

A SURVEY OF THE OPINIONS OF FIFTH-YEAR GRADUATES REGARDING  
WHAT SHOULD CONSTITUTE THE PROGRAM FOR THE COURSE  
INTRODUCTION TO ADVANCED PROFESSIONAL STUDY  
IN STATE COLLEGES OF OKLAHOMA

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## PREFACE

The concern over the quality of teacher education in the United States is increasing because of the many voices raised in criticism of the results produced by elementary and secondary schools. Some persons believe that certain elementary and secondary areas of study are poorly taught or entirely neglected. In other quarters there is also concern over the quality of classroom teaching. This is evidenced by periodic evaluation of teacher education programs by institutions preparing teachers, as well as by national accrediting agencies and state departments responsible for teacher education programs.

The advanced professional program leading to the Master of Teaching degree, inaugurated in 1954 by Oklahoma state colleges, represents a recognition of the need to improve the quality of classroom teaching. The objective of this study is to examine the course, "Introduction to Advanced Professional Study", offered in the advanced professional program of state colleges of Oklahoma, with the intention of obtaining data useful in evaluating the course. It is hoped that the results of this study will contribute to the over-all improvement of advanced programs in teacher education, and thus indirectly contribute to improved instruction at the elementary and secondary level.

The writer acknowledges his indebtedness to the persons whose assistance made this study possible.

Sincere appreciation is offered to members of the writer's advisory committee: Professor Ware Marsden, chairman; Professors Robert Fite, James Frasier, and Roy C. Sommerfeld, members.

To the staff of Oklahoma State University Library, appreciation is extended for making available much useful materials.

Indebtedness is acknowledged to Dr. Joe E. Williams, former Dean of Instruction, Southwestern State College, who encouraged the writer to undertake this particular study.

To professors of Oklahoma state colleges and graduates of the Oklahoma advanced professional program whose cooperation made this study possible, the writer also extends appreciation.

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## CHAPTER I

### INTRODUCTION

Educators and the public are expressing more and more interest in the improvement of instruction in the United States. The White House Conference called by President Eisenhower in 1955 indicates the importance that both school and home attach to the issue.<sup>1</sup> More recently the drive toward higher educational qualifications for teachers and the demand for a re-evaluation of the graduate program open to teachers indicate the continuing concern of the public and of the profession for better teachers and better teaching techniques.

At least two trends show evidence of this concern. In the first instance, higher educational requirements are being demanded of teachers by certification authorities in the various states. In 1940 only nine states required a bachelor's degree for elementary school teachers. By 1955 thirty-one states required this degree for elementary school teachers and forty-five for both elementary and secondary school teachers. At least four states demanded that a secondary school teacher have a master's degree.<sup>2</sup> Further, many individual districts are asking teachers of elementary and secondary schools to obtain post-baccalaureate degrees. The need for

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<sup>1</sup>The Committee for the White House Conference on Education, A Report to the President (Washington, D. C., 1956).

<sup>2</sup>Myron Lieberman, Education as a Profession (New York, 1956), pp. 134-136.

advanced professional study by secondary teachers is reported by Monroe:

Until recently there was a trend in the direction of making four years of preparation a standard for teaching in secondary schools. However, findings of several types indicate gross inadequacies in the preparation afforded by typical four-year curriculums, and the present tendency is to recommend a five-year program.<sup>3</sup>

In the second place, the need to improve the qualifications of teachers is manifest in the critical interest shown by institutions of higher learning and national accrediting agencies regarding graduate programs now offered teachers. The North Central Association of Colleges and Secondary Schools has issued a statement of policy regarding programs of graduate study for teachers. This communication was devoted to an explanation of the type of graduate program designed to develop the master teacher rather than the research specialist.<sup>4</sup>

In 1948 the North Central Association's Committee on Teacher Education established the first of a summer series of workshops at the University of Minnesota to study the problem of improving teacher education. In the North Central area seventy-five schools were eligible to participate either as "teacher colleges" or members of the American Association of Colleges for Teacher Education. A committee on Fifth Year Programs for Master Teachers was set up in the 1955 Workshop. In reporting the trend toward the Master Teaching program, Hill et al.<sup>5</sup> commented:

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<sup>3</sup>Walter S. Monroe, ed., Encyclopedia of Education Research (New York, 1950), p. 1404.

<sup>4</sup>"Programs of Post-Baccalaureate Study for Teachers Leading to the Masters Degree, " The North Central Association Quarterly, XXXI (April, 1956), 29-35.

<sup>5</sup>George E. Hill et al., Improving Teacher Education Through Inter-College Cooperation (Dubuque, Iowa, 1956), pp. 184-185.



The sequence of years in which the 75 colleges eligible to participate in the N. C. A. project began offering the fifth year of work in teacher education produces a picture which may safely be called a trend. Since 1913, when Colorado State College of Education offered the first five year program in this group of institutions, others have followed, at first slowly and more recently at an accelerated rate. The following table shows the cumulative growth in numbers of teacher education institutions offering a fifth year:

Decades	Cumulative Frequency of Fifth Year Programs
1910-19	1
1920-29	5
1930-39	11
1940-49	19
1950-55	44

In Oklahoma the need to improve the quality of classroom teaching by providing a post-baccalaureate program of study especially designed for teachers was recognized in 1954. At that time the Oklahoma State Regents of Higher Education authorized the state colleges of Oklahoma to offer the Master of Teaching degree.<sup>6</sup> The advanced professional work established in each of the six state colleges departed from the traditional master of education degree program generally offered by American colleges. Although each program possessed its own particular identity, in the main the general purpose expressed by each college was identical: improving the skills and techniques of the classroom teacher. In addition each institution indicated that its program of study was designed to fit the particular needs of its advanced students.

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<sup>6</sup>State colleges of Oklahoma refers to the six state colleges, sometimes called "state teachers colleges", but designated legally as state colleges.

### Problem to be Investigated

The problem to be investigated in this study is to determine what should constitute the program for the course "Introduction to Advanced Professional (or Graduate) Study" in the state colleges of Oklahoma. This course is required in five of the six state colleges offering advanced professional work. It is ordinarily taken early in the sequence of courses required for the Master of Teaching degree. Three basic objectives of the course include: (1) aims and standards of advanced professional education; (2) evaluation of basic teacher competencies; and (3) introduction to research. A catalogue description of this course may be found on page 26 of this study.

### Hypothesis to be Tested

This study proposes to use opinions of graduates of the Oklahoma fifth-year program as to what should constitute the program for the course. To give direction and purpose to the study an hypothesis or guess as to the possible outcome of the investigation is proposed. The hypothesis is that there is a consensus among graduates of the advanced professional program of Oklahoma state colleges in regard to what should constitute the program for the course "Introduction to Advanced Professional (or Graduate) Study."

### Scope of the Study

The investigation is limited to a study of one particular course in the curriculum offerings of the advanced professional programs in state colleges of Oklahoma. Northeastern State College, Tahlequah, Oklahoma, does not offer the course; consequently the opinion of its advanced professional graduates is not included. In so far as this study is concerned, future reference to state colleges of Oklahoma, unless otherwise indicated, is limited to the five remaining state colleges of Oklahoma. They are Central State College, Edmond, Oklahoma; East Central State College, Ada, Oklahoma; Northwestern State College, Alva, Oklahoma; Southeastern State College, Durant, Oklahoma; Southwestern State College, Weatherford, Oklahoma.

### Definition of Terms

Because certain terms may have specific meanings or connotations as they apply to this particular investigation, the following explanations are presented:

1. The expression "what should constitute the program for the course" refers to course objectives, teaching materials, methods, experiences, and activities provided for students, or other alternatives, which might be included in the course.

2. The course "Introduction to Advanced Professional Study" is also known as "Introduction to Graduate Study" in three of the five colleges included in this study. Since the advanced professional programs have not been officially designated as graduate programs by the Oklahoma State Regents of Higher Education or by a national accrediting agency

at the time this study was being done, the title "Introduction to Advanced Professional Study" is used to refer to the course throughout the remainder of the study. The title as previously referred to in this chapter is "Introduction to Advanced Professional (or Graduate) Study." The words "or Graduate" are deleted in all future references to the course title.

3. "The fifth-year program" is often used in the literature which has reference to the advanced professional program leading to the Master of Teaching degree as approved in 1954 by the Oklahoma State Regents of Higher Education. Either title, the fifth-year program or the advanced professional program, refers to the program leading to the Master of Teaching degree. The titles will be used interchangeably throughout the remainder of this study.

4. The term "consensus" as it appears in the statement of the hypothesis and throughout the remainder of this study has reference to a "general agreement or concord."<sup>7</sup> Consensus as it applies to the opinion of fifth-year graduates relative to the program for the course "Introduction to Advanced Professional Study" is used to indicate general agreement or collective opinion.

#### Objective of the Study

The objective of the study is to obtain data which may be useful in developing criteria suitable for evaluating the course "Introduction to Advanced Professional Study" as it is presently taught in state colleges

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<sup>7</sup>"Consensus," The American College Dictionary (New York, 1948), p. 257.

of Oklahoma. Further, it is intended that these data will be interpreted in such a manner as to prove helpful to college officials contemplating revision of the course. Professors responsible for the course indicate that a definite need exists for criteria suitable for evaluating the course in the statements of "The Need for the Study."

Opinions of graduates of the Oklahoma fifth-year program will be used to determine what should be included in the course. Thus if the study shows that a consensus or general agreement of fifth-year graduates exists in regard to what should constitute the program for the course, then evaluative criteria may be developed. It is not the purpose of this study to formulate evaluative criteria; it is rather to gather data from which criteria may be evolved. Further, it is not the purpose of this study to attempt an evaluation of the course.

#### The Need for the Study

In order to ascertain the degree to which objectives are being achieved, it is necessary to investigate phases of the new post-baccalaureate program developed by Oklahoma state colleges. So far completely acceptable criteria or standards for judging such programs do not exist. The statement of policy by the North Central Association<sup>8</sup> referred to earlier in this chapter, however, outlines in some detail a master's degree program aimed at producing the master teacher. The program described by this statement of policy agrees to a marked extent with the stated purposes and objectives of programs now being offered by Oklahoma state colleges.

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<sup>8</sup>The North Central Association Quarterly. XXXI (April, 1956), 29-35.

Before this investigation was undertaken, college deans and professors responsible for the course "Introduction to Advanced Professional Study" were asked to indicate their reaction to the need for such a study.

According to Dr. L. H. Bally, Northwestern State College, Tahlequah, Oklahoma, "A study of content will be valuable."

Dean L. L. Thomason, Northwestern State College, Alva, Oklahoma, said, "Yes, I'm afraid most of us are teaching just another course in methods of research."

Professor J. R. Chandler, East Central State College, Ada, Oklahoma, made the following comment: "Such a study would provide information as to the major purpose of the course content, and general teaching practices. The information would be helpful to all colleges which offer a fifth-year graduate program."

Dean Joe E. Williams, Southwestern State College, Weatherford, Oklahoma, expressed his feeling as follows: "This course needs to have a well-understood statement of objectives and purposes. A study in this area should help to obtain them. . . This course can be an important part of the teacher's advanced preparation. I think this study would make a distinct contribution to the education of teachers at the advanced (graduate) level."

#### Limitations of the Study

The very nature of the study poses certain limitations. The course is a newly-designed experience in advanced professional education. Such being the case, so-called expert opinion is not readily available. For this reason the opinions of graduates of the program who took the course are used as a source of data for the study.

Opinion of the graduates might be obtained through either the interview or questionnaire method of investigation. The interview, being very time-consuming, was discarded in favor of the questionnaire. Items contained in the completed questionnaire include a composite account of the program for the course as it is taught in all of the colleges. The limitations of the questionnaire procedure, however, are recognized by the writer.<sup>9</sup>

The investigation is also limited by the sample obtained. During the years this program has been in operation, the state colleges have graduated 464 advanced professional candidates. Some graduates have not taken the course, and some could not be contacted. Some questionnaires were certainly not to be returned. The data obtained from this study will be based on returns from those graduates of the fifth-year program who have taken the course and who complete and return the questionnaire.

#### Organization of the Study

A brief account of the background and a statement of the problem have been presented in Chapter I. Also included have been statements of the hypothesis to be tested, the scope of the study, the definitions of terms, the objectives to be reached, the need for the study, and finally limitations of the study.

Chapter II will be a report of selected related literature. Although no literature has been found which deals with quite the same

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<sup>9</sup>Carter V. Good and Douglass E. Scates, Methods of Research (New York, 1954), pp. 607-612.

thing as is attempted in this study, certain related literature has been found and studied. Since the particular kind of post-baccalaureate degree offered in Oklahoma was developed without reference to the traditional master's degree, the course necessarily developed with little benefit from specific courses already offered. Preliminary investigation indicates, however, that at least two characteristics of the course as it is being taught can be indentified. Those characteristics are (1) an emphasis on the course as an orientation to advanced professional work and (2) use of an approach to educational research. Consequently an effort will be made to examine literature relating to the above-mentioned characteristics. Special effort will be made to find literature relating to fifth-year or master teaching programs.

In Chapter III a description of the methods and procedures used in this study will be given, as well as an account of the development of the questionnaire used to obtain the opinion of graduates relating to the program of the course. This chapter will include a discussion of the preliminary work done in obtaining information in regard to the course as it is taught in the state colleges. This chapter will describe the method of setting up questionnaire items, the nature of the pilot study and its results, and the completed questionnaire. Chapter III will contain an explanation of the methods employed to insure validity and reliability of the questionnaire. In addition, this chapter will contain an account of how a directory of fifth-year graduates was obtained and of the mailing of the completed questionnaire to respondents.

Chapter IV will include a presentation and analysis of data obtained in the investigation and an analysis of the techniques used. The chapter



will present through the use of tables and other means as clear and concise an analysis of data as is possible.

Chapter V will contain a summary of what the study shows, including findings and conclusions. This chapter will indicate the degree to which the hypothesis is found to be correct within recognized limitations. It will also include recommendations regarding future studies in this area.

## CHAPTER II

### RELATED LITERATURE

In Chapter I an attempt was made to state the nature of this study. It was pointed out that the investigation involved the fifth-year program in state colleges of Oklahoma. In Chapter I, however, it was also stated that a particular course, "Introduction to Advanced Professional Study," would be investigated. This investigation was to determine the consensus of graduates of the fifth-year program of Oklahoma state colleges regarding what should constitute the program for the course.

A survey of the literature for material relating to this particular problem showed the lack of specific writings in this field. As explained in Chapter I, the fifth-year programs in Oklahoma colleges were launched without the benefit of exact criteria of standards. Specific courses, such as the one under investigation, were theoretically evolved to contribute to the total objectives of the program. The program was new, and so were some of the courses. Consequently literature concerning offerings of fifth-year programs was limited and very general.

In spite of the limitations a review of the literature relating to the general nature of fifth-year programs was undertaken. This was based on the assumption that the course under investigation should fit the general pattern and contribute to the purposes of fifth-year programs. Literature relating to the general nature of fifth-year programs is

reviewed in the first section of this chapter.

Literature was also reviewed which related to specific objectives of fifth-year programs. Only those specific objectives which might conceivably be considered as purposes of the course under investigation, however, were of immediate concern.

In Chapter I reference was made to the fact that preliminary investigation showed that the course "Introduction to Advanced Professional Study" as it was taught in each of the colleges showed two clearly defined characteristics: First, the course paid at least a passing respect to educational research, and second, it was used as a vehicle for orientation to advanced professional study. Thus literature selected for review related to the two above mentioned objectives.

#### The Nature of Fifth-Year Programs

Although the program of Advanced Professional work inaugurated by the six Oklahoma state colleges in 1954 was to the participating colleges a new experiment in post-baccalaureate study, the program evolved seems strikingly similar to fifth-year programs in many other colleges. The above statement is not to imply that the Oklahoma fifth-year program was copied from already existing programs; rather it is made to point out the similarity existing between fifth-year programs.

