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OF PUPILS TOWARD TEACHERS AND PROGRAMS  
OF TEACHER PREPARATION.

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THE RELATIONSHIPS BETWEEN THE REACTIONS OF PUPILS  
TOWARD TEACHERS AND PROGRAMS OF  
TEACHER PREPARATION

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
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BY  
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Norman, Oklahoma  
1964

THE RELATIONSHIPS BETWEEN THE REACTIONS OF PUPILS  
TOWARD TEACHERS AND PROGRAMS OF  
TEACHER PREPARATION

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## TABLE OF CONTENTS

|                                                   | Page |
|---------------------------------------------------|------|
| LIST OF FIGURES . . . . .                         | v    |
| INTRODUCTION . . . . .                            | vi   |
| <br>Chapter                                       |      |
| I. THE PROBLEM: ITS BACKGROUND AND DEFINITION . . | 1    |
| Statement of the Problem . . . . .                | 1    |
| Delimitations of the Problem . . . . .            | 2    |
| Definition of Terms . . . . .                     | 3    |
| II. PROCEDURES USED IN THE STUDY. . . . .         | 5    |
| Collection of Data . . . . .                      | 5    |
| Assumptions to Be Investigated . . . . .          | 6    |
| Treatment of Data. . . . .                        | 7    |
| III. BACKGROUND AND NEED FOR THE STUDY . . . . .  | 11   |
| Review of Related Studies. . . . .                | 11   |
| Justification of This Study. . . . .              | 18   |
| IV. SUMMARY AND CONCLUSIONS . . . . .             | 20   |
| Summary. . . . .                                  | 20   |
| Conclusions and Recommendations. . . . .          | 28   |
| BIBLIOGRAPHY . . . . .                            | 31   |
| APPENDIX A . . . . .                              | 33   |
| APPENDIX B . . . . .                              | 35   |
| APPENDIX C . . . . .                              | 38   |

## LIST OF FIGURES

| Figure                                                                                                                                                                                | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Number of hours of A, B, and C grades made by teachers in the effective group compared to the number of hours of A, B, and C grades by teachers in the ineffective group . . . . . | 21   |
| 2. A comparison of teachers in the effective group with teachers in the ineffective group with respect to hours earned in general education. . . . .                                  | 23   |
| 3. A comparison of teachers in the effective group with teachers in the ineffective group with respect to hours earned in professional courses . . . . .                              | 25   |
| 4. A comparison of teachers in the effective group with teachers in the ineffective group with respect to the number of hours earned in psychology courses . . . . .                  | 27   |

## INTRODUCTION

What has happened in our educational system in the United States in the last decade or two? Our educators have come to the conclusions that events and conditions outside physical boundaries of the school do greatly affect the processes, goals, and quality of education. Some of these conditions are the results of the emphasis on science and mathematics programs brought about by "sputniks", the shift in and current rapid growth of population, social and economic problems, and the "explosion of knowledge".

These factors make us stop and ask ourselves how we may enable a teacher to improve his day-by-day work. The teacher encounters many problems which cause him to question the adequacy of his previous teacher preparation. Specifically, what qualities go to make up the master teacher, and to what extent can the programs develop these characteristics?

THE RELATIONSHIPS BETWEEN THE REACTIONS OF PUPILS  
TOWARD TEACHERS AND PROGRAMS OF  
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CHAPTER I

THE PROBLEM: ITS BACKGROUND AND DEFINITION

Statement of the Problem

The purpose of this investigation is to study the relationships that exist between students' reactions to teachers as determined through a pupil-opinion questionnaire, and the teachers' preparation programs.

The problem of this study is to determine whether differences in selected aspects of teacher preparation programs show any relationship to differences in teacher classroom effectiveness as rated by intermediate-grade pupils. This was done through analyzing and comparing the preparation programs of intermediate-grade teachers used in this study and through the pupil-opinion questionnaire administered to the intermediate-grade pupils. These aspects are as follows:

1. Will there be a difference in the reactions of the pupils to those teachers having high-grade point averages

and those teachers having low-grade point averages in under graduate work?

2. Will there be a difference in the reactions of the pupils to those teachers having a greater number of hours in methods courses and those teachers having a smaller number of hours in methods courses?

3. Will there be a difference in the reactions of the pupils to those teachers having a greater number of hours in psychology and those teachers having a smaller number of hours in psychology?

4. Will there be a difference in the reactions of the pupils to those teachers having a greater number of hours in general education and those teachers having a smaller number of hours in general education?

5. Will there be a difference in the reactions of the pupils to those teachers having a greater number of hours in professional education and those teachers having a smaller number of hours in professional education?

#### Delimitations of the Problem

This study is based upon data concerning only fourth, fifth, and sixth grade-teachers. This study is limited to intermediate-grade teachers and intermediate-grade pupils in the public schools of ten towns in southwestern Oklahoma. These towns are: Arapaho, Burns Flat, Clinton, Cordell, Custer City, Elk City, Hobart, Rocky, Sayre, and Thomas.

This study is also limited because a sample of forty-two teachers was taken from the seventy-nine teachers used in this study and when the samples are restricted and tests made on selected groups, the prediction is less accurate than those on entire unscreened groups.<sup>1</sup> This study is further restricted because only certain aspects of the teacher preparation programs are to be tested.

#### Definition of Terms

As used in this study the following terms have been identified.

An "elementary teacher" is one who teaches in any of the grades from kindergarten through six.

"Intermediate-grade teachers" are those teaching in the fourth, fifth, and sixth grades of an elementary school.

The "high and low groups" are those teachers determined as such by the intermediate-grade pupils through the use of the student-opinion questionnaire.

The "effective and less effective teachers" are those teachers so determined as such by the intermediate-grade pupils through the use of the student-opinion questionnaire.

The "data" are the known facts or information available for use in this study.

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<sup>1</sup>Lee J. Cronbach, Essentials of Psychology Testing (New York: Harper & Brothers, Publishers, 1960), p. 351.

"General education" consists of such subjects as those of the language arts, social studies, mathematics, science and the fine arts.

