Pupils	Means of Pupils' Scores
d EXPERIENCE			
0-2	7	14	32.28
3-4	1	3	44.17
5-6	-	-	-
Total	8	17	34.38
c EXPERIENCE			
0-2	6	15	39.83
3-4	2	7	43.21
5-6	5	28	41.05
Total	13	50	40.99
b EXPERIENCE			
0-2	5	17	44.85
3-4	2	5	51.60
5-6	2	6	45.94
Total	9	28	46.29
a EXPERIENCE			
0-2	13	49	32.58
3-4	5	12	43.75
5-6	17	61	47.69
Total	35	122	41.23

TABLE X

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO
THE ACCREDITATION OF SCHOOLS AND TENURE OF TEACHERS

Accreditation of School	Number of Schools	Number of Pupils	Mean of Pupils' Scores
1 TENURE			
0-2	6	13	30.23
3-4	3	4	35.00
5-6	2	6	38.25
Total	11	23	33.15
2 TENURE			
0-2	9	31	26.23
3-4	1	3	44.17
5-6	2	4	52.50
Total	12	38	30.41
3 TENURE			
0-2	9	25	47.36
3-4	2	5	51.60
5-6	12	59	47.66
Total	23	89	47.81
4 TENURE			
0-2	7	26	37.38
3-4	4	15	45.16
5-6	8	26	41.62
Total	19	67	40.76

TABLE XI

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO
THE ACCREDITATION OF THE SCHOOLS AND THE SALARY OF TEACHERS

Accreditation of Schools	Number of Schools	Number of Pupils	Means of Pupils' Scores
LOW SALARY			
0-2	12	32	35.88
3-4	4	9	38.61
5-6	4	22	40.75
Total	20	63	38.00
MEDIUM SALARY			
0-2	16	48	30.44
3-4	2	7	50.36
5-6	8	27	45.89
Total	26	82	37.23
HIGH SALARY			
0-2	3	15	49.27
3-4	4	11	47.09
5-6	12	46	47.91
Total	19	72	48.04

SUMMARY

Table VII shows that the mean of the pupils' test scores increases as the accreditation of the school increases.

Table VIII shows there was no importance of accreditation of schools when the teacher's qualification is held constant. The table further shows no importance of teacher's qualification when the accreditation of schools is held constant.

Table IX shows there is no value of accreditation of school when experience of teacher is held constant. The table further shows there is no importance of the experience of the teacher when the accreditation of the school is held constant.

Table X shows there was an increase in the mean of the pupils' test scores for the 0-2 and 3-4 accreditation as the tenure of teachers increases but was not consistent for the 5-6 accreditation. The table shows there is no importance of tenure of teachers when the accreditation of schools is held constant.

Table XI shows there is no significance of accreditation of schools when teacher's salary is held constant. The table also shows there is no significance of salary of teachers when accreditation of schools is held constant.

The comparison of the mean of the pupils' test scores according to accreditation of schools and the number of teachers was made with Table II.

THE VALUE OF TEACHER'S QUALIFICATION TO PUPIL ACHIEVEMENT

Tables XII to XV divulge the value of qualification of teachers to the pupils' achievement. This is further illustrated by separating the schools with various teacher's qualifications according to the teacher's experience, tenure, and salary.

TABLE XII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO QUALIFICATION OF THE TEACHERS

Qualification of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
A	3	9	49.72
B	44	150	41.66
C	8	32	34.99
D	10	26	41.54

TABLE XIII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING
TO QUALIFICATION OF TEACHERS AND EXPERIENCE OF TEACHERS

Experience of Teacher	Number of Schools	Number of Pupils	Mean of Pupils' Scores
D QUALIFICATIONS			
d	1	2	38.50
c	2	7	43.21
b	3	8	42.50
a	4	9	40.27
Total	10	26	41.61
C QUALIFICATIONS			
d	1	2	25.00
c	4	11	37.05
b	0	0	0
a	3	19	34.81
Total	8	32	34.97
B QUALIFICATIONS			
d	6	13	35.19
c	6	30	41.42
b	5	17	47.53
a	27	90	41.57
Total	44	150	41.66
A QUALIFICATIONS			
d	0	0	0
c	1	2	47.50
b	1	3	49.37
a	1	4	51.25
Total	3	9	49.79