Generally, two types of fifth-year programs exist. The first type consists of a fifth-year of study of undergraduate nature. The first type should not be confused with the second type of fifth-year program, which contains a substantial number of graduate courses and which leads to an advanced degree. The Commission on Colleges and Universities of

the North Central Association points out this distinction in the following excerpt:

The Commission makes a distinction between a graduate program for teachers leading to a Master's degree and a program that consists only of an additional year of undergraduate study beyond the baccalaureate degree. Fifth-year undergraduate programs cannot be considered as acceptable programs leading to an advanced degree. (In another field of study undergraduate liberal arts institutions offer in cooperation with engineering completion of which the student receives two Bachelor's degrees, an Arts degree and a Science degree.)

A graduate program should involve work at a higher level than that characterizing undergraduate study.<sup>1</sup>

The programs offered by Oklahoma state colleges contain work of graduate level and lead to advanced degrees.

The curricula offering, organization, and problems of development of fifth-year programs are also dealt with in the North Central Association's report previously mentioned. Four basic problems are discussed. The first recognizes the individual needs of teachers and the necessity of considering these needs within a broad framework or pattern of required study.

An initial problem is that of determining the relative emphasis to be placed on satisfying the highly specific needs of the individual student as against maintaining a highly prescribed program. Since the essential purpose of the program is to educate master teachers, considerable attention should be given to the specific needs of the individual student. These needs should be evaluated, however, in terms of a clear conception of the competencies and qualities of an effective teacher. A highly prescribed course of study would not seem suitable in a program in which there will be persons of different levels of maturity, training and experience. On the other hand, without some carefully laid guidelines it is too easy to identify student needs with casual demand or with whatever happens to be available.

The academic preparation of the teacher involves three areas-- development of breadth and depth in general education, in professional

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<sup>1</sup>"Programs of Post-Baccalaureate Study for Teachers Leading to the Master's Degree," The North Central Association Quarterly, XXXI (April, 1956), 29-30.

education, and in the teaching field. A graduate program for the teacher will include courses designed to advance him in all of these areas, i.e., graduate courses in general education, professional education, and the teaching field. The relative-emphasis placed on each of these elements should be determined by the institution of its own philosophy of education.<sup>2</sup>

As stated earlier in this chapter a characteristic of the type of fifth-year program in Oklahoma colleges is that of providing course work on a higher level than is offered for the baccalaureate degree. The author of same source quoted above comments on this situation:

Another problem is the determination of the amount of undergraduate level work that may properly be considered as part of a graduate program. It is conceivable that a program consisting almost entirely of undergraduate courses would add in significant ways to the student's general background and thus to his effectiveness as a teacher. The Commission feels, however, that such a program cannot properly be called a graduate program. Graduate study should be of advanced nature with the emphasis on original and mature thinking rather than on filling gaps in one's undergraduate training. While some allowance can be made for undergraduate courses, the amount of graduate credit permitted for this work should be kept at a minimum. The Commission would seriously question the graduate caliber of a program in which much of the work appeared to be elementary....

Likewise, removal of deficiencies in the area of undergraduate professional education which prepares a student for initial certification should not be considered a part of a Master's degree program.<sup>3</sup>

Potthoff issued a warning against institutions permitting an excess of course work designed primarily for undergraduates to be counted in the fifth-year program. He stated:

A considerable proportion of the graduate student's work may well be done in courses designed primarily for undergraduates. In that event, however, a limit should be placed upon the total amount, and he should be expected to do a higher or more advanced quality of work, and perhaps also a larger amount for the credit ordinarily granted. Moreover, the truly graduate level of teaching and learning can be done only in courses which are limited to graduate students. Consequently, the individual learner should do a very large portion of this learning in such courses, and each instructional department which provides work for a major or

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<sup>2</sup>Ibid., pp. 31-32.

<sup>3</sup>Ibid., p. 32.

minor should offer a number of courses at the strictly graduate level. Participation of a department in the fifth year program should not be permitted with only an undergraduate course offering.<sup>4</sup>

The master teacher type of fifth-year program leading to an advanced degree has generally included three areas of preparation: general education, professional education, and subject matter specialization. The curriculum of the administrator type of program is normally heavy with professional education courses; however, warning is issued against overloading the teacher-type program with these courses:

While a certain portion of the program can properly be devoted to studies in professional education, a program consisting almost entirely of professional courses is not adequate for teachers. The professional courses must be kept in proper proportion to courses in the teaching field and in general education.<sup>5</sup>

One of the problems dealt with at the Conference on Fifth Year of Teacher Education held at Northeastern State College, Tahlequah, Oklahoma, November 10, 11, and 12, 1955, was the division of a student's program between professional education and academic work. Dr. E. F. Potthoff, University of Illinois, was guest speaker and panel moderator. The following excerpt is taken from the panel summary:

Panel Speaker: I personally agree with the latitude that Brown [Dr. Luther Brown, a conference delegate] has suggested here. I don't feel that if this matter of individual differences means what all of us think it does, that we can structure a degree program for any student in advance. I think there are so many variables that are injected into that student's teaching assignment, into his former training and all that until a degree of latitude must be granted if it is a tailor-made program. I would hate to be forced to take a position personally on the division between general education and professional education in the subject matter area. If a student comes to school who definitely shows great strength in the area of professional education, lack of knowledge of the learner, lack of knowledge of certain techniques such as

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<sup>4</sup>Edward F. Potthoff, Fifth Year Programs In Teacher Education (Urbana, Illinois, 1955), p. 5

<sup>5</sup>The North Central Association Quarterly, XXXI (April, 1956), 33.

There seems to be considerable agreement that the advanced professional program for teachers leading to an advanced degree should include work in three areas of study, professional education, general education, and subject matter, with little agreement likely on the relative emphasis to be given in each area.

Hill discussed the relative emphasis to be placed on each of the above-mentioned areas in the following excerpt:

There seems to be little agreement among colleges as to whether the greatest emphasis in the fifth year should be placed on: (1) Professional Education, (2) General Education, or (3) Subject matter. According to returns from a questionnaire submitted to the seventy-five colleges referred to earlier in this chapter, [Reference was made to those colleges in Chapter I of this study] forty-nine attempted to devote a definite per cent of their programs to each of the three areas. However, most of these colleges indicated that some flexibility is allowed. Sixteen others indicated that the emphasis on any of these three areas of curriculum will vary with the needs of the particular students. The per cent of work devoted to special fields ranged from 20 per cent to 80 per cent. Six of the seventy-five returns indicated that no room was allowed in their programs for general education, but twelve programs devoted 20 per cent to 33 per cent to general education. In professional education the amount indicated ranged from 20 per cent of the program to 75 per cent, with eighteen of the 49 institutions reporting 33 to 59 per cent.

In summary, the curricula for these colleges as a group devoted slightly more of the fifth-year program to professional work than to the special fields. General education came in for considerably less than either of the other two areas in a large majority of the colleges.<sup>8</sup>

One of the problems discussed at the Conference on Fifth Year of Teacher Education sponsored by the Sub-Committee on Teacher Education of the North Central Association held at Durant, Oklahoma, November 30, 1956, was the relative emphasis which should be placed on professional education, general education, and subject specialization. Dr. Kenneth E. Howe, conference consultant, summarized the thinking as follows:

In the curriculum area that we discussed yesterday, what per cent of a student's program should be in courses open only to fifth-year

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<sup>8</sup>George E. Hill et al., Improving Teacher Education Through Inter-College Cooperation (Dubuque, Iowa, 1956), p. 192.



students, in the area of subject matter specialization, in the area of general education? I would ask this question this morning instead of that one, 'Where do students who present themselves for the fifth-year study need to be involved in order to get some of the competency that you're after in this fifth-year program?' Then you can help determine what per cent of it should be in professional or specialized education. After you have had two or three years of experience of asking these questions, you do come up with a kind of pattern. Some of you have experienced that already. You have played this by ear for two or three years and you have found that 30% or 10 hours or 11 hours of professional work is about the pattern that seems to be meeting the needs of the people who are coming back. You have evolved and developed the answer to this problem through three or four years of experience. To use a fixed formula or criterion to establish this proportion for you, in my estimation, would be the wrong approach to the answer to this problem. What is considered a balanced program of professional education, subject matter, specialization, and general education? And I would say to you, that to be an extension of, a continuation of preparation for teaching? You haven't assigned the fifth-year, have you, to any one area of specialization or to the improvement of any one particular thing? You have said to yourselves, 'We are going to help every teacher in as many ways as possible to become a more competent person in the fifth-year program!' It seems to be that the problem of a balanced program again will be the product of the experiences that you are having as you work in this fifth-year program.<sup>9</sup>

Fifth-year programs, as indicated previously, generally call for a common core of required courses. Three colleges offering fifth-year master teacher programs have been selected to illustrate the trend in common core requirements.

The Master Teacher Program of Kansas State Teacher College, Emporia, Kansas, requires the following core program:

Psychology 119 Seminar in the Psychology of Childhood and Adolescence 3 hours.  
 Sociology 102 Social Anthropology 3 hours.  
 English 115 Landmarks of Western Thought 3 hours.  
 Education 102A Supervision of Elementary and Secondary School Curriculum 3 hours.<sup>10</sup>

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<sup>9</sup>Conference on Fifth Year of Teacher Education, "Summary Notes" (Southeastern State College, December, 1956, Durant, Oklahoma), pp. 9-10.

<sup>10</sup>Hill et al., p. 194.



The Master's Degree Program of the National College of Education, Evanston, Illinois, lists the following core requirements:

Core Required of all Graduate Students

Education 450 -- Introduction to Graduate Study 2 hours  
 Psychology 450 -- Seminar in Child Development 3 hours  
 Psychology 452 -- Dynamics of Personality 3 hours  
 Social Science 450 -- Backgrounds for World Understanding 3 hours<sup>11</sup>

The Advanced Professional Curriculum at Southwestern State College, Weatherford, Oklahoma, follows:

I. For Secondary Teachers

Professional Education

- a. 5E02 Introduction to Advanced Professional Study
- b. 533 Advanced Psychology of Learning and Development
- c. 5133 Practices in Guidance and Evaluations
- d. 593 Problems of Teaching in Secondary Schools

II. For Elementary Teachers

Professional Education

- a. 5E02 Introduction to Advanced Professional Study
- b. 533 Advanced Psychology of Learning and Development
- c. 5133 Practices in Guidance and Evaluation
- d. 573 Problems of Teaching in the Elementary School
- e. 582 Special Problems in the Teaching of Reading.<sup>12</sup>

The place of research in a program of advanced study for teachers is another problem worthy of consideration. Only brief attention will be given this issue at this point since a later section of the chapter is devoted to it. A point of special importance might be made here, however, and that is the difference in the amount of emphasis placed on research depending on the type of degree under consideration.

The traditional departmental Master's degree program is designed to produce the expert in a particular subject-matter field. The degree ordinarily marks a step toward the Doctor's degree, which with a few

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<sup>11</sup> Ibid., p. 195.

<sup>12</sup> Southwestern State College Catalog (Weatherford, Oklahoma, 1956-1958), p. 87.

exceptions is earned on the basis of the completion of a program of research. The departmental Master's degree has thus come to be a first research degree. Since, however, the purpose of graduate study is not to train experts in research but to contribute directly to effectiveness in teaching, the question may be raised as to whether research properly has a place in such a program at all.<sup>13</sup>

### Research in Fifth-Year Programs

There seems to be general agreement that research has a place in the advanced professional program leading to an advanced degree. Several issues, however, are immediately apparent, regarding the nature and place of research in such a degree program. Oklahoma state colleges utilize the course "Introduction to Advanced Professional Study" as a vehicle for limited research training.

The nature of research training is commented on by the North Central Association in the following discussion:

One of the bases upon which a decision on the place of research should be made seems to be the purely utilitarian one of whether or to what extent research will contribute to the student's effectiveness as a teacher. Will the student be a more effective teacher, for example, from having conceived and carried through a significant project in the area of learning theory? Is research to be accounted a fourth area distinct from the student's preparation in his teaching field, his preparation in professional education? The graduate program for teachers will normally encompass a year of full-time study, totaling approximately thirty semester hours of classwork. Can the student, within the limited amount of time afforded in the Master's program, develop a significant problem and arrive at a significant answer?

A distinction is sometimes made between education for the producer of research and education for the consumer of research. The doctoral student ordinarily is expected to develop skills in handling problems and to demonstrate the ability to produce an "original contribution to knowledge." Many departmental Master's programs are minor editions of research-oriented doctoral programs. However, the program of advanced study for teachers does not propose to train specialists in a departmental subject-matter area. Thus, it is frequently contended that teachers should be educated as consumers of research rather than as producers of research. It is said that it is more important for the

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<sup>13</sup>The North Central Association Quarterly, XXXI (April, 1956), 33.

teacher to keep abreast of the latest research than for him to engage in research, and that the emphasis in the graduate program for teachers should be upon developing skill in reading critically and drawing logical inferences.

Making a distinction between educating the producer of research and educating the consumer of research does not solve the problem, however. Shall the consumer of research be trained, for example, in interpretation or statistical methods of research, or in the interpretation of historical methods of research, or in an understanding of experimental design, or in all three? How many courses does he require? Is it necessary for even the consumer of research to engage in a certain amount of research before he can evaluate other research? Or is a broad acquaintance with the language of the field and some training in problem solving and critical thinking sufficient for the consumer of research?<sup>14</sup>

Oklahoma state college officials have considered this same problem, both in the original planning stage and during more recent evaluation of programs. An institutional study group at Central State College, Edmond, Oklahoma, considered the question: What is the place of research in the fifth-year program? According to the study group the answer was:

The committee recognizes the many types of research which are in use today. The values of research techniques as well as the ways in which the various fields of knowledge are constantly being expanded through research is appreciated fully. However, two distinct types of research are recognized:

- (1) Producer Research - a type of research in which the researcher may: (a) seek to reveal new facts or disclose new relationships through the examination of original documents or remains, or to collect information for witnesses to the facts involved; (b) through extended study seek to determine the conditions which prevailed at any given time in relation to a given problem; (c) follow strictly a more scientific point of view in research through experimentation. In which case the data which will be considered are created.
- (2) Consumer Research - in which the Fifth Year student is not asked to master highly technical statistical and experimental procedures but rather is given an opportunity to develop skills in reflective thinking, is taught to be analytical and critical in his evaluations, is called upon to be original and creative, is asked to be open minded, curious, and to demonstrate integrity in his approach in solving educational problems. He is expected to assimilate, organize, and present library materials in a coherent, logical manner to the end that he will understand and appreciate the best thought of leaders in the field in which his problem is centered. Hence we seek primarily to help fifth year

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<sup>14</sup>Ibid., pp. 33-34.

students become consumers of the best and most authoritative bits of research which are the products of the so-called "research experts."

The committee feels that the concepts of producer research, briefly stated, are not--neither should they become-- a part of the program for the preparation of "Master Teachers". It does support the concept of consumer research as presented above, and feels they should be an integral part of the Fifth Year Program.<sup>15</sup>

Rogers reporting on the Oklahoma Fifth-Year Program discussed the research problem by pointing out that "since these teachers will, for the most part, be consumers rather than producers they are encouraged to become proficient in the use of research materials. Consequently, no research of thesis proportions is required."<sup>16</sup>

The place of research in the fifth-year programs was considered at the Conference on Fifth Year of Teacher Education, referred to previously in this chapter. The consensus arrived at by committee members is contained in the following report as given by the conference consultant:

What part should research play in the fifth-year program of teacher education? As I stand before this microphone, I can't help, or refuse to see this yellow bulletin here before me. I put it there so I could keep one eye on it, as I discuss these problems with you. Again my position on this question is that regardless of whether you're in what we call the fifth-year program of teacher education or in the more traditional type "master's degree" program, I can justify some emphasis on the roll or research. I think of it as action kinds of research, as a point of view, as an outlook, as a way of working that a teacher needs to be sensitive to. We have talked a lot about teachers being consumers of research, and I am not just sure what we mean, but they ought to be users or research. Teachers ought to know how to read research bulletins. They ought to know how to read them when they do find them. You say to me, 'You mean a first grade teacher, to be a good teacher, should know how to do this?' My answer is 'yes'. But the teacher of chemistry, does he need to? Yes, he needs to. And do they need to know how to build a sociogram or to study the structure of a group of children that are having problems of inter-relationships in their room? Yes. A good teacher needs

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<sup>15</sup>Faculty Study Group VII, "The Fifth Year Program" (Central State College, May 10, 1956, Edmond, Oklahoma), pp. 9, 10, 11.