"Psychology courses" include general and educational psychology, adolescent psychology, child development and human growth, mental health, guidance, counseling, and tests and measurements including statistics.

"Methods courses" include elementary school methods, studentteaching, observation, supervision, and elementary administration.

"Professional education" will include such subjects as philosophy and history of education, curriculum (general and elementary), and sociology plus the psychology courses and the methods courses.

## CHAPTER II

### PROCEDURES USED IN THIS STUDY

#### Collection of Data

The basis for planning this research was to make a careful study of professional literature regarding the use of student ratings in proving teacher effectiveness. After the research of literature was made, a pupil-opinion questionnaire was developed. The basis for the questionnaire was taken from a study done by Beecher. He found that pupils as young as fourth graders can judge accurately certain traits of their teachers, that the year or grade in school has little effect on differences of ratings given, and that pupils who observe a teacher day after day are more able to be a true judge of a teacher than are pupils with fewer opportunities.<sup>1</sup>

Following the development of the pupil-opinion questionnaire a survey was made to examine some teacher preparation programs. A plan was then developed for securing data for comparisons of preparation programs. An individual teacher record sheet was made for recording this data. To

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<sup>1</sup>Dwight E. Beecher, The Evaluation of Teaching (New York: Syracuse University Press, 1949).

insure anonymity for all participants, each teacher was identified by a number rather than by name or position. The anonymity of the 42 teachers used in this study was further protected by removing the personnel folders in the superintendents' offices of all the teachers who were rated by the students through the pupil-opinion questionnaire.

### Assumptions to be Investigated

All teachers in the state of Oklahoma have to meet certain state requirements and certain standards before they can be certified to teach in the public schools of Oklahoma. However, there are differences in the preparation programs that teachers have followed, and there are differences in grade point averages of work that teachers have done.

This study through the use of pupil-opinion questionnaires will investigate certain assumptions about teacher classroom effectiveness. For instance, it was assumed that a teacher's grade point average of undergraduate work and his rating by pupils will be related. It was also assumed that pupils will rate those teachers with the greatest number of college hours in methods courses as the more effective teachers. This same assumption holds true for the teachers having more hours in psychology. Too, it is assumed that pupils will rate those teachers with the greatest number of college hours in professional education courses as the more effective teachers. Also, it is assumed that pupils will rate those

teachers with the greatest number of college hours in general education courses as the ineffective teachers. On the basis of these assumptions an attempt has been made to determine and to report graphically:

1. The relationship between the students' ratings and the grade point averages the teacher has in undergraduate work.

2. The relationship between the students' ratings and the number of hours a teacher has in methods courses.

3. The relationship between students' ratings and the number of hours a teacher has in psychology.

4. The relationship between the students' ratings and the number of hours a teacher has in general education.

5. The relationship between the students' ratings and the number of hours a teacher has in professional education.

#### Treatment of Data

Each superintendent and each elementary principal of the ten towns in southwestern Oklahoma used in this study were contacted. The superintendents and principals in each of the ten towns gave permission to use the pupil-opinion questionnaires in the intermediate-grades. They also gave permission to use data from each teacher's file.

Three weeks after consent was given to run the rating device, a letter was sent to each superintendent and principal

giving the exact date on which the pupil-opinion questionnaires were to be administered. A letter of explanation was also included to explain the full meaning of the questionnaire and how it worked so that each teacher would have an understanding of what was to be done in order to be ready at a given date.

The pupil-opinion questionnaires were administered in the ten schools during the period between April 6, 1964 and April 30, 1964. The same examiner administered the questionnaires in each intermediate-grade room of the ten schools. All the intermediate-grade teachers, with the exception of special education teachers, were rated. If the principal were a teaching principal, he too was rated.

The scores for each teacher were figured on the characteristics included on the pupil-opinion questionnaires. All completed answer sheets were inserted into the respective teachers' envelopes which were sealed as quickly as the examiner received the data and were not opened until the data were studied. The composite score on the pupil-opinion questionnaire was the only score used for each teacher to select the upper 27 per cent group and the lower 27 per cent group of the total teachers for comparisons.

The composite score for each teacher was found by taking an average of the total scores on the questionnaires used in his room. The questionnaires had twenty statements with each statement having a rating of 1, 2, 3, 4, and 5.

Each student chose the rating he thought most fitting to the statement. Number 1 was the highest rating and number 5 was the lowest rating. By this method the highest 21 averages were the effective group and the lowest 21 averages were the ineffective group.

The upper and lower 27 per cent of the total number of teachers is used because of Anastasi's presentation of differentiation in relationship to item analysis. She explains that the highest point of balance between sharpness and differentiation and reliability of data is reached when the upper and lower 27 per cent of the cases are compared.<sup>1</sup>

Each sample for this study, the upper 27 per cent and the lower 27 per cent, was figured to include twenty-one teachers. Twenty-seven per cent of seventy-nine teachers equals 21.33. When the scores of the teachers were examined, it was found that scores of 1.74 to 1.95 were in the upper group. The twenty-one teachers who placed in the lower 27 per cent group had scores ranging from 2.09 to 3.69.

The number of hours in college credit attempted from the time of high school graduation through the school year of 1962-1963 were recorded in two categories: general education and professional education, with the latter being broken down into methods courses and psychology courses. Credits which did not fit into either category, and credits which had been

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<sup>1</sup> Anne Anastasi, Psychological Testing (New York: The Macmillan Company, 1954), pp. 157.

attempted, but for which no credit was given, were also recorded in order to balance the total of all hours and to figure the over-all grade point average.

The courses in which a teacher received a grade of "S" were omitted. For instance, if a teacher had 124 hours credit, and had received a grade of "S" in eight of them, the figure of 116 was used for the total number of hours in order to figure the grade point.

Grade averages for undergraduate work were grouped into three classifications with number 3 being the highest rating and number 1 being the lowest rating. Number 3 represented averages at the near "A" levels. No teacher had a straight "A" record. Number 1 represented averages at the minimum graduation requirement of "C".