TABLE XIV

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO
 QUALIFICATION OF TEACHERS AND TENURE OF TEACHERS

Tenure	Number of Schools	Number of Pupils	Mean of Pupils
D QUALIFICATION			
1	1	4	45.00
2	2	5	32.90
3	1	4	55.00
4	6	13	39.92
Total	10	26	41.67
C QUALIFICATION			
1	2	6	39.25
2	2	4	22.25
3	1	2	25.00
4	3	20	37.25
Total	8	32	34.98
B QUALIFICATION			
1	7	11	22.91
2	8	29	31.11
3	20	79	47.33
4	9	31	43.84
Total	44	150	41.68
A QUALIFICATION			
1	1	2	47.50
2	0	0	0
3	1	4	51.25
4	1	3	49.79
Total	3	9	49.79

TABLE XV

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO
THE QUALIFICATION AND SALARY OF TEACHERS

Salary of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
D QUALIFICATION			
Low	3	9	38.28
Medium	4	11	40.82
High	3	6	48.33
Total	10	26	41.67
C QUALIFICATION			
Low	1	2	22.50
Medium	5	18	31.36
High	2	12	42.50
Total	8	32	34.98
B QUALIFICATION			
Low	15	50	38.17
Medium	16	50	37.82
High	13	50	49.13
Total	44	150	41.70
A QUALIFICATION			
Low	1	2	47.50
Medium	1	3	49.37
High	1	4	51.25
Total	3	9	49.79

SUMMARY

Table XII shows that "A" qualification ranks first and "B" qualification ranks second but did not show this consistency for the "C" and "D" qualifications.

Table XIII signifies that there is no value of qualification of teachers when the experience of the teacher is held constant. The table further shows that there is no value of experience of the teacher when the qualification of the teacher is held constant. The table also shows that the "A" qualification ranks first and there was an increase in the mean of the pupils' test scores of the "A" qualification teacher as the accreditation of the school increased.

Table XIV shows that there is no value of qualification of teachers when the tenure of teachers is held constant. It further shows that there is no value of tenure of teachers when qualification is held constant.

Table XV shows an increase in the mean of the pupils' test scores as the salary increased for the "A", "C", and "D" qualification. The table also shows that there is no value of qualification of teachers when the salary is held constant.

A further study of the means of the pupils' scores according to qualification was made with Table III and Table VIII with the number of teachers and the accreditation of schools respectively.

THE VALUE OF THE TEACHER'S EXPERIENCE TO PUPIL ACHIEVEMENT

Tables XVI to XVIII show the value of the teacher's experience to pupil achievement. This is further analyzed by separating the schools with various teachers' experience according to the teacher's tenure and salary.

TABLE XVI

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE EXPERIENCE OF THE TEACHERS

Experience of Teacher	Number of Schools	Number of Pupils	Mean of Pupils' Test Scores
"a"	35	122	40.74
"b"	9	28	46.39
"c"	13	50	41.11
"d"	8	17	34.41

TABLE XVII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE EXPERIENCE OF THE TEACHERS AND THE TENURE OF THE TEACHERS

Tenure	Number of Schools	Number of Pupils	Mean of Pupils' Scores
d EXPERIENCE			
1	2	4	20.00
2	2	5	41.90
3	4	8	36.90
4	-	-	-
Total	8	17	34.39
c EXPERIENCE			
1	5	14	40.75
2	1	2	22.50
3	3	20	41.48
4	4	14	43.21
Total	13	50	41.00
b EXPERIENCE			
1	-	-	-
2	2	4	28.63
3	5	20	50.10
4	2	4	45.53
Total	9	28	46.38
a EXPERIENCE			
1	4	5	22.40
2	7	27	29.13
3	11	41	50.92
4	13	49	39.88
Total	35	122	40.49

TABLE XVIII

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO EXPERIENCE AND SALARY OF THE TEACHERS

Salary of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
d EXPERIENCE			
Low	3	6	38.45
Medium	5	11	32.05
High	-	-	-
Total	8	17	34.15
c EXPERIENCE			
Low	8	37	40.34
Medium	4	8	40.00
High	1	5	39.50
Total	13	50	40.20
b EXPERIENCE			
Low	2	4	28.63
Medium	3	8	50.39
High	4	16	48.87
Total	9	28	46.41
a EXPERIENCE			
Low	7	16	32.13
Medium	14	55	35.96
High	14	51	51.01
Total	35	122	41.75

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SUMMARY

Table XVI signifies that there is no value of experience of the teacher to pupil achievement.

