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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

PERSONAL CHARACTERISTICS OF EFFECTIVE TEACHERS IN INNER-CITY SECONDARY SCHOOLS

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BY

CHARLES VERNON ROBERTSON

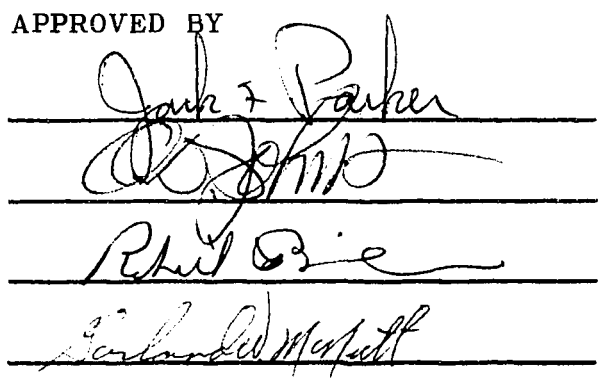
Norman, Oklahoma

1970

PERSONAL CHARACTERISTICS OF EFFECTIVE TEACHERS

IN INNER-CITY SECONDARY SCHOOLS

APPROVED BY



DISSERTATION COMMITTEE

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PERSONAL CHARACTERISTICS OF EFFECTIVE TEACHERS IN INNER-CITY SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

Among the most crucial and perplexing of the domestic problems of the United States is the inadequacy of education in the public schools of the inner-city. This problem is generally embedded in the subculture and sub-society beyond easy reach of the schools. Havighurst observed:

> Covert and overt hostility to the teacher; lack of self-control on the part of students; lack of experience and background needed for success in school, an outer society which hardens, alienates, and produces a negative type of maturation; an intellectual apathy in the student all combine to produce . . . an impossible . . . climate.[1]

It is generally agreed by authorities in education that perhaps the most significant variable in providing effective education is the teacher. It would seem to follow that progress in solving such problems might well relate directly to staffing inner-city secondary schools

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[1]Robert J. Havighurst, Education in Metropolitan Areas (Boston: Allyn and Bacon, Inc., 1966), p. 108.

with teachers possessing personal characteristics favorable to more effective work with the pupils who attend these schools.

The problem of providing effective education in the inner-city led to the development of the study herein reported. It proposed to identify the personal characteristics of effective teachers in some inner-city secondary schools and, also, to identify the personal characteristics of effective teachers in some non-inner-city secondary schools. Finally, the identified personal characteristics of the two groups were to be compared to determine if there were differences.

Background and Need for the Study

Concern about inner-city children and youth has grown in recent years. Increasing numbers of educators as well as other well-intentioned citizens have indicated that not enough is being done to meet the educational needs of these students. Gordon described the situation as follows:

> Certain political, economic, and social factors have combined in recent years to bring the condition of underdevelopment in human beings . . . to . . . our attention . . . . we have sought someone to blame, and who is more available . . . than the professional educator? Everybody knows that the school has not created the conditions . . . but most people also know that . . . professional educators have done relatively little to significantly change the

> life of the disadvantaged through pedagogical intervention.[2]

One of the factors that contributes to difficulties in metropolitan areas is their enormous population growth. Campbell indicated:

> About 70 percent of our population now lives in urban areas, and this concentration of people will continue. While the growth will be chiefly in suburbia, the populations of central cities will probably not be reduced appreciably in the years immediately ahead.[3]

Increasing population has resulted in increasing numbers of teachers in metropolitan schools. Pillard reports that two-thirds of all elementary and secondary teachers in the United States work in schools serving metropolitan areas with total populations exceeding 100,000.[4]

Since the schools deal with greater numbers of disadvantaged children and youth than any other institution in our society, it follows that most expect the schools to accept the primary responsibility for helping them overcome

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[2]Edmund W. Gordon, "Desired Teacher Behavior in Schools for Socially Disadvantaged Children," in Teachers for the Disadvantaged, ed. by Michael Usdan and Frederick Bertolaet (Chicago: Follett Publishing Company, 1966), p. 23.

[3]Roald F. Campbell, et al., "Teaching and Teachers - Today and Tomorrow," The Schools and the Challenge of Innovation (New York: McGraw Hill Book Company, 1969), p. 115.