## CHAPTER III

### BACKGROUND AND NEED FOR THE STUDY

#### Review of Related Studies

Little, if any, research has attempted to discover whether differences in the preparation programs for intermediate-grade teachers show a relationship to differences in effectiveness. Lieberman questions rather sharply the fact there is a relationship between the preparation program for teachers and the effectiveness of teachers. He says that when all factors have been taken into account, perhaps the most defensible conclusion is that it takes a different type teacher, with a different personality, and with different characteristics at each grade level.<sup>1</sup>

The study done by the Provo City School District in Provo, Utah, on the feasibility of merit rating found several interesting things about effectiveness of teachers. They first developed a code to use to discriminate quality in teaching. Two studies were attempted: the Role Playing Study and the Panel of Experts' Study. It was decided to role play incidents typical of classroom situations. With

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<sup>1</sup>Myron Lieberman, Education as a Profession (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 241.

some variation in procedure as the teachers and staff worked together, six pairs of teaching incidents were role played then discussed by the group. For all except one of the situations there was agreement among the teachers as to which situation in each pair was "good" and which was "poor". The role playing was recorded each time. After a review and study of the records the accepted "good" and "poor" records were typed and coded by the staff members.

The study indicated that the Code can satisfactorily discriminate each major code category in the play role examples of judged good and poor teaching incidents. The study also found that educators could be trained to code specimen records of teaching satisfactorily.

The Panel of Experts Study used a more rigorous means of determining the degree to which the Code would be used to discriminate quality in teaching. They wanted to find the parts of the Code that could definitely tell the characteristics of poor teaching. It was agreed on to use the categories of: Controlling, Imposition, Facilitating, Content Development, Personal Response, Positive Affectivity, and Negative Affectivity.

Most of the teachers of Provo accepted these categories which came to be known as Patterns of Effective Teaching. Not only did they say they accepted the Patterns they actually changed their teaching to that direction. However, only

a small per cent of the teachers felt that this procedure could now be used for merit rating purposes.

It was felt that administrators and teachers must work together in studying and accepting ways and means of evaluation before an evaluation program can be developed that justifies the work. It takes the full cooperation of the entire staff to get maximum benefits from an evaluation program. In order to improve the teacher should keep or have some basis for self-evaluation for personal equipment, ways of teaching, and professional behavior.<sup>1</sup>

In the Wisconsin Study their problem was thought of in question form: "Can descriptions of behavior provided by such terms as considerateness, cooperativeness, expressiveness, objectivity, ethicality, provide us helpful ways of considering teacher effectiveness?" This question was found to be too remote to have any great practical value and that other descriptive terms would be better. Other problems they confronted were: (a) the list of traits by which to evaluate a teacher; each term listed must be defined, (b) each term must be given a numerical value, (c) appropriateness, the terms cannot be said to be either good or bad, effective or ineffective when considered in relation to purposes, persons and situations. It is quite difficult to consider the terms'

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<sup>1</sup>Provo City Schools Research Staff, Gretta P. Romney, Chairman, Second Progress Report of the Merit Study of the Provo City Schools (Provo, Utah: Provo City Schools, 1961).

worthwhileness out of context. Another difficulty arises in fitting the gains tested to the instructional goals of the teachers. The tests of questionnaires may be valid and reliable in some highly generalized situation but may not be in keeping with the demands of the particular situation or in keeping with the teacher's purpose. To some extent this problem can be overcome by securing more uniformity by selecting pupils with common needs and teachers with common purpose: using custom-made tests where each testing program is individualized or tailored to the needs of particular learning-teaching situations; and by using different sorts of statistical devices.

No study of great consequence has undertaken to evaluate the effectiveness of the teacher on the educational effort as a whole--growth academically, in personality, in character, in the desire to continue learning, in the teacher's personal traits and abilities and interrelated with the traits and abilities of the children in groups and as individuals, in terms of those in differing socio-economic status and educational aspirations operating under different educational philosophies.

It is possible that ratings by principals, supervisors and superintendents come nearer than research investigations or the observations of teachers according to

specified schedules to being evaluations of the teacher's function as a whole.<sup>1</sup>

There seems to be a growing or greater widespread confidence in the ability of young pupils to make reliable and valid judgments as to the perfection of teacher performance. Student evaluation of instructors in measuring teacher effectiveness has been well summarized by Baker and Remers.<sup>2</sup>

There are still other methods of evaluating teacher efficiency as surveys of opinion, studies of preservice performances, studies of pupil growth, studies of teacher behavior, and studies based upon paper-and-pencil tests of several varieties. The Harvard Teacher Education Research Project, the work of Mitzel and others for the Board of Higher Education of the City of New York, the experiment carried out by various units of the Armed Forces, the Utah study of elementary school teachers in action, the long-range study completed by Ryans<sup>3</sup> for the American Council on Education, the research directed by Turner and Fattu<sup>4</sup> at Indiana

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<sup>1</sup>A. S. Barr, "The Criterion of Teacher Effectiveness", Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness, (April, 1961), p. 6.

<sup>2</sup>P. C. Baker and H. H. Remers, "Progress in Research on Personnel Evaluation", Journal of Teacher Education, II (June, 1951), pp. 143-146.

<sup>3</sup>David G. Ryans, "A Study of Criterion Data", Educational and Psychological Measurement, XII (Autumn 1952), p. 333.

<sup>4</sup>Richard L. Turner and Nicholas A. Fattu, "Skill in Teaching Assessed on the Criteria of Problem Solving", Bulletin of School of Education, XXXVII, No. 3, 1961.

University and studies summarized by Barr<sup>1</sup> are some of the most recent notable researches made, but ignored by all of these studies has been the identification of the most efficient teachers for students in the intermediate-grades.

Dr. Elizabeth L. Dalton in her study of effective teachers for young adolescents found that a high academic record is not a guarantee of effectiveness, but the undergraduate average would serve as a fair predictor of success, that liberal arts background makes no significant difference in student reaction to junior high school teachers, and that knowing how to teach is one of the major requisites for effective teaching at the junior high school level.<sup>2</sup>

Wood recognized the importance of attacking some of the complex problems that threaten to retard the advancement of the teaching profession. Some of the trends of teacher preparation he saw a decade ago we find in practice today.<sup>3</sup>

More attention is being given to the selection and admission of prospective teachers to the profession and the planning of their professional programs. Some of the reasons are that the American public school teachers have usually

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<sup>1</sup>A. S. Barr, "Measurement of Teacher Characteristics and Prediction of Teaching Efficiency", Review of Educational Research, XXII (June, 1952), p. 169.