<sup>16</sup>James F. Rogers, "Oklahoma's Fifth Year Program," Teacher's College Journal, XXVIII (October, 1956), 8.

to have this competency. We have decried the fact for a long time that we can't do this in a four-year program. There is so much to accomplish, in four years. We need five. Now you have five and we ought to use the time to add to a teacher's competency.<sup>17</sup>

Potthoff discussed the place of research in fifth-year programs in the following excerpt:

When proficiency in the techniques of educational research is a desired objective, both a course in this area and a thesis are likely to be required. Other educational experiences may be substituted for the thesis, however, and the question should be raised of whether mastery of highly technical statistical and experimental procedures to the point of expertness in producing research studies is a justifiable objective at the fifth year level for the particular type of educational worker whose preparation is involved. It may well be that other types of competencies would be much more valuable. Thus, skill in reflective thinking including a high level of proficiency in being analytical and critical, in exercising originality and creativity, and in applying attitudes of intellectual curiosity, or moral integrity, and of open-mindedness in solving educational problems may be far more fundamental to success in a given type of school work than mastery of advanced statistical procedures. Moreover, in a very real sense, the former are just as essential to research ability as are the latter and probably even more so. Self-reliance in reflective thinking is indispensable in solving both the practical and the theoretical problems of education, in both applying existing knowledge to new situations and discovering and developing new fundamental concepts and principles. Skill in problem solving is, in a sense, the essence of scholarly work which, as already stated, should be the general aim of the fifth-year program.

Certain types of educational workers may require both this broad preparation and the more technical one represented by the usual course in educational research. Before the latter is required, however, a careful analysis should be made of the competencies needed by the type of educational worker for whom the fifth-year program is being planned. In addition, consideration may well be given to the question of whether these needs could be served just as effectively and more economically by a course in "Consumer Research." The distinction between producer and consumer research is a difficult one to make at some points, and yet certain differences in the content and procedure of these two type of courses can be rather easily identified.<sup>18</sup>

Batchelder, reporting on the place of research in fifth-year programs at the Fourth State Wide Conference on the Fifth Year in Teacher

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<sup>17</sup>Conference on Fifth Year of Teacher Education (Southeastern State College, December, 1956, Durant, Oklahoma), pp. 9-10.

<sup>18</sup>Potthoff, p. 9.

Education, stated that agreement was reached to the extent that "research in the fifth year of teacher education shall be encouraged by the colleges and universities." The same authority, however, admitted that "There was disagreement upon the amount of practical and theoretical research requirement in the fifth year."<sup>19</sup>

A more traditional point of view regarding research in the fifth year of professional education is expressed in a report from Central Michigan College of Education, Mount Pleasant, Michigan. A. R. Gaskill reports the program and concludes that research is being neglected, for he says that the college must

devise some way of making thesis writing more attractive to those students who have the ability to do original research and creative writing. We believe that many of our graduate students who are well qualified to do this kind of work are avoiding it, perhaps because the maximum credit of six hours offered for the thesis is not sufficient incentive.<sup>20</sup>

The North Central Association summarizes its policy regarding the nature of research suitable for graduate programs for teachers in the following statement:

As a basis for a policy of the place of research in a graduate program for teachers, the Commission reiterates the following propositions relative to the orientation of the program:

1. Training in research is not in itself an end in a graduate program for teachers.
2. The time which a student in a graduate program for teachers can actively devote to research will be relatively restricted.
3. Graduate study is more than the amassing of course credits. It demands a certain level of maturity and the ability to make critical judgments.
4. The program of graduate study in a teaching field should prepare the student to face teaching problems in a critical spirit and to seek continuous improvement of his teaching through study and experimentation.

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<sup>19</sup>Howard T. Batchelder, "An Analysis of Outcome of the Conference on the Fifth Year of Teacher Education," Teacher's College Journal, XXVII (October, 1955), 7.

<sup>20</sup>A. R. Gaskill, "We Now Offer the Master's Degree," Teacher's College Journal, XXVIII (October, 1956), 7.

In the light of these propositions, the Commission has reached the following conclusions:

1. The graduate student should be acquainted with the language of his own field and the language of the field of education. He should also be acquainted with the methods of research in both fields. Acquaintance with the language of the field and with methods of research in the field can probably be more effectively secured through experiences in a number of courses that are not strictly research courses than in a single so-called research methods course.

2. Acquaintance with the language of the field and methods of research in the field cannot, however, be secured if the matter is left purely to chance. Each student should be given the opportunity to gain the requisite knowledge within--though not exclusively so--the structure of the required courses of the program.

3. The graduate student should be given an opportunity to prepare some papers in which he weighs results, evaluates, and interprets. These papers should probably not be formal research papers. They may be papers prepared as part of the regular course work.

4. Where possible, the instructor of any course should make a conscious effort to acquaint the student with some of the research reflecting upon the course and with the sources of research reports about the material covered in the course. It seems logical to suppose, furthermore, that when there is opportunity, the instructor will point out and evaluate relevant research data in support of his presentation.

5. There seems to be merit in providing for graduate students an opportunity to engage in a number of seminars in which the problems dealt with are significant, manageable, and relevant to the field. Such seminar experience might be more valuable than work on an extended research project.<sup>21</sup>

The writer examined the college catalogues of Oklahoma state colleges to determine the exact description of the course "Introduction to Advanced Professional Study." The description in each catalogue was identical. The name of the course varied, however, as explained in Chapter I of this study. That training in research is an important objective of the course is evidenced by the following description taken from the Southeastern State College catalogue:

5E02 Introduction to Advanced Professional Study. Aims and standards of advanced professional teacher education, evaluation of basic teacher competencies, introduction to literature and techniques of research, with application in individual study projects.<sup>22</sup>

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<sup>21</sup>The North Central Association Quarterly, XXXI (April, 1956), 34.

<sup>22</sup>Southeastern State College Catalog (Durant, Oklahoma, 1954-55), p.67.

### Summary

Literature dealing with fifth-year programs in teacher education called attention to two distinct types of programs. The first type was a one-year extension of undergraduate study and does not lead to an advanced degree. The second type included work of graduate level and led to an advanced degree. The programs in Oklahoma state colleges were definitely of the latter type. Although it was generally agreed that a portion of the fifth-year student's work may be of undergraduate nature, the North Central Association warned that "The Commission would seriously question the graduate caliber of a program in which much of the work appeared to be elementary...."<sup>23</sup>

The general nature of fifth-year programs, as reported in the literature on the subject, pointed out the need for a balanced program of professional education, general education, and subject matter specialization, but agreement was lacking as to the emphasis which should be given each area. The suggestion commonly found in the literature reviewed suggested fitting the program to the student's needs in so far as that was possible. Flexibility to meet individual needs plus a common core of required subjects seemed a general trend.

In regard to the place of research in fifth-year programs, some agreement was found in the literature dealing with the subject. Practically all authorities concluded that research training was essential in advanced professional programs for teachers. The nature of research training recommended, however, would be to develop the "consumer" of research rather than to develop the research specialist.

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<sup>23</sup> The North Central Association Quarterly, XXXI (April, 1956), 32.



The writer discovered nothing tangible relating to the emphasis which should be placed on orientation of the student to advanced professional work. In a review of the description of the course "Introduction to Advanced Professional Study" in the various catalogues of the Oklahoma state colleges this objective was mentioned.

## CHAPTER III

### METHODS AND PROCEDURE

The purpose of this chapter is to describe the methods and procedures used in the study. The chapter includes an explanation of the preliminary work done in order to set up the study, an account of the procedure used in the development of the questionnaire, and account of the trial study and its results of the revision of the questionnaire and its final submission to the selected population, and a statement of the limitations of the study. It concludes with a summary of methods and procedures used in obtaining data.

#### Preliminary Steps

The survey procedure was selected as a suitable method of obtaining data for this study. As Hillway suggests, "This method... attempts usually to describe a condition or to learn the status of something and, whenever possible, to draw valid general conclusions from the facts discovered."<sup>1</sup> The same authority continues, "The survey has been called that kind of study in which the investigator obtains his data from other people."<sup>2</sup>

A number of persons were consulted regarding the need and feasibility

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<sup>1</sup>Tyrus Hillway, Introduction to Research (Boston, 1956), p. 175.

<sup>2</sup>Ibid., p. 176.

of the study. Among those consulted was Dr. Joe Williams, Dean of the College, Southwestern State College, Weatherford, Oklahoma. He was enthusiastic regarding the possibilities of the study and offered the services of his office in obtaining data. Dr. Williams wrote the dean of each of the other state colleges of Oklahoma and asked each for his reaction to the proposed study (Appendix A).

The response was encouraging. Some of the comments received were given in Chapter I under a discussion of the need for the study. One consideration in favor of the proposed investigation was the possibility of its contributing data valuable in evaluating a phase of the fifth-year program in Oklahoma state colleges. Since an evaluation of the advanced professional program by accrediting agencies is scheduled for the summer of 1958, it is hoped that this study can in some measure provide data suitable for self-evaluation. It should be noted, however, that the purpose of the investigation is not to evaluate the course.

The proposed investigation to determine what should constitute the program for the course "Introduction to Advanced Professional Study" posed the problem of choosing a source of data. One source was the professor who was responsible for the course in each college. Expert opinion of professional educators in various colleges throughout the nation was also considered as a source. It, however, was eventually discarded in favor of a third source: opinions of graduates of the fifth-year programs in Oklahoma who had taken the course.

The opinions of the professors responsible for the course were also used, as explained later in the chapter. The opinions of experts in professional education were not used since the course under investigation

has its own particular objectives based on over-all objectives of the Oklahoma advanced professional program. Since graduates of the Oklahoma advanced professional program were experienced teachers and mature individuals, it was assumed that they could look back on their educational experiences in advanced professional work and consider what they believed should be contained in the program for the course.

The study to determine the consensus of graduates of the Oklahoma fifth-year program regarding what should constitute the program for the course "Introduction to Advanced Professional Study" suggested two immediate problems. The first involved the technique to be used in securing the consensus of graduates, if indeed such consensus existed. Equally vital to the success of the study was the determination of the nature of the course as it was being taught. Therefore, a composite picture of the program for the course could be a starting point for the investigation.

One source used to obtain an account of the program for the course was the description of the course as it appeared in the various college catalogues. The description was identical in each college catalogue. Necessarily it was rather brief and not very enlightening. Three objectives were indicated: (1) aims and standards of advanced professional education, (2) evaluation of basic teachers competencies, and (3) introduction to research. Although this information provided some assistance, many specific questions remained unanswered. Contact with each person responsible for the course in his particular college was the method used for securing additional information concerning the program for the course.

The professor charged with the responsibility for the course in each college was asked to fill out a brief form (Appendix A), which had been sent with the original contact letter.

A follow-up letter was necessary in some cases to obtain a reply. Eventually, however, the information was forthcoming. Materials received included course syllabi, lists of course objectives, outlines of content and related activities, and lists of teaching procedures. Additional information came in the form of personal letters from each professor. In one or two cases the material received was meager.

The first task was to analyze the material and to classify it into three categories which covered the program for the course. These divisions were (1) course objectives, (2) course content and related activities, and (3) teaching procedures. After all material was classified, a fairly comprehensive picture of the course as it was taught became available.

#### Developing the Questionnaire

The writer would have preferred personal interviews with graduates of the Oklahoma advanced professional education program to ask them what they believed should constitute the program for the course "Introduction to Advanced Professional Study." But time and circumstances rendered this impossible. Under the circumstances, some form of written request for the graduates' opinions was the only alternative. The questionnaire, in spite of its limitations, was selected as a technique in obtaining the desired information. The convenience and economy of a questionnaire under somewhat similar conditions has been commented on by Hillway in the following excerpt:

The written questionnaire may be regarded as a substitute for the personal interview. Because of the relative ease and speed with which it can be distributed by mail over a large geographical area, the questionnaire has definite advantages in survey research. It saves both time and expense. To visit all 1,800 colleges and universities in the United States for information would require months of time and a considerable

expenditure of money for travel, but a mailed questionnaire will reach them all within a few days and at relatively little cost.<sup>3</sup>

Assuming that the questionnaire technique was adequate for the present researcher's purpose, the writer immediately attacked the problem of its construction. As has been indicated, a composite picture of the course as it was being taught had already been assembled.

The next decision was whether to use an open form questionnaire, in which "the questions are asked in such a way that the respondent replies in his own words,"<sup>4</sup> or a closed form, which "suggests the possible answers for each question, and the respondent replies merely by checking or circling or underlining the answers with which he agrees."<sup>5</sup>

The closed form was selected as the most desirable for obtaining the needed information. Some directions had to be provided, or the answers would be so diverse as to render impossible an adequate tabulation and treatment. Hillway strengthens this position when he says, "Because of the relative ease of answering the items in a closed questionnaire (and also the greater ease of tabulating the results), the preference is for this form [the closed form] whenever possible."<sup>6</sup>

The task of forming questionnaire items from the composite list of course objectives, statements of course content and related activities, and teaching procedures presented the problem of reconciling duplicate

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<sup>3</sup>Ibid., p. 189.

<sup>4</sup>Ibid., p. 191.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

statements. Where two or more statements had essentially the same meaning, a re-phrasing into one idea was attempted. With this one exception, items in the completed questionnaire were identical statements given by those responsible for the course.

The composite list of suggested course objectives, arranged in arbitrary order, follows:

1. To help the student gain the ability to use the scientific method of investigation and research so that the problem solving will become a continuous process in the life of the graduate student
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices
3. To help the student isolate problems that he wishes to study
4. To give the student an understanding of the fifth-year program of Oklahoma state colleges
5. To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas
6. To provide the student with an understanding of the theory and practice of modern teaching
7. To aid the student in understanding his place in the graduate program
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher
9. To provide guidance for the student in planning his advanced professional work
10. To help the student learn how to find and use library materials
11. To help the student with research problems
12. To assist the student in becoming more proficient in oral communication
13. To aid the student in understanding various methods of research
14. To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies
15. To help the student in developing an understanding of the historical background of graduate programs

16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature
17. To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators.
19. To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships
21. To point out to the student the need that the teacher be proficient in reading, writing, and speaking
22. To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his student in the various aspects of living

The statements comprising the areas of course content and related activities, arranged in arbitrary order, are listed below:

#### Areas of Course Content

1. Lesson planning
2. Requirements for graduation
3. Self-evaluation
4. Reading for understanding
5. Library aids, such as abstracts, yearbooks, special dictionaries, and encyclopedias
6. Orientation to the fifth-year program
7. Educational and research terminology
8. Analysis and discussion of research articles
9. Methods of research



10. Professional organizations
11. Periodicals of general and special nature
12. The nature of educational leadership
13. Discussion of research papers written by members of the class
14. Teaching moral and spiritual values in public schools
15. Effective study habits
16. Professional ethics
17. The nature of scientific thinking
18. Methods of attacking group problems through the workshop technique, the panel, and the forum
19. Philosophy of the fifth-year program
20. Theory and practice in modern teaching
21. Technique of effective speaking
22. Qualities necessary for success in teaching
23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons
24. Philosophy of modern education
25. Important contemporary educators

#### Related Activities

1. Writing a research paper
2. Taking a conducted tour through the library
3. Being given detailed instruction on the use of the library by the librarian
4. Taking certain required guidance or entrance examinations
5. Filling out personnel and guidance forms
6. Having a conference with the student's advisor or advisory committee
7. Preparing lesson plans
8. Constructing teaching or resource units

9. Preparing and delivering formal speeches before the class
10. Evaluation by class members of speeches by students
11. Directed use of library resource materials
12. Designing a rating sheet for use by student in evaluating teacher effectiveness
13. Having individual conferences with the instructor
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work

Basic teaching procedures suggested as being employed by professors teaching the course include:

1. The formal lecture
2. Class discussion
3. Investigation and reports by student committee
4. Lectures by resource persons representing special fields
5. Use of audio-visual materials
6. Use of course content examinations
7. Oral reports by students

The preceding statements covering the program for the course were used as questionnaire items. Certain additional material, however, obtained from those responsible for the course, was used in the section covering teaching procedures.