[4]Mathew J. Pillard, "Teachers for Urban Schools," in The Changing Metropolis, ed. by Fredrick J. Tietze and James E. McKeown (Boston: Houghton Mifflin Company, 1964), p. 67.

the circumstances into which they were involuntarily thrust. It is generally agreed that instant improvements seem highly improbable. On the contrary, as Crow, Murray, and Smythe indicated, the problems are more likely to grow, both in number and complexity:

> One of the most urgent and complex problems facing the public school personnel is the education of culturally disadvantaged children. Since the school population of this group is steadily on the increase, it becomes necessary to explore all possibilities for providing the kind of education that can best serve this group of learners.[5]

Lowe further pointed out the needs and possibilities for improving the social conditions of inner-city children and youth through improved education:

> Looking behind the statistics . . . one discovers that the majority of the dropouts have average intelligence, and that 20 to 25 per cent even rank as culturally superior. Recent studies indicate that the 'disadvantaged' child learns differently, more slowly, and responds to different stimuli; he apparently requires different teaching techniques or programs than those generally available.[6]

If the primary responsibility for this problem lies with the schools, those with leadership responsibility in the schools may need to investigate ways of improving the learning situation for disadvantaged pupils. The effectiveness of the teacher has often been described as the most

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[5]Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: David McKay Co., Inc., 1966), preface, p.v.

[6]Jeanne R. Lowe, Cities in a Race with Time (New York: Random House, 1967), pp. 297-298.

important variable in determining the quality of the learning experiences for pupils. Ryans stated:

> Although schools may have excellent material resources . . . and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole program is likely to be ineffective . . . . But in spite of the recognition and lip service accorded good teaching, relatively little reliable information is available regarding its nature and the teacher characteristics which contribute to it.[7]

A major obstacle to the improvement of teachers has been the limited understanding of what determines the effectiveness of a teacher. As Harbin stated:

> No one seems to have perfected a way of predicting teaching effectiveness . . . . Current appraisals of the quality of teaching reveal much needed research . . . to show by extensive investigation directions in which teacher educators should move in their progress of preparation.[8]

There are those who contend that personality is an important variable in effective teaching. One advocate of this view is Dugan who indicated:

> Most likely, the answer to the effective teacher will be in the discovery of certain patterns of personality factors . . . that best suit a teacher for a specific teaching job.[9]

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[7]David G. Ryans, Characteristics of Teachers (Washington, D. C.: American Council on Education, 1960), p. 1.

[8]Calvin E. Harbin, Teaching Power (New York: Philosophical Library, 1967), p. 80.

[9]Ruth R. Dugan, "Personality and the Effective Teacher," The Journal of Teacher Education, XII, No. 1 (September, 1961), 337.

D'Amico concluded that personality factors seem to be a better quantitative measure in discriminating between effective and non-effective teachers than congruence indices.[10] Ryans, in his studies of the behavior and characteristics of teachers, recommended studies which would develop and refine predictor materials for greater understanding of the effects of personal characteristics of teachers.[11]

Some authorities have indicated that teachers who can function effectively in inner-city schools may need personal characteristics that differ from those of teachers who perform well in non-inner-city schools. This is the view expressed by Earnest Milner, Director, Urban Teacher Preparation, Syracuse University, who indicated that, "If a teacher can survive and be effective in the inner-city, he will probably be able to teach anywhere, although the converse is not true."[12]

Havighurst revealed a similar view when he indicated:

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[10]Donald John D'Amico, "The Degree of Congruence Between Personality Needs and Environmental Press as a Basis for Discriminating Between Patterns of Teacher Behavior" (unpublished Ed.D. dissertation, Illinois State University, 1967). Dissertation Abstracts, Vol. 28, No. 11A, 1968, p. 4524.

[11]Ryans, pp. 399-400.

[12]Ronald S. Barth, "The University and Urban Education," Phi Delta Kappan, LI, No. 1 (September, 1969), 37.

> The major problem in the inner-city school is to keep order, so that the children can study and the teacher can teach. This is never a problem in the high-status school, and seldom in the conventional school . . . . The inner-city school teacher needs special preparation.[13]

Neimeyer stated that, "A large number of inner-city teachers think that their role in school is insignificant, that they are there to control their students, not to teach."[14]

Several have pointed out the need for research on the interaction between teacher personality and environment. Williamson recommended studies to investigate whether or not a teacher may be successful in one community but not in another.[15] Dlabal recommended the use of personality instruments to determine whether or not teachers who enjoy working with the culturally deprived possess characteristics which distinguish them from teachers who work in other areas.[16] The results of a study by Yee suggested the need for further

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[13]Havighurst, pp. 110-111, 206.