<sup>2</sup>Elizabeth L. Dalton, What Makes Effective Teachers for Young Adolescents? (Nashville, Tennessee: George Peabody College for Teachers, 1962).

<sup>3</sup>Hugh B. Wood, "Trends in Teacher Education", Educational Administration and Supervision, II (February, 1942), p. 87.

come from the lower middle class. Salaries and other characteristics of the profession have not attracted recruits from the higher economic and social classes. Some other professions have barred all except students of high academic ability and this has had a tendency to shift those of lower academic ability into the teaching field.

There has been a gradual increase in the amount or number of years of preparation for the teaching profession. Here it should be pointed out that unless the quality as well as the quantity of professional preparation is increased little improvement will be noted. There is a demand for a broader education of the teacher as a person with emphasis on an understanding of the social-economic world, appreciation of recreational activities, development of personality, and the maintenance of physical and mental health. Many institutions have increased the number of hours in social studies and have required courses in the appreciation of art, music, and physical education. An attempt is under way to have equal emphasis on general educational courses and methods courses.

The preparation of secondary-school teachers is being extended to include two or more fields. Many schools are insisting that a science major receive a science major rather than a chemistry or physics major thereby enabling him to teach all the science offered in high school rather than only one or two courses.

The period of supervised-teaching is being lengthened into an internship. Supervised-teaching is the one course in which the principal of "learning by doing" is assured.

A greater recognition is being given to the need and importance of the continuous in-service professional improvement of teachers. Evidence of this trend is found in the increasing enrollment of summer schools and for consultants and specialists to help with problems of curriculum improvement, guidance, reading, science and such.

Trends do not always point the proper direction for change, nor do they always imply a change is necessary. However, they may serve as a basis for thought in improvement of educational movements.

#### Justification of This Study

Boys and girls from the ages of eight to fourteen require a teacher who understands the extravagant doings of unpredictable youth, who accepts each individual student whatever his potentialities or limitations, and who can discipline with whole hearted fairness and love, and with the amount of severity that each individual needs.

If, as is generally asserted, the quality of the teacher affects the achievement of excellence in an educational system, it may be known that the teacher is the key to quality education. In 1958 the Educational Policies Commission unfolded the need for effective teachers:

The quality of learning in schools and colleges depends upon skillful teaching. None of the other needs of education can be met with a substantial increase in the number of competent teachers.<sup>1</sup>

The author of Are You a Good Teacher? states:

Excellence in educating each child and person in accordance with his needs and abilities is a demanding job for teachers. It requires that teachers know how to identify and provide for boys and girls of many levels of intelligence, from families of very different situations, and with widely varying attitudes toward schooling and their own future plans. Such teachers must be trained in the appropriate subject fields they are to teach, in psychology and sociology, in child and youth guidance, and teaching methodology. They must be competent, experimental, and stimulating--good teachers in every sense of the word.<sup>2</sup>

Teaching is our basic educational problem and will continue to be so until all of our teachers have the adequate feeling of proper qualification which is now enjoyed by those whom we recognize and admire for the great and inspiring work done in their classrooms. The realization of these facts indicates that there is still a great need for further research on the Number One American education problem.

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<sup>1</sup>Educational Policies Commission, The Contemporary Challenge to American Education (Washington, D. C.: The National Education Association, 1958), pp. 12, 13.

<sup>2</sup>William M. Alexander, Are You a Good Teacher? (New York: Rinehart and Company, Inc., 1959), pp. 3, 4.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