In order to ascertain the importance that graduates attach to each item a five-point rating system was used in constructing the questionnaire (Appendix C). Such a rating system would permit a higher degree of discrimination of graduate opinion than could be obtained with the alternatives "yes" or "no." Another consideration in favor of multiple ratings of items was that such a system would permit a more complete statistical interpretation. A five-point rating scale would permit the graduate to

indicate that an item had a specific value or degree of importance rather than whether it simply should or should not be included in the program for the course.

The questionnaire was sent to the professor responsible for teaching the course in each of the state colleges.<sup>7</sup> The only specific request made of each person was that he add to each section of the questionnaire any additional items which were necessary to present an adequate picture of the course as it was taught in his institution. The respondents were not asked to pass judgment upon the internal construction of the instrument. No additional content was recommended to any section of the instrument, and only minor criticism was received.

As one means of testing the validity of the instrument the writer considered criteria listed by Hillway.<sup>8</sup> These criteria are in the form of ten questions. They are as follows:

1. Is it [the questionnaire] sponsored by a reputable organization or institution?
2. Is the purpose of the study fully and clearly stated?
3. Does it concern a topic of sufficient importance to justify it?
4. Is it carefully and logically organized?
5. Are the questions clearly and briefly worded?
6. Can the questions be answered briefly?
7. Is the information asked for available elsewhere? (If so, the investigator should have used the published or otherwise accessible sources.)
8. Is the questionnaire in good mechanical form--that is, printed or typewritten and easy to read?

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<sup>7</sup>Those responsible for teaching the course were Professors Earl Reynolds, Southwestern State College, Weatherford, Oklahoma; E. C. Hall, Central State College, Edmond, Oklahoma; Milton Lehr, Northwestern State College, Alva, Oklahoma; J. R. Chandler, East Central State College, Ada, Oklahoma; M. K. Fort, Southeastern State College, Durant, Oklahoma.

<sup>8</sup>Hillway, p. 194.

9. Are the demands upon the respondent reasonable? (He should not be asked to spend hours of time and effort in running down records.)
10. Is a summary of results promised?

The completed questionnaire met the standards expressed above to a high degree. The instrument was reasonably valid, since "in the final analysis, the validity of a questionnaire depends largely upon judgment."<sup>9</sup>

The questionnaire was then duplicated in preparation for the trial study.

### The Pilot Study

The submission of the questionnaire on a trail basis was another procedure used in a further attempt to determine its validity and reliability. It was necessary for the investigator to ascertain whether the directions printed on the questionnaire were clear enough to be understood by graduates of the Oklahoma fifth-year program (Appendix C). He was also forced to discover whether the recipients of the instrument understood that they were to evaluate the items of the questionnaire on the basis of their importance to the program of the course rather than to evaluate the course as it had been taught in their particular college. Finally, it was necessary to check the items for clarity and understanding--both of paramount importance to the success of the study.

Hillway supports this procedure for validating the questionnaire in the following statement:

First of all, the investigator should examine his questionnaire in its preliminary form with all of the above suggestions in mind [reference is to criteria listed on page 38 of this study]. If, in his opinion, it successfully meets this test, the next step is to try it in personal

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<sup>9</sup>Ibid., p. 195.

interviews with a few of the persons who have been chosen to receive it. This can usually be done quite easily. The trial of questionnaire in this manner will often reveal items which are misunderstood and other faults in the design also.<sup>10</sup>

Except for a slight deviation from the above procedure, the interview technique was utilized.

The questionnaire was submitted to a class of twenty-five graduate students enrolled in "Introduction to Advanced Professional Study" at Southwestern State College. This action was based upon the assumption that, if graduate students could understand and follow the directions given in the questionnaire, then graduates of the program should also be able to do so. Since the class had been in session for approximately half of the semester, its class members were in position to have developed some opinions relative to what should constitute the program for the course.

On November 29, 1956, the graduate class was asked to check the questionnaire. The oral directions given the students were:

As a part of my doctoral program at Oklahoma Agricultural and Mechanical College I am doing a dissertation which concerns the Fifth-Year Program. Specifically, my study has to do with this very course you are now taking, "Introduction to Advanced Professional Study." It is necessary for me to ask you to fill out a questionnaire, which is the very heart of my study, in order that I may determine if it is ready to submit to my selected population--all of the graduates of the Fifth-Year Program in Oklahoma.

Will you please read carefully the directions for the questionnaire which I will give you in a few minutes. After reading the directions, will you please score each item according to instructions given. Please do not start until I give you the word, since I wish to check the average time necessary to complete the questionnaire.

The average time necessary to complete the questionnaire was twenty-five minutes.

In order to check the students' ability to understand the questionnaire's purpose, its items, and other factors which might affect its validity

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<sup>10</sup>Ibid., pp. 194-195.

and reliability, approximately one-third of the class was interviewed. The method employed in selecting the students for interview was that of chance.

Every third student, with one exception, was selected from alphabetical listing of the class. A coin flip was used to determine whether the first or third student would be used as a starting point for the interview procedure. The coin flip designated the third name as a starting point. Considering that it was impossible to select exactly one third of the students for interview, the interviewer left the decision to chance as to whether eight or nine students would be interviewed. The coin toss was again used to resolve this issue. The result obtained called for interviewing nine students. Another toss determined whether the twenty-fifth or the first student would be the ninth interviewed. The first student's name was the one obtained. Thus the ninth student selected for interview was the first name on the alphabetical list.

To obtain as much objectivity as possible, the structured interview procedure was followed. This procedure was followed to avoid suggesting answers for the sixteen specific questions which had been prepared to check the validity and reliability of responses to questionnaire items. Accordingly, the following explanation and directions were read to each student and he was interviewed.

It is hoped that this interview is not too great an imposition upon your time.... In order that this questionnaire be as valid an instrument as possible, this procedure of having you check the instrument, followed by this brief interview, was selected . . . the main concern being to determine if you understood what you were to do and if the items of the questionnaire were sufficiently clear for you to evaluate each item. Will you please answer the following questions.

Each student was asked the following questions:

1. Did you understand that the questionnaire contained items which represented a composite account of the course as it is taught in all colleges?

2. Did you understand that you were to evaluate the particular course you are now taking?
3. Did you understand that you were asked to rate the items according to the value you would place on them in the program for such a course?
4. On the whole, do you think enough information was given in the directions?
5. If enough information was not given in the directions, what would you suggest adding?
6. Was the rating scale for assigning weight to each item easy to understand?
7. As you progressed through the questionnaire, was it necessary for you to go back and read the directions for rating items?
8. If so, how many times were you forced to go back and re-read the directions?
9. Would it have been better to have repeated the rating system at the top of each page?
10. Were the purposes of the course stated clearly enough?
11. Which statements, if any, need clarification?
12. Were the statements covering course content and related activities stated clearly?
13. Which statements, if any, need clarification?
14. Were the statements covering teaching procedures stated clearly?
15. Which statements, if any, need clarification?
16. Do you have any comments which might help to clarify the questionnaire in any way?

#### Final Form of the Questionnaire

The final form of the questionnaire represented little change from the form used in the pilot study.

After tabulation of the results of the pilot study, according to distribution or responses (Appendix B), a construction error in the

directional (legend)

questionnaire was discovered (Appendix C). Item fifteen, page 5, in the section on related activities was checked by only thirteen of the twenty-five respondents. This item was the final item of the section. It was not included on page 5 of the questionnaire with the other items of the section because of insufficient space on the page. It constituted the first line on page 6. In this position it had evidently been overlooked by some of the respondents. In the final form of the questionnaire it was possible to include it on page 6 with other items in the same section.

The results of the interview indicated that the directions of the questionnaire, on the whole, were adequate. Table I indicates that one respondent thought he was being asked to evaluate the course he was taking. Since this lone dissenter's opinion indicated that part of the directions needed some clarification, the directions were slightly revised. The five-point rating scale was apparently understood, for each respondent indicated as much in answering the three questions dealing with this problem. In regard to the questionnaire items, the respondents were unanimous in their agreement that no clarification of the statements was necessary.

#### Selection of the Respondents

The survey type of study involves the problem of the selection of the population to be sampled. "The sample, then," according to Hillway, "should be as nearly representative of the whole group as possible."<sup>11</sup> Since the total number of graduates of the Oklahoma advanced professional program numbered only 464, it was possible to solicit the opinion of each graduate who had taken the course.

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<sup>11</sup>Hillway, p. 184.



TABLE I

DISTRIBUTION OF RESPONSES TO  
INTERVIEW QUESTIONS  
(PILOT STUDY)

Questions	Distribution of Responses	
	Yes	No
1. Did you understand that the questionnaire contained items which represented a <u>composite account</u> of the course as it was being taught in all colleges?	8	1
2. Did you understand that you were to evaluate the particular course you are now taking?	0	9
3. Did you understand that you were asked to rate the items according to the value you would place on them in the program for such a course?	9	0
4. On the whole do you think enough information was given in the directions?	9	0
5. If enough information was not given in the directions, what would you suggest adding?	(no comments)	
6. Was the rating scale for assigning weight to each item easy to understand?	9	0
7. As you progressed through the questionnaire, was it necessary for you to go back and read the directions for rating items?	0	9
8. If so, how many times were you forced to go back and re-read the directions?	(no comments)	
9. Would it have been better to have repeated the rating system at the top of each page?	0	9
10. Were the purposes of the course stated clearly enough?	9	0
11. Which statements, if any, need clarification?	(no comments)	

TABLE I, Continued

Questions	Distribution of Responses	
	Yes	No
12. Were the statements covering course content and related activities stated clearly?	9	0
13. Which statements, if any, need clarification?	(no comments)	
14. Were the statements covering teaching procedures stated clearly?	9	0
15. Which statements, if any, need clarification?	(no comments)	
16. Do you have any suggestions which might help to clarify the questionnaire in any way?	(no comments)	

TABLE II

DISTRIBUTION OF 464 FIFTH-YEAR GRADUATES  
OF FIVE OKLAHOMA STATE COLLEGES

Institution	Graduates
Central State College	84
East Central State College	175
Northwestern State College	17
Southeastern State College	141
Southwestern State College	47

The name and addresses of the fifth-year graduates were obtained from deans of the five state colleges. Those who had graduated by the 1956 summer session constituted the total number to be considered as possible respondents of the questionnaire. Table II shows the distribution of fifth-year graduates for each college.

Although the questionnaire was sent to 464 fifth-year graduates, data used in this study were based on the returns of those respondents who had taken the course as a part of their program of study. Each respondent was asked to indicate whether he had taken the course or not. Table III shows the final accounting of the 464 questionnaires submitted to graduates of the Oklahoma fifth-year program.

TABLE III  
STATUS OF 464 QUESTIONNAIRES SUBMITTED  
TO FIFTH-YEAR GRADUATES

QUESTIONNAIRE STATUS	NUMBER OF QUESTIONNAIRES
Not returned	303
Returned, But Unusable*	53
Returned, Usable**	108

\*Questionnaire either incomplete or completed by a respondent who had not taken the course.

\*\*Questionnaire completed by a respondent who had taken the course as a part of his fifth-year program of study.

#### Limitations of the Study

Limitations of the survey method of investigation include the difficulty of obtaining a representative sample of the total population and of designing a valid instrument for obtaining desired data. These two limitations must be applied to the present study. Chapter III, however,

has presented a discussion of procedures used by the investigator in an attempt to deal with these limitations.

The problem of securing course objectives, course content and related activities, and teaching procedures with which to formulate questionnaire items was solved by developing a composite account of the course as it was taught in the fifth-year program. This was done rather than attempting to obtain the information from graduates of the fifth-year program. It should be remembered, however, that the respondents were encouraged to write in additional questionnaire items. The source of material used in formulating questionnaire items must be considered a limitation of this study.

#### Summary

In Chapter III the preliminary steps undertaken to set up the investigation were described. The initial contact with those responsible for the course in each state college was detailed.

A composite account of the program for the course, in the form of a list of course objectives, course content and related activities, and teaching procedure was outlined on pages 34-37 of this chapter.

The development of the questionnaire was also described in this chapter.

An account of the pilot study and its result was included in this chapter.

In Chapter III the final form of the questionnaire and its submission to 464 graduates of the Oklahoma fifth-year program was detailed. Table III was developed to show the ultimate status of the 464 questionnaires.

Finally, certain limitations of the study were pointed out and briefly discussed in this chapter.

In Chapter IV a presentation and analysis of data will be given.

## CHAPTER IV

### PRESENTATION OF DATA AND ANALYSIS OF RESULTS

The purposes of this chapter are to present data and to analyze the results obtained from the questionnaire.

The final form of the questionnaire was sent to 464 graduates of the Oklahoma advanced professional program. The distribution of those graduates was shown in Table II, Chapter III of this study. The ultimate status of the 464 questionnaires was given in Table III, Chapter III. As previously indicated, although the questionnaire was sent to 464 graduates, only the questionnaires filled out by those who had taken the course were used as a source of data for this study. Originally it had been thought that some use might be made of data contained in questionnaires checked by those who had not taken the course, but this was not done.

Table IV shows the distribution of the 108 questionnaires according to the institution from which the questionnaire respondent graduated. Table IV also shows the distribution in percentages of the 108 questionnaires by institutions from which the respondents graduated. Returns were received from respondents representing each institution included in the study. Of the 108 questionnaires, 40 were received from East Central State College graduates. This represented approximately 37 per cent of the total number of usable questionnaires. Northwestern State College graduates returned 6 questionnaires. This represented approximately 5 per cent of 108 usable questionnaires.

TABLE IV  
SUMMARY OF DISTRIBUTION OF 108 RETURNED  
QUESTIONNAIRES ACCORDING TO  
GRADUATING INSTITUTION

Institutions	Questionnaires Returned	Percentage of 108 Questionnaires
East Central State College	40	37
Southwestern State College	25	23
Northwestern State College	6	5
Southeastern State College	18	17
Central State College	19	18
Totals	108	100

Table V shows the percentage of returned questionnaires by graduates who had taken the course "Introduction to Advanced Professional Study." As previously indicated, 464 persons had graduated from the Oklahoma fifth-year program by August, 1956. Of these, only 310 had taken the course. The 108 graduates who returned questionnaires represent the population of the study.

The highest percentage of returns was received from graduates of Southeastern State College. Sixty percent of those who had taken the course returned questionnaires. The lowest percentage of returns was received from East Central State College. Thirty per cent of those who had taken the course returned questionnaires. The total number of usable returns was 108. This was approximately 35 per cent of the 310 graduates who had taken the course.

TABLE V  
SUMMARY OF PERCENTAGE OF RETURNS OF QUESTIONNAIRES  
BY GRADUATES WHO HAD TAKEN THE COURSE  
"INTRODUCTION TO ADVANCED  
PROFESSIONAL STUDY"

Institution	Number of Graduates Who Had Taken The Course	Number of Questionnaires Returned	Per Cent of Returns
Central State College	63	19	30
East Central State College	160	40	25
Northwestern State College	13	6	47
Southeastern State College	30	18	60
Southwestern State College	44	25	57
Totals	310	108	35

Results of the 108 usable questionnaires were obtained by counting and tabulating the responses to items of each section of the instrument. Tabulations were made under each weight of the five-point scale provided for each item (Appendix C). The percentage of responses for each weight value was computed as well as the composite response for each item.

#### Presentation of Data

Data obtained from responses to section I of the questionnaire, covering purposes of the course, are shown in Table VI, pages 57-60. This table shows the total number of respondents who checked each item, the distribution of responses, the percentage of response for each weight

of the scale, and the composite response for each item.