[14]John H. Neimeyer, "Importance of the Inner-City Teacher," The Inner-City Classroom: Teacher Behavior, ed. by Robert D. Strom (Columbus, Ohio: Charles E. Merrill Books, 1966). Cited by A Selected Bibliography on Teacher Attitudes - Urban Disadvantaged, ERIC, Vol. 4, No. 7, July, 1969, ED 027357, 20.

[15]John Anderson Williamson, "Personality Characteristics of Effective Texas Teachers" (unpublished Ed.D. dissertation, University of Arkansas, 1967), p. 82.

[16]John Jerome Dlabal, Jr., "A Study to Identify Distinguishing Characteristics of Teachers Who Work Successfully with Culturally Deprived Children" (unpublished Ed.D. dissertation, University of Kansas, 1966), p. 63.

research on the possible personality and pedagogical variables that can determine what kinds of teachers are most favorably suited to teach disadvantaged students.[17] Reid suggested that studies be made to determine differences in concerns of teachers of disadvantaged children and teachers in a regular school program.[18]

Adolescence, a period of transition from dependent childhood to independent adulthood, is acknowledged by many educators as presenting one of the most crucial tests of the entire educational program. Cole and Hall stated:

> Adolescence is perhaps no more important a stage of development than any other, but it is the last stage before adulthood, and it therefore offers to both parents and teachers the last opportunity to educate a child for his adult responsibilities.[19]

Kvaraceus observed that:

> Teenage behavior can be strongly influenced by any glamorous figure with whom adolescents so easily identify . . . . the high school will not be populated by influential or glamorous

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[17] Albert H. Yee, Interpersonal Attitudes of Teachers of Advantaged and Disadvantaged Pupils (Austin: College of Education, The University of Texas, Summer, 1968), pp. 307-345. Cited by A Selected Bibliography on Teacher Attitudes-Urban Disadvantaged, ERIC, Vol. 4, No. 7, July, 1969, ED 027357, 29.

[18] Maryanne Reid, "The Relationship of Identified Teacher Concerns and Personality Characteristics and Attitudes of Teachers of Disadvantaged Children" (unpublished Ed.D. dissertation, Texas Technological College, 1967). Dissertation Abstracts, Vol. 28A, 1968, p. 3517.

[19] Luella Cole and Irma Nelson Hall, Psychology of Adolescence (New York: Holt, Rinehart and Winston, Inc., 1964), p. 4.

> imitative examples . . . . Are those who are hired to teach others all too often uninspired and uninspiring?[20]

Consequently, it seemed especially appropriate for purposes of this study to choose to investigate the personal characteristics of teachers in secondary schools. The characteristics of teachers who function effectively in inner-city secondary schools should serve as a defensible comparison model for effective teachers in any school.

There is clearly a need for more effective teaching in the inner-city secondary schools than is generally conceded to be available at present. It also appears that the personal characteristics of effective teachers in inner-city secondary schools may differ from those in non-inner-city secondary schools. This study was designed to investigate the personal characteristics of teachers who had been identified as operationally effective in different environmental circumstances.

Statement of the Problem

This study examined the personal characteristics which cluster among effective teachers in Oklahoma City inner-city secondary schools. These were compared with clusters among effective teachers in Oklahoma City non-inner-city secondary schools. Answers to the following

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[20]William C. Kvaraceus, Anxious Youth: Dynamics of Delinquency (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), pp. 127-128.

questions were sought:

1. Is there a cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools?
2. Do the personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City differ?

The Hypotheses

The following null hypotheses were derived from the problem:

H_{o1} - There is no cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools.

H_{o2} - There is no cluster of personal characteristics common to effective teachers in Oklahoma City non-inner-city secondary schools.

H_{o3} - There is no difference in clusters of personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City.

Major Assumption

The study relied on the assumption that teacher effectiveness is determined in part by the interaction between personal characteristics of the teacher and the

cultural environment in which the teaching is performed.

Limitations of the Study

Limitations of the study were:

1. It was limited to those teachers evaluated in 1966-67, 1967-68, or 1968-69.
2. It was not designed to provide means of predicting teaching effectiveness in certain environments. Factors other than personal characteristics may be important as contributors to effective teaching.
3. Uncritical generalizations of the findings cannot be defended. The study deals with effective secondary teachers in the Oklahoma City Public Schools, a specific type of population. No statistical evidence was available to indicate that this population was typical of any other population.