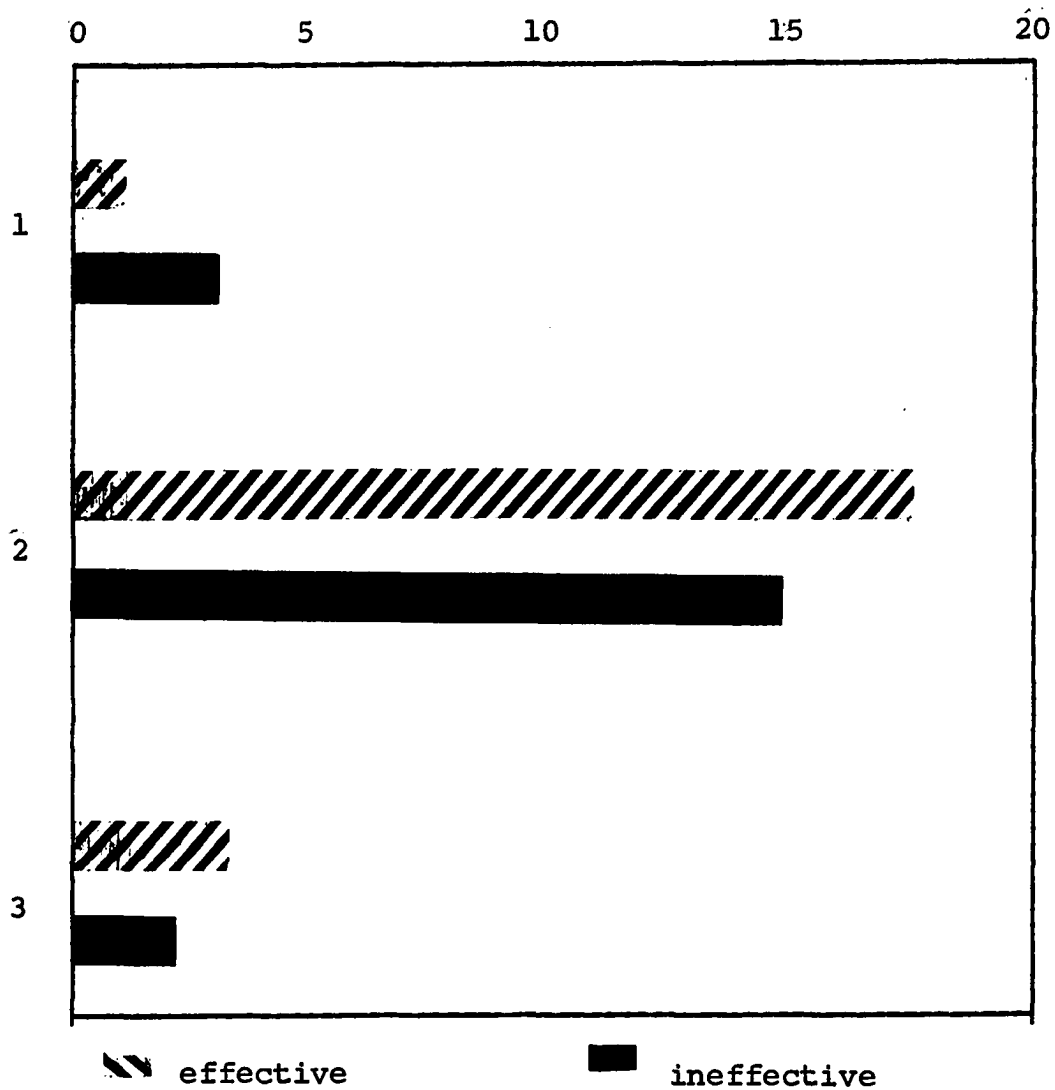
#### Summary

On the basis of student ratings, as one would naturally presume, there were both likenesses and differences to be found among the teachers in both the more effective group and the less effective group. The differences which were found divulge certain characteristics which may or may not indicate a basis for selecting teachers. A particular type of teacher-preparation program may predict the effectiveness of a classroom teacher, or it may indicate a reason for screening applicants for teaching positions. The comparisons of the two samples contained likenesses as well as differences with respect to: general scholastic achievement, general education, professional education, methods courses, and psychology courses.

This study showed that the academic achievement of the effective teachers was greatly superior to the ineffective teachers in terms of undergraduate grade averages shown in Figure 1. It was also found that both the effective teachers and the ineffective teachers had averages in each category ranging from honor grades to those of minimum graduation

Figure 1

Number of hours of A, B, and C grades made by teachers in the effective group compared to the number of hours of A, B, and C grades made by teachers in the ineffective group



No. 1 shows the grade averages nearest "C"  
No. 2 shows the grade averages nearest "B"  
No. 3 shows the grade averages nearest "A"

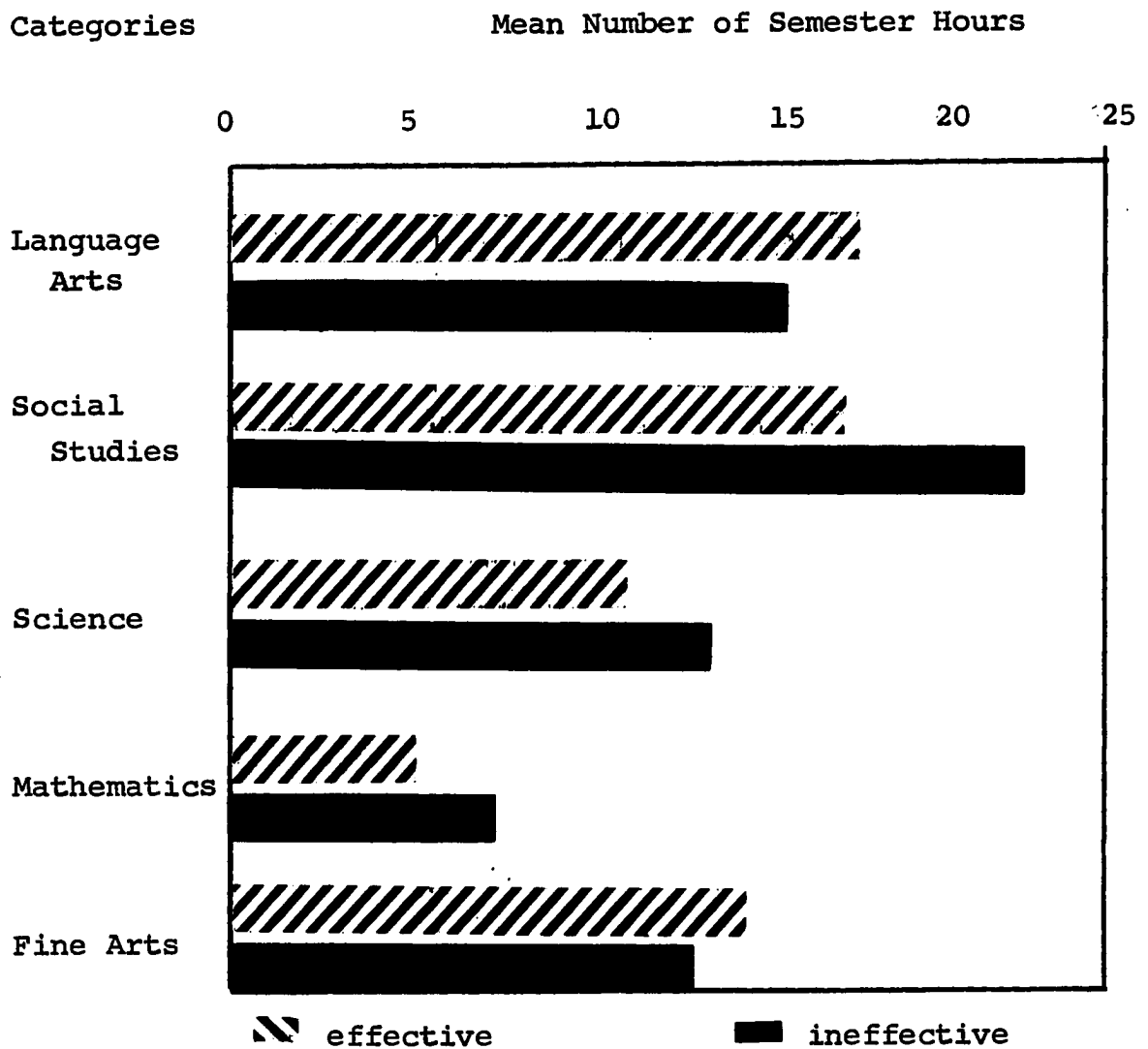
requirement. The two samples in this study show the effective teachers, as a group, consistently earning better grades.