The percentage of responses was obtained by dividing the frequency of responses by the total number of responses assigned each weight of each item. Composite response was obtained by multiplying the percentage of responses times the weight provided for by the scale and adding the results. For example, Table VI, page 57 shows that 108 respondents checked item number 1 as follows: one respondent checked weight 0; two respondents checked weight 1; eleven respondents checked weight 2; seventeen respondents checked weight 3; seventy-seven respondents checked weight 4.

The percentage of response for each weight follows: weight 0, approximately 1 per cent; weight 1, approximately 2 per cent; weight 2, approximately 10 per cent; weight 3, approximately 16 per cent; weight 4, approximately 71 per cent.

Composite response for this item was obtained by multiplying each percentage, as shown in the paragraph above, by each corresponding weight and adding the results. The composite response for this item was the sum of .00, .02, .20, .48, 2.48 which totaled 3.54.

Each item of Sections I and II of the questionnaire was treated in the same manner.

Items contained in the last section of the questionnaire covering teaching procedures were answered by checking "yes" or "no." Total response, distribution of responses, and the percentage of "yes" and "no" answers were obtained for this section.

Table VII, pages 62-63, shows data obtained for the part of section II of the questionnaire covering the area of related activities.

Table VIII, pages 66-67, shows data obtained for the part of



section II of the questionnaire covering the area of related activities.

Table IX, page 69, shows data obtained for section III of the questionnaire.

### Analysis of Data

Data for each section of the questionnaire were considered and analyzed. This analysis begins on page 55 of this chapter. The approach and an explanation of the techniques employed in analysis of data follow:

(1) The number of respondents checking each item is shown. Although 108 usable questionnaires were considered, some respondents did not check every item.

(2) The distribution of responses, according to weight classification provided for in the questionnaire scale, is given. A discussion of the scale is contained in the directions for checking the questionnaire (Appendix C).

(3) The distribution of percentage of response for each weight of the scale is included. The method used in obtaining the percentage of response was discussed on page 51 of this chapter.

(4) The composite response for each item is given. The composite response was obtained as explained on page 51 of this chapter.

(5) A listing of items of Section I and II of the questionnaire which received a composite response of 3.00 or above from the respondents is given. Each of the two sections is treated separately in the analysis. Also the number of items receiving a composite response of 3.00 or above is indicated. In addition, the percentage of items receiving a composite response of 3.00 or above is included.

A composite response of 3.00 or above for an item indicates that the item has significant value in the program for the course. The selection of 3.00 as a significant composite response rating was based on the weighted rating scale used in the questionnaire. The descriptive value of each weight is given in the directions for the questionnaire (Appendix C).

The term consensus, as defined in Chapter I of this study, refers to a general agreement of opinion. It is used in this study to apply to a general agreement of opinion of fifth-year graduates regarding what should constitute the program for the course "Introduction to Advanced Professional Study." This agreement has been reached when an item has received a composite response of 3.00 or above. The authority for this decision lies in the description of weight values given in the directions for the questionnaire (Appendix C). When an item has obtained composite response of 3.00 or above, it has received the consensus of respondents for inclusion in the program for the course. The method for obtaining composite response was explained on page 52 of this chapter.

(6) A listing of items from Sections I and II of the questionnaire which received a composite response of 2.99 or less is given. Each of the two sections is treated separately in the analysis. A composite response of 2.99 or less indicates that the item does not have sufficient value to be included in the program for the course. When an item received a composite response of 2.99 or less, it has not received the consensus of respondents for inclusion in the program for the course. The authority for this decision lies in the description of weights provided for each item. The method for obtaining composite

response was explained on page 51 of this chapter. The explanation of weight values 0, 1, and 2 may be found in Appendix C.

In the analysis of data, items for Section I and II of the questionnaire are set up in two basic categories. The first category includes all items which received a composite response of 3.00 or above. The second category includes all items which received a composite response of 2.99 or less.

(7) A report of the results of Section III of the questionnaire, which relates to teaching procedures, is given. Respondents were asked to indicate whether certain teaching procedures should be employed by checking "yes" or "no" (Appendix C). The distribution of "yes" and "no" responses as well as the percentage of "yes" and "no" responses is given for this section of the questionnaire.

An item for this section received the consensus from respondents for inclusion in the program for the course when it received 51 per cent or more of "yes" responses, since 51 per cent represents general agreement of opinion.

Respondents had also been asked to indicate the percentage of class time which should be devoted to each teaching procedure listed in this section. Respondents had been cautioned in the directions for this section of the questionnaire (Appendix C), that the percentage assigned all teaching procedures should not exceed one-hundred per cent. Some respondents, however, ignored this suggestion. Some respondents assigned a total of more than 100 per cent to all procedures. For this reason the results of items relating to percentage of time to be devoted to certain teaching procedures were ambiguous and thus were eliminated in the analysis of data.

(8) A listing of additional items written in the questionnaire by respondents is also given. These items were seldom duplicated; therefore no statistical analysis of items was attempted. Since such items or statements were voluntary and represent respondent opinion, they are included in the analysis of data, unless they duplicated original questionnaire items.

Analysis of Data, Section I, Course Purposes. Table VI shows the total responses, distribution of responses, and percentage of responses assigned each item according to weight value provided in Section I, Purposes of the Course. This table also shows the composite response for each item.

Items which received a composite response of 3.00 or above from the respondents follow:

1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices
3. To help the student isolate problems that he wishes to study
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher
9. To provide guidance for the student in planning his advanced professional work
10. To help the student learn how to find and use library materials
11. To help the student with research problems
13. To aid the student in understanding various methods of research

16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature
17. To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships

Twelve items received a composite response of 3.00 or above from the respondents. Approximately 55 per cent of the 22 items comprising this section of the questionnaire received a composite response of 3.00 or above.

Items which received a composite response of 2.99 or below follow:

4. To give the student an understanding of the fifth-year program of Oklahoma state colleges
5. To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas
6. To provide the student with an understanding of the theory and practice of modern teaching
7. To aid the student in understanding his place in the graduate program
12. To assist the student in becoming more proficient in oral communication
14. To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies
15. To help the student in developing an understanding of the historical background of graduate programs
19. To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar
21. To point out to the student the need that the teacher be proficient in reading, writing, and speaking

TABLE VI

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGE OF  
RESPONSES, AND COMPOSITE RESPONSE OF COURSE PURPOSES

Items	Total Responses	Responses Per Cent	Responses Per Cent	Responses Per Cent	Responses Per Cent	Responses Per Cent	Responses Per Cent	Responses Per Cent	Responses Per Cent	Composite Response
	0	10	1	2	3	4				
1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student	108	1	1	2	2	11	10	17	16	77 71 3.54
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices	107	1	1	8	7	22	21	30	28	46 43 3.05
3. To help the student isolate problems that he wishes to study	106	1	1	6	6	26	24	23	22	50 47 3.08
4. To give the student an understanding of the fifth-year program of Oklahoma state colleges	107	8	7	12	11	19	18	22	21	46 43 2.82
5. To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas	107	14	13	12	11	17	16	18	17	46 43 2.66
6. To provide the student with an understanding of the theory and practice of modern teaching	108	12	11	8	7	12	11	28	26	48 45 2.87

TABLE VI (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
7. To aid the student in understanding his place in the graduate program	108	8	8	17	16	22	20	28	26	32	30	2.54
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher	108	0	0	1	1	7	7	22	20	78	72	3.63
9. To provide guidance for the student in planning his advanced professional work	106	5	5	3	3	17	16	23	21	58	55	3.18
10. To help the student learn how to find and use library materials	108	1	1	2	2	18	17	24	22	63	58	3.34
11. To help the student with research problems	107	0	0	3	3	14	13	28	26	62	58	3.39
12. To assist the student in becoming more proficient in oral communication	108	10	0	6	6	22	20	37	34	33	31	2.72
13. To aid the student in understanding various methods of research	108	0	0	3	3	18	17	35	32	52	48	3.25
14. To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies	107	12	11	11	11	25	23	31	29	28	26	2.48
15. To help the student in developing an understanding of the historical background of graduate programs	108	26	24	20	19	36	33	17	16	9	8	1.65

TABLE VI (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature	108	3	3	5	5	10	9	32	29	58	54	3.26
17. To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students	108	8	7	8	7	14	13	25	24	53	49	3.01
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators	108	2	2	2	2	12	11	36	33	56	52	3.31
19. To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar	108	5	5	9	8	19	17	32	30	43	40	2.92
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships	107	3	3	10	9	14	13	20	19	60	56	3.16



TABLE VI (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
21. To point out to the student the need that the teacher be proficient in reading, writing, and speaking	107	8	7	11	10	17	16	20	19	51	48	2.91
22. To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his students in the various aspects of living	108	8	7	7	7	17	16	22	20	54	50	2.99

22. To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his students in the various aspects of living

Ten items received a composite response of 2.99 or below. Approximately 45 per cent of the 22 items comprising this section of the questionnaire received a composite response of 2.99 or below.

Analysis of Data, Section II, Part A, Areas of Course Content. Table VII shows the total responses, distribution of responses, and percentage of responses assigned each item according to weight value provided in Section II, Part A, Areas of Course Content. This table also shows the composite response for each item.

Items which received a composite response of 3.00 or above from the respondents follow:

3. Self-evaluation
4. Reading for understanding
5. Library aids, such as abstracts, yearbooks, special dictionaries, and encyclopedias
7. Educational and research terminology
8. Analysis and discussion of research articles
9. Methods of research
12. The nature of educational leadership
14. Teaching moral and spiritual values in public schools
15. Effective study habits
16. Professional ethics
17. The nature of scientific thinking
18. Methods of attacking group problems through the workshop technique, the panel, and the forum
22. Qualities necessary for success in teaching

TABLE VII

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGES OF  
RESPONSES, AND COMPOSITE RESPONSE OF COURSE CONTENT

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	
		0		1		2		3		4		
1. Lesson planning	105	10	10	17	16	22	21	24	23	32	30	2.47
2. Requirements for graduation	106	11	10	13	12	15	14	22	21	45	43	2.75
3. Self-evaluation	107	3	3	8	7	11	10	35	33	50	47	3.14
4. Reading for understanding	107	2	2	9	8	13	12	20	19	63	59	3.25
5. Library aids, such as abstracts, year- books, special dictionaries, and ency- clopedias	107	2	2	2	2	12	11	33	31	58	54	3.33
6. Orientation to the fifth-year program	106	8	8	13	12	16	15	23	22	46	43	2.80
7. Educational and research terminology	106	0	0	3	3	14	13	28	26	61	58	3.39
8. Analysis and discussion of research articles	95	1	1	2	2	19	20	36	38	37	39	3.12
9. Methods of research	107	0	0	2	2	16	15	41	38	48	45	3.26
10. Professional organizations	107	2	2	17	16	25	23	32	30	31	29	2.68
11. Periodicals of general and special nature	106	2	2	7	7	28	26	37	35	32	30	2.84
12. The nature of educational leadership	106	1	1	6	6	17	16	35	33	47	44	3.13

TABLE VII (Continued)

Items	Total Responses	0		1		2		3		4		Composite Response
		Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	
13. Discussion of research papers written by members of the class	106	9	9	10	9	22	21	35	33	30	28	2.62
14. Teaching moral and spiritual values	107	5	5	2	2	19	18	25	23	56	52	3.12
15. Effective study habits	107	8	8	2	1	18	18	25	23	54	50	3.06
16. Professional ethics	106	3	3	5	5	20	17	19	17	60	56	3.15
17. The nature of scientific thinking	105	1	1	4	4	18	17	27	26	55	52	3.24
18. Methods of attacking group problems through the workshop technique, the panel, and the forum	106	2	2	8	8	12	11	31	29	53	50	3.17
19. Philosophy of the fifth-year program	107	8	7	8	8	21	20	29	27	41	39	2.47
20. Theory and practice in modern teaching	105	8	8	6	6	17	16	22	21	52	49	2.97
21. Techniques of effective speaking	105	11	10	6	6	19	18	28	27	41	39	2.79
22. Qualities necessary for success in teaching	106	7	7	6	6	10	9	29	27	54	51	3.09
23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons	107	5	5	5	5	12	11	19	18	66	61	3.25
24. Philosophy of modern education	107	9	8	10	9	17	16	24	23	47	44	2.86
25. Important contemporary educators	107	11	10	10	9	33	21	32	30	21	20	2.41

23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons

Fourteen items received a composite response of 3.00 or above from the respondents. Approximately 56 per cent of the 25 items comprising this section of the questionnaire received a composite response of 3.00 or above.

Items which received a composite response of 2.99 or below follow:

1. Lesson planning
2. Requirements for graduation
6. Orientation to the fifth-year program
10. Professional organizations
11. Periodicals of general and special nature
13. Discussion of research papers written by members of the class
19. Philosophy of the fifth-year program
20. Theory and practice in modern teaching
21. Techniques of effective speaking
24. Philosophy of modern education
25. Important contemporary educators

Eleven items received a composite response of 2.99 or below.

Approximately 44 per cent of the items received a composite response of 2.99 or below.

Analysis of Data, Section II, Part B, Related Activities. Table VIII shows the total responses, distribution of responses, and percentage of responses assigned each item according to weight value provided in Section II, Part B, Related Activities. This table shows the composite response for each item.

Items which received a composite response of 3.00 or above from the respondents follow:

1. Writing a research paper
6. Having a conference with the student's advisor or advisory committee
11. Directed use of library resource materials
13. Having individual conferences with the instructor
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work

Five items received a composite response of 3.00 or above from the respondents. Approximately 33 per cent of the 15 items comprising this section of the questionnaire received a composite response of 3.00 or above.

Items which received a composite response of 2.99 or below follow:

2. Taking a conducted tour through the library
3. Being given detailed instruction on the use of the library by the librarian
4. Taking certain required guidance or entrance examinations
5. Filling out personnel and guidance forms
7. Preparing lesson plans
8. Constructing teaching or resource units
9. Preparing and delivering formal speeches before the class
10. Evaluation by class members of speeches made by students
12. Designing a rating sheet for use by students in evaluating teacher effectiveness
15. Writing for publication

Ten items received a composite response of 2.99 or below. Approximately 67 per cent of the items received a composite response of 2.99

TABLE VIII

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGE OF  
RESPONSES, AND COMPOSITE RESPONSE OF RELATED ACTIVITIES

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	
1. Writing a research paper	106	5	5	3	3	13	12	20	19	65	61	3.26
2. Taking a conducted tour through the library	106	8	8	8	8	22	20	20	19	48	45	2.85
3. Being given detailed instruction on the use of the library by the librarian	106	6	6	11	10	17	16	21	20	51	48	2.94
4. Taking certain required guidance or entrance examinations	107	17	16	16	15	19	18	26	24	29	27	2.31
5. Filling out personnel and guidance forms	107	14	13	14	13	23	22	30	28	26	24	2.37
6. Having a conference with the student's advisor or advisory committee	107	3	3	2	2	12	11	28	26	62	58	3.34
7. Preparing lesson plans	107	20	19	17	16	22	20	35	33	13	12	2.03
8. Constructing teaching or resource units	106	10	10	16	15	19	18	30	28	31	29	2.51
9. Preparing and delivering formal speeches before the class	107	19	18	12	11	26	24	20	19	30	28	2.43
10. Evaluation by class members of speeches made by students	107	24	23	19	18	23	21	23	21	18	17	1.91
11. Directed use of library resource materials	107	0	0	6	6	18	17	30	28	53	49	3.43
12. Designing a rating sheet for use by students in evaluating teacher effectiveness	107	18	17	15	14	27	25	29	27	18	17	2.13

TABLE VIII (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
13. Having individual conferences with the instructor	107	0	0	2	2	17	16	25	23	63	59	3.39
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work	107	2	2	5	5	7	6	37	35	56	52	3.30
15. Writing for publication	102	24	23	13	13	23	23	28	27	14	14	1.96



or below.

Analysis of Data, Section III, Teaching Procedures. Table IX shows the total responses, distribution of responses, and percentage of responses to the "yes" and "no" items contained in Section III of the questionnaire.