Definitions of Terms

For this study the following definitions of terms were used.

Personal Characteristics.--Those dimensions measured by The Edwards Personal Preference Schedule.

Effective Teachers.--Those teachers who were identified as highly satisfactory by The Evaluation of Teaching Effectiveness-Principals Report, an instrument (AF-4) used

by the Oklahoma City Public Schools.[21] (See Appendix B.)

Oklahoma City Inner-City Secondary Schools.--Those secondary schools in the Oklahoma City school district that receive financial assistance to meet the needs of educationally deprived students through the Elementary and Secondary Education Act of 1964 (Title I). (See Appendix A.) These schools and total teachers employed during 1969-70 school year are:*

Junior High (Grades 7-9)			Senior High (Grades 10-12)		
Capitol Hill	-	34	Classen	-	39
Central	-	36	Douglass	-	45
Harding	-	44	Northeast	-	38
Kennedy	-	54			
Moon	-	25			

Oklahoma City Non-Inner-City Secondary Schools.--Those secondary schools in the Oklahoma City school district not classed as inner-city secondary schools. These schools and total teachers employed during 1969-70 school year are:*

Junior High (Grades 7-9)			Senior High (Grades 10-12)		
Eisenhower	-	42	Capitol Hill	-	61
Hoover	-	51	Grant	-	63
Jackson	-	33	Marshall	-	78
Jefferson	-	53	Northwest Classen	-	100
Roosevelt	-	44	Southeast	-	54
Taft	-	43			
Webster	-	30			

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[21] Teacher Evaluation Program (Oklahoma City, Oklahoma: Oklahoma City Public Schools, September, 1966), p. 12.

*Not including Special Education Teachers.

Arcadia, Dunjee and Star-Spencer form smaller outlying portions of the Oklahoma City School District. These schools were not included in this study because more significant data could be collected from the above listed schools.

Organization of the Study

This study was organized into five chapters. The introductory chapter presented the background and need for the study, the problem, hypotheses, assumption, limitations, definitions of terms, and organization of the study. Chapter Two was devoted to a review of research and literature related to effective teachers, relationships between personality and effective teachers, and the unique characteristics associated with effective teachers in the inner-city school. Chapter Three presented the instruments, treatment of the data, sampling procedures, and data collecting procedures. Chapter Four was devoted to the presentation and analysis of the data. A summary of the study, findings, conclusions, and recommendations were presented in Chapter Five.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The purpose of this study was to identify the personal characteristics common to effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. The identified personal characteristics of the two groups were then compared.

This chapter presents a review of research and literature relevant to the study. The first section deals with effective teachers. The second section reviews information related to the relationships between personality and effective teachers. The last section examines research and literature related to the unique characteristics associated with effective teachers in the inner-city school.

Studies and Literature Related to Effective Teachers

Many statements concerning the qualifications of good teachers were found in the literature of education. The Reverend Denison Olmsted (1845) described the ideal teacher as one who possessed knowledge of his own subject, of kindred subjects, and of the world. Another report (1846) cited the following traits: A benevolent

disposition, good health, pleasing appearance, and a genuine and earnest sympathy for the young. Similar points were stressed in other articles which appeared throughout the nineteenth century.[1]

During the first two decades of the twentieth century, publications continued to stress certain traits of character in the successful teacher. Impetus was given to investigations in this area during the second and third decade of the twentieth century when statistical studies concerning successful teaching factors such as intelligence and amount of formal education were reported.[2]

Barr (1929) studied the qualitative differences of good and poor teachers. He listed the following differences: (1) ability to stimulate interest, (2) wealth of commentarial statements, (3) attention to pupils recitations, (4) topical or problem-project organization of subject matter, (5) well-developed assignments, (6) frequent use of illustrative materials, (7) a well-established examination procedure, (8) effective methods of appraising pupils' work, (9) freedom from disciplinary difficulties, (10) knowledge of subject matter, (11) conversational manner in teaching, (12) frequent use of pupils experiences,

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[1]Paul Witty, "Some Characteristics of the Effective Teacher," Educational Administration and Supervision, XXXVI (April, 1950), 193.

[2]Ibid., p. 194.