The preparation programs of the twenty-one teachers in each of the two samples were studied in terms of semester hours earned in general education, Figure 2. It was found that the low group had earned more hours in general education than the higher group. The hours both groups had earned were more nearly equivalent in language arts and fine arts; however, the low group earned more hours in science, mathematics, and social studies. Nevertheless, just because those rated in the low group by the students had more hours in science, mathematics, and social studies, there is no cause to assume that fewer hours in these courses would make these same teachers be rated in the high group. It must be kept in mind that both these groups met the standard requirements for college graduation. The situation is not as if we were comparing two groups with unequal college preparation. In other words, the teachers of both samples were composed of individuals who had enough intelligence or ability to graduate from college with comparable requirements.

Because certain requirements must be met in order to teach, it is almost certain that too great a difference would not be possible; therefore the differences do not seem too great as far as general education is concerned. However, a great breadth of general education does not insure selection of an effective teacher on the basis of pupil ratings.

Figure 2

A comparison of teachers in the effective group with teachers in the ineffective group with respect to hours earned in general education



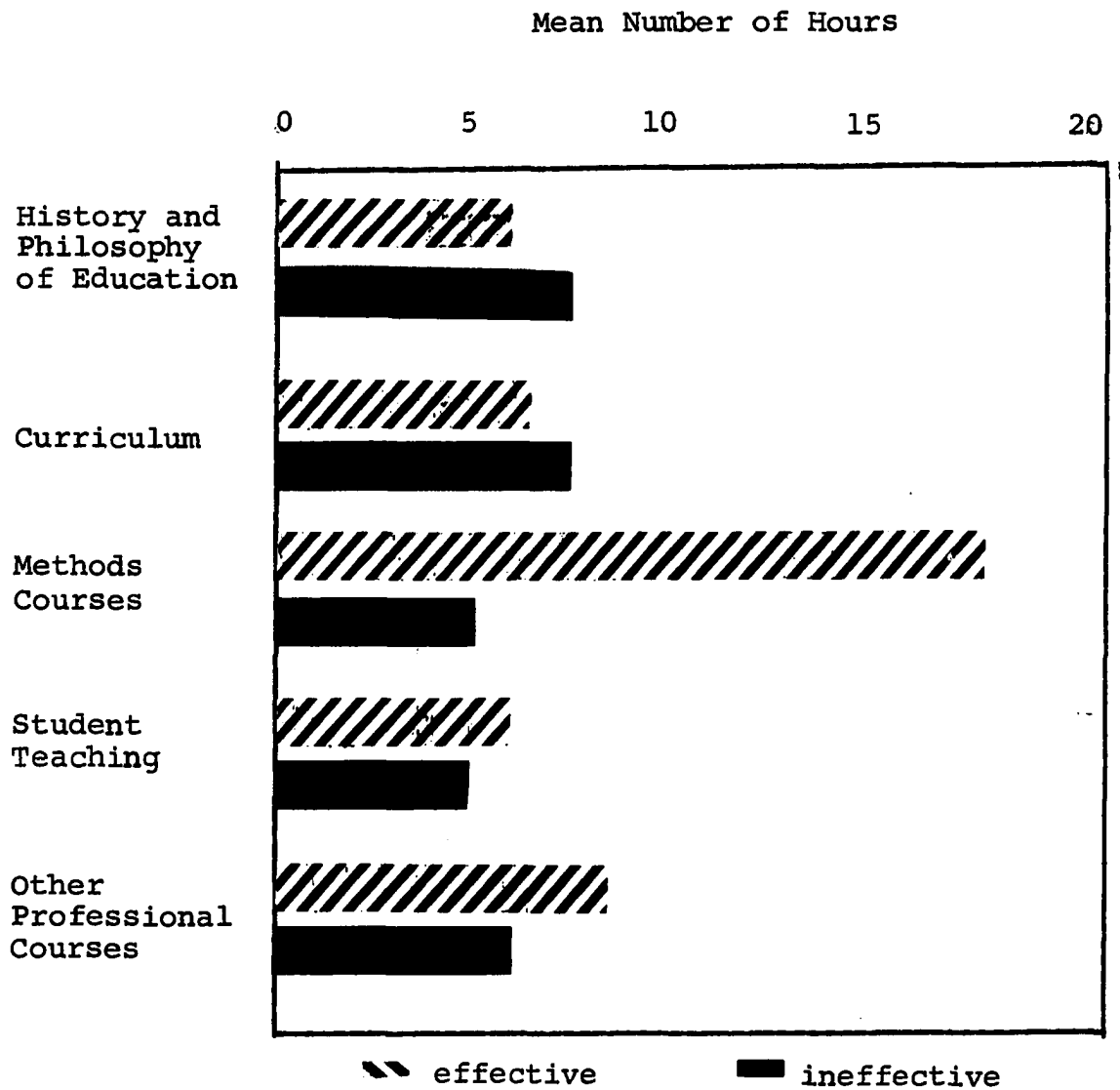
The preparation programs of the twenty-one teachers in each of the two samples were studied in terms of semester hours earned in professional education courses and in methods courses. These two programs were put together because of the lack of college hours in observation, supervision, and administration by so great a number of teachers in each group.

The effective teachers earned more than four times as many hours in elementary methods and general methods than did the ineffective group. There was a similarity between the two groups in the hours earned in other education courses as shown in Figure 3. The effective group had a small difference in favor of student teaching while the ineffective group had a small difference in favor of history and philosophy of education and curriculum.

Just because there was an unsimilarity in the number of hours earned in professional education courses, it does not reveal that these subjects are either desirable or undesirable to have in our preparation programs. Upon looking closely at these educational areas, it seems that both the effective group and the ineffective group had greatly limited themselves to the minimum requirements for certification. However, we cannot overlook the fact that the high group had earned so many more hours in the methods--or the know-how-to-teach courses--than the low group. It was also found that the high group earned more hours in total education than did the low group.