Data contained in Table IX indicates that fifth-year graduates generally favored the use of teaching procedures listed in Section III of the questionnaire. With the exception of two items, all procedures were checked "yes" by 80 per cent or more of the respondents. Items with the percentage of "yes" responses follow:

1. The formal lecture	83 per cent
2. Class discussion	98 per cent
5. Use of a textbook	71 per cent
6. Investigation and reports by student committees	87 per cent
8. Lecture by resource persons representing special fields	90 per cent
10. Audio-visual materials	89 per cent
12. Examinations in course content	56 per cent
14. Oral reports by students	83 per cent

All items for this section of the questionnaire were checked "yes" by 56 per cent or more of the respondents. Fifty-six per cent or more of the respondents checked "yes", indicating a general agreement or consensus in favor of the use of all teaching procedures listed.

As indicated previously, results for items 2, 4, 7, 9, 13, and 15 were not used in this study.

TABLE IX  
SUMMARY OF TOTAL RESPONSES, DISTRIBUTION  
AND PERCENTAGE OF RESPONSES OF  
TEACHING PROCEDURE

Items*	Total Responses	Responses Yes		Responses No	
		Responses	Per Cent	Responses	Per Cent
1. The formal lecture	102	85	83	17	17
3. Class discussion	107	105	98	2	2
5. Use of a textbook	104	74	71	30	29
6. Investigation and reports by student committees	107	93	87	14	13
8. Lecture by resource persons representing special fields	105	95	90	10	10
10. Audio-visual materials	106	94	89	12	11
12. Examinations in course content	104	58	56	46	44
14. Oral reports by students	96	80	83	16	17

\*Items 2, 4, 7, 9, 11, 13, and 15 related to the percentage of time which should be devoted to certain of the above procedures. Data obtained for these items were omitted from the above table, since, as explained on page 55 of this chapter, the results appeared ambiguous.

### Additional Items Suggested and Comments Offered by Respondents

Several items were suggested by one or more of the respondents for each of the three sections of the questionnaire. Some of the items were duplicates of items appearing in the questionnaire, and all were not considered. Other suggested items did not duplicate original items of the questionnaire and are thus listed as a part of the analysis of the data.

Importance of such items and suggestions could not be statistically evaluated; however, such statements were voluntary and represented opinion not limited to structured answers as imposed upon the questionnaire items themselves. In the final analysis, such items, comments, and suggestions from respondents may offer considerable value to the college instructor who contemplates revision of the course.

Some suggested items relating to course content or related activities follow:

1. Sharing experience in solving common problems of research
2. A study of public relations
3. How to read research material
4. A study of requirements for special teacher's certificates

Regarding the matter of final examination for the course, a point of considerable disagreement (Table IX), the suggestion was made that the final examination might be in the form of an individual oral report given by each member. Another item relating to teaching procedure was the suggestion that time be set up near the end of the semester for summarizing and reviewing the course content. The proposal was also made that a thesis or dissertation manual be used to supplement whatever

text or texts were used in the course.

A number of respondents offered recommendations which might be classified under the heading "general nature of the course." Several of these offerings are reviewed in following paragraphs.

The over-all value of the course was reviewed by several respondents. Two comments which represent opposite points of view are offered. Other suggestions range between these two extremes. One respondent stated, "It could have been a very useful course, but I found it a complete failure as taught by our instructor." An opposite view was expressed as follows: "I enjoyed the course; I would hesitate to change it in any way."

The extent to which the questionnaire covered the program for the course was commented on by one respondent in the following statement. ". . . however, I might add that this [the questionnaire] represents a very good program as a course for a classroom teacher."

The place of research as a basic purpose of the course and the nature of research training to be included are reviewed in the following points of view: "Too much time was devoted to rules and regulations of scientific writing. The classroom teacher is seldom a writer, but always a consumer. Let's have more on interpretation of research and the application of it to our teaching." A more extreme view on the same subject follows: "I think Introduction to Graduate Study could be eliminated entirely. Every item I have checked could be obtained in other courses. Such an extensive paper [a research paper]

is a waste of time and energy that could be used to better advantage in a course that a teacher could actually use in the classroom."

The importance of having a good instructor who utilizes modern teaching procedures was touched on in comments by several respondents. One expressed the view that "the course is important if properly taught." Another thought that "audio-visual materials, if properly presented, should be used 30 per cent." Another respondent criticized the oral committee report, used by some professors, and suggested that ". . . a better procedure would be to have all committee reports duplicated for class members to study during leisure hours."

Two respondents offered advice on the sequence of the course in its relationship to other courses in the curriculum of the Advanced Professional Program. One said, "Be sure they [graduate students] take this course first [early in the program]. It would be much more effective."

The other suggested, "The course should be a definite requirement for the first semester of professional or graduate study because it better acquaints the student with the purposes of graduate study."

On the practical application of research for teachers, two comments may be worth quoting. The first advice was, "Teach correct forms for footnotes, bibliographies, etc., which the student may not have learned in undergraduate work." The second suggestion was, "I do believe all graduates should be able to write papers with footnotes."

The general nature and value of the Oklahoma fifth-year program

received comment. Although the specific purpose of this study was to consider only one course in the program, the following observation was made by a respondent. "I sincerely hope I'm a better teacher from meeting the requirements and receiving the training of the fifth-year program."

As a final consideration of the subjective aspect of the fifth-year graduates' opinion was the point stressed by many respondents that a low rating given items did not necessarily mean that such items had no inherent value. It was rather that some items had low values in the overall program for this particular course. This thought was repeatedly expressed: many items rated low might possess high value for certain professional education courses but should have been included in undergraduate courses or other graduate courses, not in "Introduction to Advanced Professional Study." For example, one respondent reported that "Proficiency in reading, writing, and speaking should be achieved before the graduate level." This prevalent attitude of graduates of the Oklahoma fifth-year program indicates a rather high degree of validity for answers checked in the questionnaire.

### Summary

An analysis of data presented in Tables VI through VIII indicated that graduates of the Oklahoma advanced professional program held specific opinions regarding the importance of questionnaire items as they related to the program for the course "Introduction to Advanced

Professional Study."

Table VI presented data on Section I, Purposes of the Course. It indicated that twelve items received a composite response of 3.00 or above from the respondents. Approximately 55 per cent of the items received a composite response of 3.00 or above. Ten items received a composite response of 2.99 or below. This represented approximately 45 per cent of the items.

Table VII presented data on Section II, Part A, Course Content. Fourteen items received a composite response of 3.00 or above from the respondents. This represented approximately 56 per cent of the items. Eleven items received a composite response of 2.99 or below. This represented approximately 44 per cent of the items.

Table VIII presented data on Section II, Part B, Related Activities. Five items received a composite response of 3.00 or above from respondents. This represented approximately 33 per cent of the items. Ten items received a composite response of 2.99 or below. This represented approximately 65 per cent of the items.

A summary or combined analysis of Tables VI, VII, and VIII, Sections I and II of the questionnaire, showed that the sixty-two items making up these two sections, thirty-one items received a composite response of 3.00 or above from the respondents. This represented 50 per cent of the items. Thirty-one items received a composite response of 2.99 or less. This represented 50 per cent of the items.

Since a composite response of 3.00 was considered a significant

value point in the analysis of data, the above summary indicates that graduates of Oklahoma fifth-year program agreed that exactly 50 per cent of the items contained in these two sections should be included in the program for the course. By the same token, the analysis would indicate that 50 per cent of the items should be rejected and not included in the program for the course.

Table IX presented data for Section III, Teaching Procedures. An analysis of these data indicated that fifth-year graduates generally approved the use of teaching procedures listed in the questionnaire. Since these items were answered "yes" or "no", only the total percentage of responses for the alternatives of each item was given. Six of the eight items were checked "yes" by 80 per cent or more of the respondents. All items for this section of the questionnaire were checked "yes" by 56 per cent or more by the respondents. Since all items for this section received "yes" answers by more than 50 per cent of the respondents, a general agreement or consensus of the respondents had been reached in favor of the use of all procedures listed in the questionnaire. In other words, all teaching procedures were accepted by a majority of respondents as worthy of use, under certain conditions, in the program for the course.

Finally, this Chapter presented a number of items, suggestions and comments made by respondents. These ideas covered each section of the questionnaire as well as the general nature of the course. Some statements were given on the general nature of the fifth-year program. Since many of these items, suggestions, and comments were



made voluntarily by respondents, they may represent some value to professors contemplating revision of the course.

Chapter V will present the findings of the study, the conclusions drawn, recommendations regarding future studies, and uses which may be made of data obtained.

## CHAPTER V

### INTERPRETATION OF RESULTS

The purpose of this chapter is to present a summary of the Study, to indicate the findings, to summarize the conclusions, and to state the recommendations.

#### Summary of the Study

A brief background and statement of the problem was given in Chapter I. The problem was what should constitute the program for the course "Introduction to Advanced Professional (Or Graduate) Study" in state colleges of Oklahoma.

The hypothesis to be tested was that there is a consensus among graduates of the advanced professional program of Oklahoma state colleges in regard to what should constitute the program for the course "Introduction to Advanced Professional (or Graduate) Study."

The scope of the study was indicated in Chapter I. It was proposed to include the opinions of fifth-year graduates of five of the six state colleges to obtain data for this study. One college, Northeastern State College, does not offer the course under investigation; hence its graduates were not included in the population for the study.

Because certain terms had specific meaning or connotation as they were used in this study, they were defined in Chapter I.

The objective of the study was stated in Chapter I as being that of obtaining data which might be useful in developing suitable criteria for evaluation of the course "Introduction to Advanced Professional Study." It was suggested that opinions of fifth-year graduates would be sought as a source for the data.

The need for the study was given in Chapter I. It was pointed out that professors responsible for the course indicated that a definite need existed for such a study.

Chapter I included an account of the limitations of the study. Such limitations included a recognition of the difficulties in validating the questionnaire used in obtaining data, the problem of obtaining an adequate sample, and the source of data.

The procedures employed in this study were indicated in Chapter I. The questionnaire was selected as a means of obtaining data for this Study.

A review of literature relating to the problem was summarized in Chapter II. This chapter included a review of literature covering the general nature of fifth-year programs. Such writings revealed, among other things, that general agreement exists to the effect that two kinds of fifth-year programs for teachers exist. The first type of fifth-year program consists of a fifth year of undergraduate work, usually in the area of professional education. The other type of fifth-year program was the post-baccalaureate plan of advanced study leading to the master-teacher degree.

One point of contention was evident in regard to the general nature of fifth-year curricula. The controversy centered around how to distribute general education, professional education, and the field of

specialization in the student's program. There was no agreement as to the distribution of the above-named areas in the student's program; however, many authorities agreed that each of the three areas should be represented in the student's program.

The literature reviewed revealed another issue of considerable importance, one concerning the required core subjects and the nature of electives to be permitted in the fifth-year plan of study. The suggestion was often made that a common core of three to five courses should be required but that the remaining courses should be selected to meet the needs of the students.

Literature relating to the place and the nature of research in fifth-year programs was reviewed, since the course "Introduction to Advanced Professional Study," as it is taught in each state college, emphasizes educational research as a major objective. One conclusion was evident from an analysis of literature, that the study should be directed toward the idea of "consumer research." This is in contrast to the concept of research in the plan for traditional master's degree, which emphasizes the production of original research. There was agreement that the classroom teacher type of master's degree should include in its program of study ample opportunity for the student to become proficient in research and in applying research to the problems of teaching. This is opposed to the traditional concept of research, which emphasizes proficiency in highly technical research techniques.

The outline of methods and procedures used in the study was given in Chapter III. It was pointed out that this was a survey study and the the questionnaire technique was to be employed in obtaining data.

Chapter III included an account of how the problem was set up, the development of the questionnaire, the pilot study, and the submission of the questionnaire to the selected population.

Preliminary steps, discussed in Chapter III, included contacting deans of state colleges regarding their opinions as to the feasibility of the study. The response was encouraging. The professor responsible for the course in each college was then contacted. He was asked to provide a list of course purposes, subject matter content and related activities, and the teaching procedures of the course as it was taught in his college. From the lists of purposes of the course, course content and related activities, and teaching procedures a questionnaire was developed.

The questionnaire was then returned to the professors who furnished the program for the course. Each was asked for any additional suggestions, which might be added to the instrument in the form of items. None was received.

An account of the pilot study was given in Chapter III. This study was done in an attempt to validate the questionnaire. Twenty-five graduate students were asked to check the instrument. Approximately one-third of the students were later interviewed. The results of the interview indicated that questionnaire directions were understood, the five-point rating scale for items practicable, and the items intelligible.

Finally, Chapter III related the manner in which the population of the study was selected. It gave an account of the submission of the questionnaire to 464 graduates of the Oklahoma advanced professional program. It indicated that 108 usable questionnaires were returned. The questionnaires represented only those graduates who had taken the

course as a part of their advanced professional work.

Chapter IV presented the data and the plan for analysis of data. The questionnaire provided a five-point scale for checking items in Chapter I and Section II. For Section III only "yes" or "no" answers were recorded.

The total number of responses for each item was recorded. The distribution of responses according to weight was also classified, tabulated, and recorded. The distribution of the percentage of responses for each weight of an item was given. The percentage of response for each item was obtained by dividing the number of responses for each weight by the total responses for each item. The composite response for each item was also given.

If an item received a composite response of 3.00, the item was considered to have obtained the consensus of general agreement of respondents for inclusion in the program for the course. An item which received a composite response of 2.99 or less had not obtained the consensus of respondents for inclusion in the program for the course.

Tables VI, VII, and VIII, presented in Chapter IV, summarized data for each item under the following classification: (1) total responses, (2) distribution of responses, (3) percentage of responses, and (4) composite response.

Table IX presented data obtained for items relating to teaching procedures. These data were summarized under (1) total responses, (2) distribution of responses for "yes" or "no," and (3) percentage of responses for "yes" and "no."

Data for Tables VI, VII, and VIII showed that sixty-two items contained in the first two sections of the questionnaire, thirty-one items received a composite response of 3.00 or above from the respondents.

This represented 50 per cent of the items. A total of thirty-one items received a composite of 2.99 or less. This represented 50 per cent of the items. Thus a consensus or general opinion was reached on 50 per cent of the items in favor of their inclusion in the program for the course. By the same token, a consensus was not reached on 50 per cent of the items for inclusion in the program for the course.

Data for Table IX, which included items relating to teaching procedures, showed that respondents approved the use of teaching procedures listed in the questionnaire. Six of the eight items were checked "yes" by 80 per cent or more of the respondents. All items for this section of the questionnaire were checked "yes" by 56 per cent or more of the respondents. Since 56 per cent represents more than a majority of those responding, a consensus was reached in favor of the use of all teaching procedures listed in the questionnaire.

### Findings

The opinions of graduates of the Oklahoma Advanced Professional program for the course "Introduction to Advanced Professional Study" were shown in Tables VI, VII, VIII, and IX. The findings are classified according to the results obtained for each section of the questionnaire. For Tables VI, VII, VIII findings are presented by listing items in order of rank based upon composite response. Items for each section are listed according to questionnaire headings. Findings for Table IX are presented by listing items in order of rank based on the percentage of "yes" responses.