Table XVII signifies that there is no significance of the experience of the teacher when the tenure of the teacher is held constant. The table further reveals that there is no significance of the tenure of the teacher when the experience of the teacher is held constant.

Table XVIII signifies that there is no importance of the experience of the teacher when the salary of the teacher is held constant. The table further signifies that there is no importance of the salary of the teacher when the experience of the teacher is held constant.

Tables IV, IX, and XIII further analysed the means of the pupils' scores according to the teachers' experience, with the number of teachers, with accreditation of schools, and with the qualification of teachers, respectively.

THE RELATION OF TEACHER TENURE TO PUPIL ACHIEVEMENT

Tables XIX and XX express the relation of teacher-tenure to pupil achievement. This is further illustrated by separating the schools with various teacher-tenure according to salary.

TABLE XIX

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO TENURE

Tenure of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Test Scores
1	11	23	33.15
2	12	38	30.40
3	23	89	47.32
4	19	67	40.90

TABLE XX

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO
SALARY OF TEACHERS AND THE TENURE OF THE TEACHERS

Salary of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Scores
1 TENURE			
Low	5	10	38.00
Medium	4	7	21.86
High	2	6	38.25
Total	11	23	33.15
2 TENURE			
Low	6	18	32.03
Medium	4	16	24.94
High	2	4	52.50
Total	12	38	31.20
3 TENURE			
Low	6	26	40.87
Medium	8	18	46.08
High	9	45	52.97
Total	23	89	47.36
4 TENURE			
Low	3	9	42.17
Medium	10	41	40.76
High	6	17	52.20
Total	19	67	38.84

SUMMARY

Table XIX shows that there is no significance of tenure of teachers to pupil achievement.

Table XX shows that there is no value of the tenure of teachers when the salary of teachers is held constant. The table also shows that there is no value of teacher's salary when the tenure of the teacher's is held constant.

The study of teacher-tenure with achievement has been further analysed in Tables V, X, XIV, and XVII with the number of teachers, with the accreditation of schools, with the qualification of teachers, and with the experience of teachers, respectively.

THE IMPORTANCE OF TEACHER'S SALARY TO PUPIL ACHIEVEMENT

Table XXI shows the importance of teacher's salary to pupil achievement.

TABLE XXI

A COMPARISON OF THE MEANS OF THE PUPILS' SCORES ACCORDING TO THE SALARY OF THE TEACHERS

Salary of Teachers	Number of Schools	Number of Pupils	Mean of Pupils' Test Scores
Low	20	63	38.00
Medium	26	82	37.22
High	19	72	48.04

Table XXI shows that there is no significance to the salary of the teachers and pupil achievement.

The comparisons of the means of the pupils' scores according to the salary of the teachers, with the number of teachers, with accreditation of schools, with teacher qualifications, with teachers' experience, and with teacher-tenure were made with Tables VI, XI, XV, XVIII, and XX, respectively.

CHAPTER IV

SUMMARY

An attempt has been made in this thesis to compare the mean of the scores of the fifth grade pupils of the dependent schools of Craig County from these viewpoints: (1) number of teachers; (2) accreditation of school; (3) qualification of teachers; (4) experience of teachers; (5) tenure of teachers; and (6) salary of teachers.

It was found as the number of teachers increased the mean of the pupils' scores increased. This does not hold true with the number of teachers and qualification, experience, tenure, and salary of teachers, although the mean of the pupils' scores of the "A" teacher and teachers with high salaries rank first.

There was no consistency found in the mean of the pupils' scores according to the accreditation of the school and qualification, experience, tenure, and salary of the teacher.

There was no consistency found in the mean of the pupils' scores according to the qualification of the teacher and experience, tenure, and salary of the teacher, however, in the total the means of the pupils' scores increased as the teachers' salary increased for the "A", "C", and "D" teachers.

No consistency was found in the mean of the pupils' scores according to the experience of the teacher and the tenure and salary of the teacher.

No consistency was found in the mean of the pupils' scores according to the tenure and salary of the teacher.

The results show that there are other factors associated more closely with the achievement of the pupils in the various schools than the ones used in this study.

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