Figure 3

A comparison of teachers in the effective group with teachers in the less effective group with respect to hours earned in professional courses



The preparation programs of the twenty-one teachers in each of the two samples were studied in terms of semester hours earned in psychology courses. These psychology courses were broken into four categories to be looked at independently. The four categories are: general, educational, and adolescent psychology; child development, human growth, and mental health; guidance and counseling; and tests and measurements including statistics.

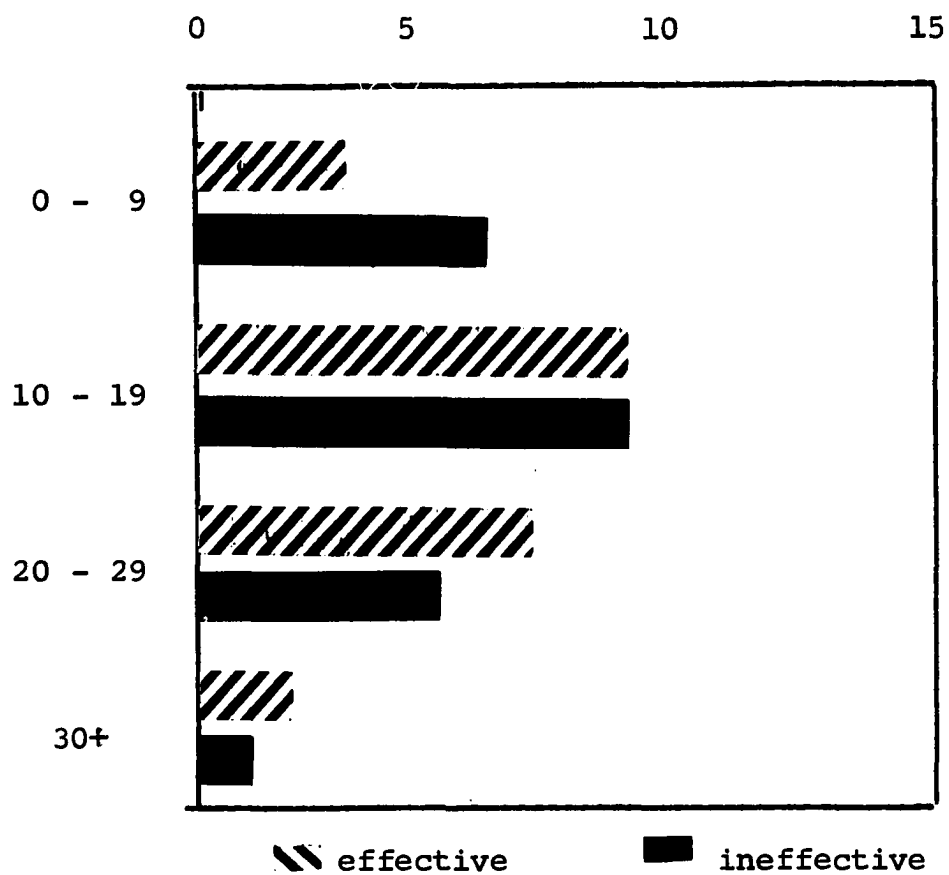
The more effective group earned more hours in each of the four categories, and approximately 14 per cent more hours in the total psychology courses than did the less effective group.

From Figure 4 it is found that 9 teachers in the effective group had earned 20 or more hours in psychology in contrast to 6 of the 21 teachers in the ineffective group who had earned as many hours. From that we found that only two-thirds as many of the ineffective group earned twenty or more hours in psychology as did those in the effective group.

However, the tendency was that the difference was not too great between the two groups as there was only one more teacher in the effective group than in the ineffective group who had 30 or more hours in psychology. Too, the same number of teachers in both the effective group and the ineffective group had between 10 to 19 hours in psychology. The greatest difference appears to be in the 0 to 9 hours in psychology

Figure 4

A comparison of teachers in the effective group with teachers in the less effective group with respect to the number of hours earned in psychology courses



Number of Hours in Psychology Courses

where there were 6 of the ineffective teachers and 3 of the effective teachers. This is still a small number.

It is impossible to say which one of the categories made the greatest difference as far as significance is concerned, but the largest number of hours earned was in adolescent and child psychology. Perhaps this is true because psychology and guidance are becoming more and more an important part of teacher preparation which is the trend today.

In summarizing the findings of comparison in the teacher preparation programs of the two groups of intermediate-grade teachers, it was found that the effective teachers received better undergraduate grades, that the effective group averaged more than twice as many hours in methods courses, that the effective teachers earned more hours in professional courses, and that the effective group earned more hours in total psychology and guidance courses.

These findings of likenesses and differences in the undergraduate programs of the effective and ineffective teachers in intermediate-grades, signify that what happens during the years of preparation contributes to favorable and unfavorable reactions on the part of the intermediate-pupils in the classrooms.

### Conclusions and Recommendations

The following conclusions have been formed from the pupil-opinion questionnaire in terms of preparation programs of intermediate-grade teachers.

Effectiveness cannot be assured or guaranteed because of a high academic record, but when it is the only information one has, it is a good guide line to follow. At least the high academic record is a fair predictor of success.

It appears that general education courses make no great difference as far as the students' reactions toward a teacher are concerned. Just because there was a similarity of general education background of both the effective and ineffective groups, it does not suggest that a particular change in the course requirements in this area should be made or that the requirements should remain the same.

Knowing how to teach is one of the major requisites, and it is most essential in teaching intermediate-grade pupils. It seems that methods courses reveal a greater difference than courses in general education as far as pupil reaction to teachers is concerned. Those teachers receiving the effective teacher ratings had taken four times as many of the know-how-to-teach courses. This points to a conclusion that mastery of academic subject matter alone is not the final answer to good quality teaching.

It seems that teachers in training do not see the advantage of taking more elective hours in education courses other than methods courses, or they feel as if there is no time for more education courses beyond the requirements for certification. It cannot, however, be suggested that there should be or should not be more education courses recommended,

since this study did not concern itself with any particular phase other than methods courses. It might be interesting to study data on such subjects as: observation, supervision, and administration. These were looked at as a whole in this study.