Items of Section I, Purposes of the Course, ranked according to composite response, follow:

Items	Composite Response
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher	3.63
1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student	3.54
11. To help the student with research problems	3.39
10. To help the student learn how to find and use library materials	3.34
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators	3.31
16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature	3.26
13. To aid the student in understanding various methods of research	3.25
9. To provide guidance for the student in planning his advanced professional work	3.18
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships	3.16
3. To help the student isolate problems that he wishes to study	3.08
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices	3.05



17.	To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students	3.01
22.	To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his students in the various aspects of living	2.99
19.	To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar	2.92
21.	To point out to the student the need that the teacher be proficient in reading, writing, and speaking	2.91
6.	To provide the student with an understanding of the theory and practice of modern teaching	2.87
4.	To give the student an understanding of the fifth-year program of Oklahoma state colleges	2.82
12.	To assist the student in becoming more proficient in oral communication	2.72
5.	To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas	2.66
7.	To aid the student in understanding his place in the graduate program	2.54
14.	To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies	2.48
15.	To help the student in developing an understanding of the historical background of graduate programs	1.65

Items of Section II, Part A, Course Content, ranked according to composite response, follow:

Items	Composite Response
7. Educational and research terminology	3.39
5. Library aids, such as abstracts, year-books, special dictionaries, and encyclopedias	3.33
9. Methods of research	3.26
4. Reading for understanding	3.25
23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons	3.25
17. The nature of scientific thinking	3.24
18. Methods of attacking group problems through the workshop technique, the panel, and the forum	3.17
16. Professional ethics	3.15
3. Self-evaluation	3.14
12. The nature of educational leadership	3.13
8. Analysis and discussion of research articles	3.12
14. Teaching moral and spiritual values in public schools	3.12
22. Qualities necessary for success in teaching	3.09
15. Effective study habits	3.06
20. Theory and practice in modern teaching	2.97
24. Philosophy of modern education	2.86
19. Philosophy of the fifty-year program	2.84
11. Periodicals of general and special nature	2.84
6. Orientation to the fifth-year program	2.80
21. Techniques of effective speaking	2.79
2. Requirements for graduation	2.75

10. Professional organizations	2.68
13. Discussion of research papers written by members of the class	2.62
1. Lesson planning	2.47
25. Important contemporary educators	2.41

Items of Section II, Part B, Related Activities, ranked according to composite response, follow:

Items	Composite Response
11. Directed use of library resource materials	3.43
13. Having individual conferences with the instructor	3.39
6. Having a conference with the student's advisor or advisory committee	3.34
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work	3.30
1. Writing a research paper	3.26
3. Being given detailed instruction on the use of the library by the librarian	2.94
2. Taking a conducted tour through the library	2.85
8. Constructing teaching or resource units	2.51
9. Preparing and delivering formal speeches before the class	2.43
5. Filling out personnel and guidance forms	2.37
4. Taking certain required guidance or entrance examinations	2.31
12. Designing a rating sheet for use by students in evaluating teacher effectiveness	2.13
7. Preparing lesson plans	2.03

15. Writing for publication	1.96
10. Evaluation by class members of speeches made by students	1.91

Items of Section III, Teaching Procedures, ranked according to percentage of "yes" responses, follow:

Items	Per Cent of Yes Response
3. Class discussion	98
8. Lecture by resource persons representing special fields	90
10. Audio-visual materials	89
6. Investigation and reports by student committees	87
1. The formal lecture	83
14. Oral reports by students	83
5. Use of a textbook	71
12. Examinations in course content	56

Findings for Sections I and II of the questionnaire, based on data from Tables VI, VII, and VIII, show that thirty-one of the sixty-two items of these two sections received a composite response of 3.00 or above. This represents 50 per cent of the items. A total of thirty-one items received a composite response of 2.99 or less. This represents 50 per cent of the items. A composite response of 3.00 or above represents a consensus in favor of the inclusion of an item in the program for the course. A composite response of 2.99 or less does not constitute a consensus in favor of the inclusion of an item in the program for the course.

Findings for Section III of the questionnaire, based on data from

Table IX, show that all items were checked "yes" by 57 per cent or more of respondents. Since 51 per cent would represent a general agreement for "yes" and "no" responses, it may be assumed that all items from this section received a consensus from respondents in favor of their inclusion in the program for the course.

Findings indicate that the questionnaire possessed a high degree of validity and reliability. For example, of the seven highest ranking items of course purposes, six related to some form of research. When these results are compared with the findings for course content items, where five out of the seven highest ranking items related to research, it appears that respondent opinion was consistent in favor of the inclusion of research in the program of the course. This position is further strengthened by the findings for course activities. Two of the five highest ranking course activities were research activities. One of these items was "writing a research paper."

Findings further indicate that when the objective and subjective responses to the questionnaire are considered, "consumer" type research was favored over "original" or highly technical forms of research.

Findings also show a consistency in regard to low ratings of certain course purposes, course content areas and related activities. For example, purposes relating to history and philosophy of education, professional organizations, speech proficiency and teaching methods were rejected as purposes for the course. Course content items rated low by respondents reflect the same attitude. Of the six lowest rated course content items, all with a composite response of 2.79 or less, four related to effective speaking, professional organizations, lesson planning and history of education. Findings for course activities show

a similiar pattern. Of the three lowest rated course activity items, all with a composite response of 2.03 or less, two related to preparing lesson plans and making speeches before class.

However, at least two factors should be considered in regard to the findings. In the first place, a composite response of 3.00 was selected as a significant point. All items with a composite response of 3.00 or above were considered to have received the consensus from respondents in favor of their inclusion in the course. All items with a composite response of 2.99 or below were considered to have failed to receive the consensus of respondents in favor of their inclusion in the program for the course. However, it is the opinion of the writer, that an item which received a composite response of 2.99 has almost as much value as an item which received a composite response of 3.00. In other words, rejected items which were slightly below the significant point have considerable value, and might very well be included in the program for the course.

The second factor to consider with regard to findings is: the fact that a certain item received a low rating does not indicate that it has no inherent value. It simply indicates that respondents considered the item has low value in the program for this particular course. Many respondents indicated this position to the investigator by writing their views in the space provided in the questionnaire. It was indicated that certain rejected course objectives, course content areas and related activities belonged in other advanced professional courses, or ought to have been included in the undergraduate program.

## Conclusions

From findings based upon opinions expressed in 108 returns from the population represented in this study, certain conclusions may be drawn.

It may be concluded that definite opinions existed among respondents regarding what should constitute the program for the course "Introduction to Advanced Professional Study." Within the limitations imposed upon the study, the hypothesis was found to be true. The hypothesis was that there is a consensus among graduates of the advanced professional program of Oklahoma state colleges regarding what should constitute the program for the course "Introduction to Advanced Professional Study." A consensus was reached to the effect that 50 per cent of the items covering purposes of the course, course content, and related activities should be included in the program for the course. A consensus was reached that all items covering teaching procedures should be included in the program for the course.

Conclusions may also be drawn regarding the relative importance of items which received a consensus of respondent opinion in favor of their inclusion in the program for the course. As indicated in the findings, items relating to research received especially high ratings in the areas of course purposes, course content and related activities. It may be concluded that, on the basis of respondent opinion, such items should receive priority in the program for the course. Respondents indicated that "consumer" type research was favored over "original" or "technical" research training. These findings agree in essence with writings reviewed in Chapter II of this study. The nature of research

training recommended by the North Central Association<sup>1</sup> closely resembles what graduates have indicated they believe ought to be included in the program of the course.

By the same token it may be concluded that less emphasis should be placed on certain course purposes, course content areas and related activities in the program for the course. This include history and philosophy of education, professional organizations, speech proficiency and teaching methods.

The conclusion may be drawn that fifth-year graduates did not consider their needs were entirely met by the course as it was taught in their particular college. This judgement is based on the fact that no college included in its course program all of the course purposes, course content areas, course activities and teaching methods which received the consensus of respondent opinion.

The investigator, by comparing the course program for each college with the program which received the consensus of graduate opinion, was able to determine the extent to which this course met the stated needs of graduates. In one or two colleges the course as it was taught appeared to compare favorably with the program which met the consensus of respondent opinion. In the remaining colleges the course as it was taught fell short of what fifth-year graduates felt it should be.

Items which received a consensus of respondent opinion in favor of their inclusion in the course follow:

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<sup>1</sup>The North Central Association Quarterly, XXXI (April, 1956), 33-34.



### Purposes of the Course

1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices
3. To help the student isolate problems that he wishes to study
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher
9. To provide guidance for the student in planning his advanced professional work
10. To help the student learn how to find and use library materials
11. To help the student with research problems
13. To aid the student in understanding various methods of research
16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature
17. To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships

### Course Content

3. Self-evaluation
4. Reading for understanding
5. Library aids, such as abstracts, yearbooks, special dictionaries, and encyclopedias

7. Educational and research terminology
8. Analysis and discussion of research articles
9. Methods of research
12. The nature of educational leadership
14. Teaching moral and spiritual values in public schools
15. Effective study habits
16. Professional ethics
17. The nature of scientific thinking
18. Methods of attacking group problems through the workshop technique, the panel, and the forum
22. Qualities necessary for success in teaching
23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons

#### Related Activities

1. Writing a research paper
6. Having a conference with the student's advisor or advisory committee
11. Directed use of library resource materials
13. Having individual conferences with the instructor
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work

#### Teaching Procedures

1. The formal lecture
3. Class discussion
5. Use of a textbook
6. Investigation and reports by student committees
8. Lecture by resource persons representing special fields
10. Audio-visual materials

12. Examinations in course content

14. Oral reports by students

#### Recommendations

The objective of this study was to obtain data which might be useful in developing suitable criteria for evaluation of the course "Introduction to Advanced Professional Study." That objective was reached. Findings of the study indicated that a consensus existed among fifth-year graduates regarding what should constitute the program for the course. Included in the preceding section are lists of course purposes, subject matter content areas and related activities, and teaching procedures approved or favored by graduates of the program.

The writer feels that certain specific recommendations regarding course revision, the need and nature of future studies should be made. The investigator assumes that the knowledge he gained through extensive reading, plus the experience received from this study, has adequately qualified him to make these recommendations.

It is recommended that the professor responsible for the course in each college plan and execute a revision of the course consistent with the results of this study. What the study shows is given in the findings and conclusions discussed earlier in this chapter. It should be pointed out that the results of the study agree in substance with the conclusion found in literature reviewed in Chapter II.

Course revision should include plans for adequate research training. The consensus of fifth-year graduates was to the effect that this should be the number one objective of the course (P. 88). Research training should provide an opportunity for writing research papers. In addition

the course should include a study of methods of research, the interpretation of research, training in the use of library materials, and practice in the recognition and attack of research problems. Above all else, the program for the revised course should provide training in the practical aspects of research as it relates to classroom problems. It should stress interpretation of original research; not proficiency in doing original or creative research.

The course should be revised to include provisions for assisting the student to recognize the nature of advanced professional study. The course should have a guidance aspect to the extent of providing assistance to the student in planning his entire fifth-year program of study. The revised course should be planned to help the student isolate problems he wishes to study. The program for the course should include provisions for assisting the student in making a self-analysis of his strengths and weaknesses in professional education, subject matter specialization and general education. It should include a study of professional ethics, teacher relationships, the nature of scientific thinking and educational leadership.

On the basis of evidence found in this study it is recommended that certain course purposes, subject matter content areas and related activities be relegated to minor positions and in some cases eliminated from the program for this course. Items of the questionnaire receiving very low ratings were discussed on page 88. These items relate to history and philosophy of education, professional organizations, speech proficiency, teaching methods, lesson planning, graduation requirements, entrance examinations, and writing for publication.

It is further recommended that professors include certain items

judged by respondents to have moderate value in the program for the course. These items, shown in the findings of the study have a composite response slightly below 3.00.

It is recommended that further studies be made in this area. Complete evaluative criteria should be developed, based on the results of this study and the opinion of those persons who qualify to some degree of expertness in the field. Criteria thus developed could be used in evaluating the course as it is being taught in each of the state colleges.

Further study is necessary to determine the distribution of time which can be devoted to each area recommended for study, the relative emphasis to be placed on each area and the disposition of certain marginal items of course purposes, course content areas and related activities. Such questions, when resolved, should make it possible to construct fairly adequate course outlines and syllabi. Until experimentation and study is completed, answers to the above problems remain somewhat obscure. It was not the purpose of this study to develop a course outline or syllabus for the course.

It is also recommended that investigations similiar to this study be made of other course offerings of the advanced professional program in state colleges of Oklahoma.

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## APPENDIXES



## APPENDIX A

SOUTHWESTERN STATE COLLEGE  
Weatherford, Oklahoma

March 28, 1956

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_:

A committee of the Southwestern State College faculty is trying to evaluate some of the course offering which we are giving in our Master of Teaching degree program. One of the members of this committee is considering the possibility of developing a doctoral thesis concerning the course which some of us teach called Introduction to Advanced Professional (Graduate) Study. In order for us to determine whether or not such a study might be feasible, I am asking each of you to share with me your thinking concerning this problem.

I am enclosing a very brief sheet which calls for some information concerning this course as it is provided in your institution. If you could complete this sheet and return it to me as soon as possible, it would help our faculty committee as well as Mr. Robert Tyler who is considering undertaking a study in this area. I will assure you that we will not try to impose too much on your time in completing this study.

Would you please take the time to do this as soon as possible.

Yours very truly,

J. E. Williams  
Dean of Instruction

ls

Enclosure

## APPENDIX A (Continued)

Ed. 5E02 - Introduction to Advanced Professional (Graduate) Study

A Survey

1. Name of Course \_\_\_\_\_
2. Send a copy of objectives, purposes and teaching methods used in this course.
3. What text and reference materials are used in the course? \_\_\_\_\_  
\_\_\_\_\_
4. Name of Graduate Council or other organizations on your campus who determines policies for the fifth year program.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Name of people on your campus who teach this course.  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you feel that some study should be given to determining what this course should contain? What should be the purpose and objectives? Could such a study be helpful in strengthening our fifth year program? (Write your suggestions or comments in this space.)

TABLE X

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGE OF  
RESPONSES, AND COMPOSITE RESPONSE OF COURSE PURPOSES

(Pilot Study)

Items	Total Responses	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Composite Response
		0		1		2		3		4		
1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student	24	2	8	0	0	2	8	3	13	17	71	3.39
2. To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices	24	1	4	1	4	4	17	11	46	7	29	2.92
3. To help the student isolate problems that he wishes to study	23	1	4	1	4	2	9	8	35	11	48	3.19
4. To give the student an understanding of the fifth-year program of Oklahoma state colleges	24	1	4	1	4	3	13	7	29	12	50	3.17

APPENDIX B

TABLE X (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Percent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
5. To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas	25	0	0	3	12	5	20	6	24	11	44	3.00
6. To provide the student with an understanding of the theory and practice of modern teaching	25	0	0	1	4	1	4	7	28	16	64	3.52
7. To aid the student in understanding his place in the graduate program	25	1	4	2	8	6	24	8	32	8	32	2.80
8. To help the student become familiar with the sources of research most likely to be useful to the classroom teacher	25	0	0	0	0	1	4	6	24	18	72	3.68
9. To provide guidance for the student in planning his advanced professional work	25	0	0	0	0	0	1	6	24	18	72	3.68
10. To help the student learn how to find and use library materials	25	1	4	1	4	3	12	9	36	11	44	3.12
11. To help the student with research problems	25	0	0	1	4	4	16	8	32	12	48	3.24

APPENDIX B (Continued)

TABLE X (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
12. To assist the student in becoming more proficient in oral communication	24	3	13	3	13	8	32	3	13	7	29	2.34
13. To aid the student in understanding various methods of research	25	0	0	1	4	4	16	10	40	10	40	3.16
14. To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies	25	2	8	2	8	5	20	10	40	6	24	2.64
15. To help the student in developing an understanding of the historical background of graduate programs	25	6	24	7	28	5	20	6	24	1	4	1.56
16. To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature	25	1	4	4	16	2	8	7	28	11	44	2.92
17. To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students	25	1	4	1	4	6	24	6	24	11	44	3.00

APPENDIX B (Continued)

TABLE X (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Responses		Composite Response
	Per Cent	0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent			
18. To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators	25	0	0	1	4	3	12	10	40	11	44	3.24		
19. To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar	25	0	0	1	4	8	32	6	24	10	40	3.00		
20. To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships	25	0	0	1	4	3	12	5	20	16	64	3.40		
21. To point out to the student the need that the teacher be proficient in reading, writing, and speaking	25	7	28	0	0	2	8	5	20	11	44	2.52		
22. To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his students in the various aspects of living	24	2	8	1	4	3	13	5	21	13	54	3.05		

APPENDIX B (Continued)