(13) an appreciative attitude, (14) skill in asking questions, (15) definite study helps, (16) socialized class procedures, and (17) willingness to experiment.[3]

Barr (1940) examined representative studies concerning characteristics of the effective teacher and concluded:

> . . . The results of research in this area to date have been disappointing. . . . The unsatisfactory results are doubtless due, in part, to the inadequacy of the instrument employed.[4]

Witty solicited letters from elementary and secondary pupils throughout the country over a three-year period (1946-1948). Pupils listed the traits of "The Teacher Who Has Helped Me Most."[5] Following the analysis of these responses, he concluded:

> A major responsibility of the teacher is to . . . provide an atmosphere in which security, understanding and mutual respect foster effective learning. He will be prepared to direct children's development in such a way that their emotional life will be stable and individually satisfying.[6]

Cassel and Johns (1960) listed the following critical characteristics of an effective teacher: (1) has

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[3]A. S. Barr, Characteristic Differences in the Teaching Performance of Good and Poor Teachers of the Social Studies (Bloomington, Illinois: Public School Publishing Company, 1929), pp. 75-76.

[4]A. S. Barr, "Recruitment for Teacher Training and Prediction of Teaching Success," Review of Educational Research, X (June, 1940), 189.

[5]Witty, p. 195.

[6]Ibid., p. 208.

adequate and effective subject matter competency, (2) gets along well with others, (3) has an effective understanding of children, (4) causes learning activity to be meaningful, (5) has a dynamic personality, (6) helps students evaluate their growth and progress, (7) interprets school program to the community effectively, (8) has good intelligence and exercises sound judgment, (9) uses discretion in speaking about colleagues or school, (10) uses the democratic process continuously and effectively, and (11) has teacher belongingness and identification.[7]

The references cited above were representative of many earlier attempts to measure teacher quality. Their lack of specificity make them of questionable value. Many would claim that qualities of effective teachers indicated by these studies would also be important for success in most any vocation.

Qualities which imply understanding were repeatedly mentioned throughout the literature as necessary for success in teaching. Dugan (1961) disagreed with this. He found that there was no significant correlation between teacher effectiveness and understanding.[8]

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[7]Russell N. Cassel and W. Lloyd Johns, "The Critical Characteristics of an Effective Teacher," National Association of Secondary School Principals Bulletin, XLIV (November, 1960), 120-123.

[8]Dugan, p. 336.

Many educators have attempted to review pupil growth or performance in evaluating teacher effectiveness. This method is generally criticized, particularly in secondary schools. It would be difficult to establish that these variables were not the result of experiences with a teacher in an earlier grade or by the student's own abilities and interests.

Justiz (1969) claimed to have overcome the obstacles of reliable pupil performance criteria for measuring teacher effectiveness. He concluded: (1) The ability of student teachers to produce pupil achievement can be measured reliably, (2) The general teaching ability of student teachers can be reliably measured in terms of pupil achievement, (3) There is a relationship between student teacher attitude and pupil-achievement-producing ability, and (4) There is a relationship between student teacher attitude and general teaching ability.[9]

Some would say that Justiz did not accomplish what he claimed. The facts that he used a small sample (17), made up of student teachers instead of regular teachers, and over an undesignated period of time, suggest some questions about the findings.

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[9]Thomas B. Justiz, "A Reliable Measure of Teacher Effectiveness," Educational Leadership, III (October, 1969), 54.

Studies and Literature Related to the Relationships Between Personality and Effective Teachers

Sandiford (1934) gave a series of intelligence, educational, and personality tests to entering education students at the University of Toronto. After these students had engaged in practice teaching and had taken other courses, correlation studies revealed that ability in teaching was not closely related to intelligence or to achievement in special subjects.[10]

Conceptions similar to the findings by Sandiford perpetuated the idea that personality may be related to effective teaching. This idea led to the development of numerous research studies and considerable literature concerning the relationships between personality and effective teachers.

Anderson, Brewer, and Reed (1946) completed a longitudinal study designed to reveal the effects of teacher personality on her pupils. Second grade pupils in two classrooms were studied. One teacher was consistently more integrative; the other was consistently more dominative. The children in their respective rooms likewise showed a series of statistically reliable differences in their behavior. The children of the dominating teacher were more maladjusted than those of the integrating teacher. There

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[10]Witty, p. 194.

was no tendency for the undesirable classroom behavior of the children to persist into the third grade when they were with a different teacher.[11]

Eisner (1961) concluded that:

> A congruent relationship between needs and situation potential relative to some system of values makes for contented teachers and for children who will be more . . . comfortable in the classroom. We must . . . build a theoretical framework, through empirical data, for assessing the needs of prospective teachers and identifying those needs which can be successfully met in the teaching tasks without jeopardy to the children.[12]

The above conclusion was supported by Justiz (1969) and by Anderson, Brewer, and Reed (1946). The three studies claimed to establish that there is a relationship between teacher personality and pupil achievement.