The data reveal that there is a close relationship between the study of psychology and teaching effectiveness as rated by the pupils. This suggests that it is most important for a teacher to know her students well at the intermediate-grade level.

The data do not establish a great difference between teachers with masters' degrees and those with bachelors' degrees; however, there is a clear indication that continued study is important, particularly in the fields of professional education and psychology.

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**APPENDIX A**

**LETTER TO PRINCIPALS**

Box 278  
Clinton, Oklahoma  
April 8, 1964

Dear Principal:

I would appreciate the opportunity of conducting a pupil questionnaire in your fourth, fifth, and sixth grade rooms on \_\_\_\_\_. The purpose of this questionnaire has been approved by your superintendent at an earlier date.

The pupil questionnaire will take about 30 minutes per room; I will be responsible for conducting these questionnaires. The reason for such is to see if there is a relationship between students' reactions and the number of hours in teachers' preparatory work.

There will be no record kept as to names of pupils or teachers. In fact, not even the grade, school, nor town will be mentioned in the results. If a reference needs to be made, it will be done by number only.

If possible, I would like a 10-minute meeting with the fourth, fifth, and sixth grade teachers before school takes up in the morning or noon whichever fits the time I will be at your school.

I will report to your superintendent before going to your school. If the above date is inconvenient, please advise me at your earliest convenience.

Sincerely,

(Mrs.) Neva Pugh

**APPENDIX B**

**PUPIL-OPINION QUESTIONNAIRE**

## PUPIL-OPINION QUESTIONNAIRE

DIRECTIONS: Circle one of the numbers which indicates your feelings about your teacher most of the time. Number 1 will be the highest rating and number 5 will be the lowest rating for each of the following questions. Be sure you do NOT sign your name.

- |                                                                                         |           |
|-----------------------------------------------------------------------------------------|-----------|
| 1. My teacher knows a great deal about a great number of things.                        | 1 2 3 4 5 |
| 2. My teacher adds interesting remarks to our classroom recitations.                    | 1 2 3 4 5 |
| 3. My teacher makes our assignments clear.                                              | 1 2 3 4 5 |
| 4. My teacher makes our assignments neither too hard nor too easy.                      | 1 2 3 4 5 |
| 5. My teacher is fair to all students.                                                  | 1 2 3 4 5 |
| 6. My teacher treats us all alike.                                                      | 1 2 3 4 5 |
| 7. My teacher keeps good control of the class without being harsh.                      | 1 2 3 4 5 |
| 8. My teacher is firm but fair.                                                         | 1 2 3 4 5 |
| 9. My teacher is friendly and patient.                                                  | 1 2 3 4 5 |
| 10. My teacher is considerate and kind.                                                 | 1 2 3 4 5 |
| 11. My teacher encourages us to do our best work.                                       | 1 2 3 4 5 |
| 12. The problems and topics studied are made to seem useful and of value to me.         | 1 2 3 4 5 |
| 13. My teacher shows enthusiasm and pep in class.                                       | 1 2 3 4 5 |
| 14. My teacher has a good sense of humor and can take a joke.                           | 1 2 3 4 5 |
| 15. My teacher plans our work so well that we usually accomplish our goal for that day. | 1 2 3 4 5 |

- |                                                                                                                                |           |
|--------------------------------------------------------------------------------------------------------------------------------|-----------|
| 16. Our work is so planned that very little time in our classroom is wasted.                                                   | 1 2 3 4 5 |
| 17. The subjects we are now being taught are being taught in such a manner that it seems they will be helpful to me next year. | 1 2 3 4 5 |
| 18. My teacher helps me individually where I am having trouble.                                                                | 1 2 3 4 5 |
| 19. This is one of the best teachers I have ever had.                                                                          | 1 2 3 4 5 |
| 20. I have enjoyed being in this room a great deal.                                                                            | 1 2 3 4 5 |

**APPENDIX C**

**INDIVIDUAL TEACHER RECORD SHEET**

## INDIVIDUAL TEACHER RECORD SHEET

I. The overall grade point average of all  
undergraduate work attempted \_\_\_\_\_

II. Total number of hours earned in:

1. GENERAL EDUCATION

|                             |       |
|-----------------------------|-------|
| a. Language Arts . . . . .  | _____ |
| b. Social Studies . . . . . | _____ |
| c. Mathematics . . . . .    | _____ |
| d. Science . . . . .        | _____ |
| e. Fine Arts . . . . .      | _____ |
| TOTAL. . . . .              | _____ |

2. METHODS COURSES

|                                        |       |
|----------------------------------------|-------|
| a. Elementary School Methods . . . . . | _____ |
| b. Student Teaching. . . . .           | _____ |
| c. Observation . . . . .               | _____ |
| d. Supervision . . . . .               | _____ |
| e. Elementary Administration . . . . . | _____ |
| TOTAL. . . . .                         | _____ |

## INDIVIDUAL TEACHER RECORD SHEET

## 3. PSYCHOLOGY COURSES

- a. General and Educational Psychology. . . . . \_\_\_\_\_
- b. Adolescent Psychology . . . . . \_\_\_\_\_
- c. Child Development and Human Growth. . . . . \_\_\_\_\_
- d. Mental Health . . . . . \_\_\_\_\_
- e. Guidance. . . . . \_\_\_\_\_
- f. Counseling. . . . . \_\_\_\_\_
- g. Tests and Measurements. . . . . \_\_\_\_\_
- h. Statistics. . . . . \_\_\_\_\_
- TOTAL. . . . . \_\_\_\_\_

## 4. PROFESSIONAL EDUCATION

- a. Philosophy of Education . . . . . \_\_\_\_\_
- b. History of Education. . . . . \_\_\_\_\_
- c. Curriculum. . . . . \_\_\_\_\_
- d. Sociology . . . . . \_\_\_\_\_
- e. Psychology Courses. . . . . \_\_\_\_\_
- f. Methods Courses . . . . . \_\_\_\_\_
- TOTAL. . . . . \_\_\_\_\_