TABLE XI  
SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGE OF  
RESPONSES, AND COMPOSITE RESPONSE OF COURSE CONTENT  
(Pilot Study)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response	
		Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Composite Response	
		0		1		2		3		4			
1. Lesson planning	25	4	16	3	12	4	16	11	44	3	12	2.24	
2. Requirements for graduation	25	0	0	1	4	7	24	5	20	12	52	3.20	
3. Self-evaluation	24	0	0	1	4	4	17	7	29	12	50	3.25	
4. Reading for understanding	24	3	13	1	4	2	8	4	16	14	59	3.04	
5. Library aids, such as abstracts, yearbooks, special dictionaries, and encyclopedias	25	0	0	1	4	5	20	11	44	8	32	3.04	
6. Orientation to the fifth-year program	23	0	0	1	5	6	26	9	39	7	30	2.94	
7. Educational and research terminology	25	0	0	2	8	4	16	12	48	7	28	2.96	
8. Analysis and discussion of research articles	25	0	0	0	0	3	12	14	56	8	32	3.20	
9. Methods of research	25	0	0	1	4	2	8	10	40	12	48	3.32	
10. Professional organizations	25	0	0	4	16	9	36	10	40	2	8	2.40	
11. Periodicals of general and special nature	25	0	0	1	4	4	16	14	56	6	24	3.00	

APPENDIX B (Continued)

APPENDIX B (Continued)

TABLE XI (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
12. The nature of educational leadership	25	0	0	1	4	6	24	13	52	5	20	2.88
13. Discussion of research papers written by member of the class	24	1	4	3	13	3	13	13	54	4	16	2.65
14. Teaching moral and spiritual values in public schools	25	3	12	2	8	3	12	4	16	13	52	2.88
15. Effective study habits	24	2	8	2	8	3	13	6	25	11	46	2.93
16. Professional ethics	25	1	4	0	0	6	24	6	24	12	48	3.12
17. The nature of scientific thinking	25	0	0	1	4	4	16	12	48	8	32	3.18
18. Methods of attacking group problems through the workshop technique, the panel, and the forum	25	0	0	0	0	4	16	8	32	13	52	3.36
19. Philosophy of the fifth-year program	25	1	4	1	4	6	24	9	36	8	32	2.88
20. Theory and practice in modern teaching	25	1	4	1	4	2	8	6	24	15	60	3.32
21. Techniques of effective speaking	25	3	12	1	4	4	16	9	36	8	32	2.72
22. Qualities necessary for success in teaching	24	0	0	0	0	7	29	4	17	13	54	3.25

APPENDIX B (Continued)



TABLE XI (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	Per Cent	
23. Teacher relationships with other teachers, school administrators, board of education members, and school patrons	25	1	4	1	4	5	20	5	20	13	52	3.12
24. Philosophy of modern education	25	0	0	0	0	7	28	9	36	9	36	3.08
25. Important contemporary educators	25	0	0	7	28	7	28	7	28	4	16	2.32

APPENDIX B (Continued)

TABLE XII

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION OF RESPONSES, PERCENTAGE OF  
RESPONSES, AND COMPOSITE RESPONSE OF COURSE CONTENT

(Pilot Study)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	Responses	Per Cent	
		0		1		2		3		4		
1. Writing a research paper	23	0	0	0	0	4	17	10	44	9	39	3.22
2. Taking a conducted tour through the library	25	1	4	3	12	3	12	10	40	8	32	2.84
3. Being given detailed instruction on the use of the library by the librarian	25	3	12	2	8	5	20	8	32	7	28	2.56
4. Taking certain required guidance or entrance examinations	23	6	26	7	30	3	13	6	26	1	5	1.54
5. Filling out personnel and guidance forms	24	1	4	4	17	10	42	7	29	2	8	2.10
6. Having a conference with the student's advisor or advisory committee	25	0	0	1	4	0	0	7	28	17	68	3.60
7. Preparing lesson plans	24	5	21	8	34	5	20	4	17	2	8	1.57
8. Constructing teaching or resource units	25	2	8	7	28	7	28	5	20	4	16	2.08

APPENDIX B (Continued)

TABLE XII (Continued)

Items	Total Responses	Responses		Responses		Responses		Responses		Responses		Composite Response
		Per Cent	0	Per Cent	1	Per Cent	2	Per Cent	3	Per Cent	4	
9. Preparing and delivering formal speeches before the class	24	5	20	8	34	7	29	3	13	1	4	1.47
10. Evaluation by class members of speeches made by students	24	6	25	6	25	8	33	3	13	1	4	1.46
11. Directed use of library resource materials	25	1	4	3	12	8	32	5	20	8	32	2.64
12. Designing a rating sheet for use by students in evaluating teacher effectiveness	24	3	13	5	21	8	33	6	25	2	8	1.94
13. Having individual conferences with the instructor	24	1	4	0	0	8	33	8	34	7	29	2.84
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work	25	3	12	1	4	7	28	6	24	8	32	2.60
15. Writing for publication	13	3	23	2	15	6	46	1	8	1	8	1.63

APPENDIX B (Continued)

## APPENDIX B (Continued)

TABLE XIII

SUMMARY OF TOTAL RESPONSES, DISTRIBUTION  
AND PERCENTAGE OF RESPONSES  
OF TEACHING PROCEDURES

(Pilot Study)

Items	Total Responses	Responses		Responses	
		Yes	Per Cent	No	Per Cent
1. The formal lecture	23	15	65	8	35
3. Class discussion	25	25	100	0	0
5. Use of a textbook	21	13	62	8	38
6. Investigation and reports by student committees	25	25	100	0	0
8. Lecture by resource persons re- presenting special fields	25	24	96	1	4
10. Audio-visual materials	24	23	96	1	4
12. Examinations in course content	24	8	33	16	67
14. Oral reports by students	24	19	79	5	21

\*Items 2, 4, 7, 9, 11, 13, and 15 related to per cent of time which should be devoted to certain of the above procedures. Data obtained for these items were omitted from the above table since data obtained for such items were not used in the study proper.

## APPENDIX C

SOUTHWESTERN STATE COLLEGE  
Weatherford, Oklahoma

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_:

You will find enclosed a questionnaire which is being sent to graduates of the Fifth-Year Program in state colleges of Oklahoma. The purpose of the questionnaire is to determine what graduates of advanced professional work believe should be included in the program for the course Introduction to Advanced Professional (or Graduate) Study.

It is hoped that the results obtained from the questionnaire may serve as basis for a doctoral dissertation which is required as part of my proposed Doctor of Education program at Oklahoma A & M College. Your answers to questionnaire items, however, may well serve another very important function: That of improving the program for the course. A representative of each of the state colleges has indicated interest in what graduates believe should be contained in the program for the course.

The questionnaire is self-explanatory and will take only about twenty minutes of your time. It should be pointed out, however, that in checking the questionnaire items you are to rate the items as indicated in the directions on the basis of the importance you attach to each item in the program for the course. You are not to evaluate the course as it was taught in your particular college.

It is imperative that I have your reaction to the items contained in this questionnaire at your earliest possible convenience. Won't you please sit down at once and complete the instrument, returning it in the stamped envelope included.

Sincerely yours,

Robert Tyler, Associate Professor  
Psychology and Education

## APPENDIX C (Continued)

OPINIONS OF FIFTH-YEAR GRADUATES REGARDING  
WHAT SHOULD CONSTITUTE THE PROGRAM FOR  
THE COURSE INTRODUCTION TO ADVANCED  
PROFESSIONAL (OR GRADUATE) STUDY  
IN STATE COLLEGES OF OKLAHOMA

## DIRECTIONS:

This questionnaire contains items which constitute a composite account of the program for the course, Introduction to Advanced Professional (or Graduate) Study, as taught in the State Colleges of Oklahoma. The purpose of the questionnaire is to determine what graduates of advanced professional work believe should be included in the program for a course in Introduction to Advanced Professional (or Graduate) Study.

You are not being asked to evaluate the course as it was taught in your particular college but rather to evaluate the items according to the value you would place on them in the program for such a course. You may list additional items you believe to be important.

## Section I: Purposes of the Course

Listed below are purposes of the course, Introduction to Advanced Professional (or Graduate) Study. These purposes were either stated by the individual responsible for the course or found in literature pertaining to the course as published by one or more of the state colleges offering the course.

Most of the items can be answered "yes" or "no"; however, to determine the degree of importance you attach to each item you are asked to rate your answers. 0 indicates that the item has no value and should not be included as a purpose of the course; 1 indicates that the item has little value and should not be included as a purpose of the course; 2 indicates that the item has moderate value but probably should not be included as a purpose of the course; 3 indicates that the item has high value and should be included as a purpose of the course; 4 indicates that the item has highest value and should definitely be included as a purpose of the course.

Purposes of the course:

1. To help the student gain the ability to use the scientific method of investigation and research so that problem solving will become a continuous process in the life of the graduate student

Check One				
0	1	2	3	4

## APPENDIX C (Continued)

2

		Check One				
		0	1	2	3	4
2.	To help the student understand and appreciate the value of lesson planning, educational forums, and effective professional conference techniques and practices					
3.	To help the student isolate problems that he wishes to study					
4.	To give the student an understanding of the fifth-year program of Oklahoma state colleges					
5.	To acquaint the fifth-year student with specific requirements for graduation in the elementary or secondary areas					
6.	To provide the student with an understanding of the theory and practice of modern teaching					
7.	To aid the student in understanding his place in the graduate program					
8.	To help the student become familiar with the sources of research most likely to be useful to the classroom teacher					
9.	To provide guidance for the student in planning his advanced professional work					
10.	To help the student learn how to find and use library materials					
11.	To help the student with research problems					
12.	To assist the student in becoming more proficient in oral communication					
13.	To aid the student in understanding various methods of research					
14.	To help the student develop an understanding of the value and use of pupil evaluation of teacher competencies					
15.	To help the student in developing an understanding of the historical background of graduate programs					
16.	To aid the student in discovering certain strengths and weaknesses he possesses in general education, professional education, and of a cultural and personal nature					

## APPENDIX C (Continued)

3

		Check One				
		0	1	2	3	4
17.	To help the student recognize that an important difference between the fifth-year program and undergraduate work lies in the greater independence and originality expected of fifth-year students					
18.	To acquaint the student with the basic principles and procedures of research related to educational problems commonly faced by teachers and administrators					
19.	To aid the student in gaining an increased appreciation for the professional organizations and publications with which he should be familiar					
20.	To promote in the student an understanding of, and a willingness to apply, the code of ethics of the teaching profession in his personal and professional relationships					
21.	To point out to the student the need that the teacher be proficient in reading, writing and speaking					
22.	To show the student the need that the teacher live by moral and ethical concepts which will aid both him and his students in the various aspects of living					
<u>Additional purposes which might be included</u>						
23.	_____					
24.	_____					
25.	_____					

## Section II: Areas of Course Content and Related Activities

Listed below are some areas of course content and related activities taught in Introduction to Advanced Professional (or Graduate) Study. These areas of course content and related activities were suggested by the person responsible for the course or found in literature pertaining to the course as published by one or more of the state colleges offering the course.

Most of the items can be answered "yes" or "no"; however, to determine the degree of importance you attach to each item you are asked to rate your answers. 0 indicates that the item has no value and should not be included in course content or as related activity; 1 indicates



## APPENDIX C (Continued)

4

that the item has little value and should not be included in course content or as a related activity; 2 indicates that the item has moderate value but probably should not be included in course content or as a related activity; 3 indicates that the item has high value and should be included as a related activity or in course content; 4 indicates that the item has highest value and should definitely be included in course content or as a related activity.

## A. Areas of Course Content:

	Check One				
	0	1	2	3	4
1. Lesson planning					
2. Requirements for graduation					
3. Self-evaluation					
4. Reading for understanding					
5. Library aids, such as abstracts, yearbooks, special dictionaries and encyclopedias					
6. Orientation to the fifth-year program					
7. Educational and research terminology					
8. Analysis and discussion of research articles					
9. Methods of research					
10. Professional organizations					
11. Periodicals of general and special nature					
12. The nature of educational leadership					
13. Discussion of research papers written by members of the class					
14. Teaching moral and spiritual values in public schools					
15. Effective study habits					
16. Professional ethics					
17. The nature of scientific thinking					

## APPENDIX C (Continued)

5

		Check One				
		0	1	2	3	4
18.	Methods of attacking group problems through the workshop technique, the panel, and the forum					
19.	Philosophy of the fifth-year program					
20.	Theory and practice in modern teaching					
21.	Techniques of effective speaking					
22.	Qualities necessary for success in teaching					
23.	Teacher relationships with other teachers, school administrators, board of education members, and school patrons					
24.	Philosophy of modern education					
25.	Important contemporary educators					
<u>Additional areas of course content which might be included</u>						
26.	_____					
27.	_____					
28.	_____					
B. Related Activities						
1.	Writing a research paper					
2.	Taking a conducted tour through the library					
3.	Being given detailed instruction on the use of the library by the librarian					
4.	Taking certain required guidance or entrance examinations					
5.	Filling out personnel and guidance forms					
6.	Having a conference with the student's advisor or advisory committee					
7.	Preparing lesson plans					
8.	Constructing teaching or resource units					

## APPENDIX C (Continued)

6

	Check One				
	0	1	2	3	4
9. Preparing and delivering formal speeches before the class					
10. Evaluation by class members of speeches made by students					
11. Directed use of library resource materials					
12. Designing a rating sheet for use by students in evaluating teacher effectiveness					
13. Having individual conferences with the instructor					
14. Undertaking self-evaluation by the student of his fitness to pursue advanced professional work					
15. Writing for publication					
<u>Additional related activities which might be included</u>					
16. _____					
17. _____					

## Section III: Teaching Procedures

Listed below are some procedures used in teaching Introduction to Advanced Professional (or Graduate) Study. These procedures were suggested by the person responsible for the course or found in literature pertaining to the course as published by one or more of the state colleges offering the course.

Most of these items can be answered "yes" or "no"; however, in some cases you are asked to indicate the percentage of time you would assign each procedure. Total percent for all procedures should not exceed one hundred percent.

Teaching procedures:

1. The formal lecture Yes\_\_ No\_\_
2. Percent of time which should be devoted to the formal lecture \_\_\_\_\_%
3. Class discussion Yes\_\_ No\_\_
4. Percent of time which should be devoted to class discussion \_\_\_\_\_%

## APPENDIX C (Continued)

7

5. Use of a textbook Yes\_\_ No\_\_
6. Investigation and reports by student committees Yes\_\_ No\_\_
7. Percent of time which should be devoted to studies and reports of student committees \_\_\_\_\_%
8. Lecture by resource persons representing special fields Yes\_\_ No\_\_
9. Percent of time which should be devoted to lectures by resource persons \_\_\_\_\_%
10. Audio-visual materials Yes\_\_ No\_\_
11. Percent of time which should be devoted to the use of audio-visual materials \_\_\_\_\_%
12. Examinations in course content Yes\_\_ No\_\_
13. Number of course content examinations \_\_\_\_\_
14. Oral reports by students Yes\_\_ No\_\_
15. Percent of time which should be devoted to oral reports by students \_\_\_\_\_%

Additional procedures which might be included

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_

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Did you take this course for credit as a part of your advanced professional work?

Yes\_\_ No\_\_

VITA

Robert Tyler

Candidate for the Degree of

Doctor of Education

Thesis: A SURVEY OF THE OPINIONS OF FIFTH-YEAR GRADUATES REGARDING  
WHAT SHOULD CONSTITUTE THE PROGRAM FOR THE COURSE INTRODUCTION  
TO ADVANCED PROFESSIONAL STUDY IN STATE COLLEGES OF OKLAHOMA

Major Field: Secondary Education

Biographical:

Personal data: Born near Cement, Oklahoma, January 16, 1908,  
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Education: Attended elementary school at Cement, Oklahoma;  
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Bachelor of Science degree in Education, University of  
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requirements for the Doctor of Education degree in  
August, 1958

Professional experience: Taught social science for three years  
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principal for four years at Sentinel, Oklahoma; was principal  
and superintendent for seven years at Cyril public schools,  
Cyril, Oklahoma; have been assistant and associate professor  
of Psychology and Education at Southwestern State College  
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Member of Oklahoma Educational Association, Phi Delta Kappa, and National  
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