For a study concerning personality to contain validity, it must be assumed that personality will remain relatively stable over a period of time. An indication of this stability was provided by Burge (1967). He attempted to determine if The Edwards Personal Preference Schedule would be helpful in predicting verbal behavior of secondary student teachers in the classroom. He concluded that the

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[11]Harold H. Anderson, Joseph E. Brewer, and Mary Frances Reed, Studies of Teachers' Classroom Personalities, III (Stanford University, California: Stanford University Press, 1946), pp. 152-153.

[12]Elliot Eisner, "Situation Potentials and Personality Needs in Teaching," Journal of Teacher Education, XII (September, 1961), 359.

personality of secondary student teachers as measured by the EPPS does not significantly change over a nine-week student teaching period.[13]

Guba and Getzels (1955) conducted a study of the effectiveness of Air Force officer-instructors. They found that: (1) Ego Defensiveness was linked to ineffectiveness, (2) Intropunitiveness was linked to effectiveness, and (3) Need Persistence was linked to effectiveness.[14]

Ryans (1960) conducted several investigations in the Teacher Characteristics Study. The one most related to this study was concerned with identifying, and then comparing, teachers who fell into different groups with regard to general classroom behavior. One group was comprised of teachers, each of whom had received observer assessments one standard deviation or more above the mean.[15] A second group consisted of teachers all of whom were between .2 of a standard deviation on either side of the mean. A third group was made up of teachers, all of whom received observers' assessments one standard deviation or more below

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[13]Everett Wadell Burge, "The Relationship of Certain Personality Attributes to the Verbal Behavior of Selected Student Teachers in the Secondary School Classroom" (unpublished Ed.D. dissertation, North Texas State University, 1967). Dissertation Abstracts, Vol. 28A, 1967, p. 129.

[14]E. G. Guba and J. W. Getzels, "Personality and Teacher Effectiveness: A Problem in Theoretical Research," The Journal of Educational Psychology, XLVI (October, 1955), 341.

[15]Ryans, p. 343.

the mean.[16]

There was a general tendency for high teachers to: (1) be extremely generous in appraisals of the behavior and motives of other persons, (2) possess strong interest in reading and literary affairs, (3) be interested in music, painting, and the arts in general, (4) participate in social groups, (5) enjoy pupil relationships, (6) prefer nondirective (permissive) classroom procedures, (7) manifest superior verbal intelligence, and (8) be superior with respect to emotional adjustment.[17]

Ryans' findings disagreed with those of Guba and Getzels (1955) on the characteristic of Intropunitiveness. Guba and Getzels linked this characteristic to effectiveness. None of the findings by Ryans could be described as synonymous with Intropunitiveness.

Kerlinger (1967) concentrated on the traits thought to be important for teachers. He concluded that these traits were: (1) Positive Person Oriented (person-oriented, affective merit, humane, positive social reinforcement), (2) Systematic Task Organization (responsibility-oriented, managerial merit, systematic-orderly, organization for task accomplishment), and (3) Functional Flexibility (divergent thinking, motivational merit, creative-surgent, freedom from

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[16] Ibid., p. 397.

[17] Ibid., p. 398.

functional fixity).[18]

The Kerlinger study supported Ryans (1960) on the Affiliation variable. Both studies indicated that an effective teacher was a sociable person.

Anastosiow (1967) studied the personality traits of elementary teachers nominated as strong or weak by five curriculum consultants. The results of this study indicated that weak teachers were significantly more often male than female. Strong teachers had significantly higher scores on Self-Control and Deference.[19]

Anastasiow supported Ryans (1960) on the Deference variable. Both studies indicated that an effective teacher was one who was willing to receive suggestions from others.

Goldman (1969) conducted a study involving the administration of The Edwards Personal Preference Inventory to elementary and secondary teachers. He concluded that secondary teachers manifested significantly greater need than elementary teachers for Achievement, Autonomy, Dominance, Heterosexuality, and Aggression. At the same time, they exhibited significantly less need for Deference, Order,

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[18]Fred N. Kerlinger, "The Factor Structure and Content of Perceptions of Desirable Characteristics of Teachers," Educational and Psychological Measurement, XXVII (1967), 652.

[19]Nicholas J. Anastasiow, "Personality Traits of Teachers Nominated as Strong and Weak," Psychological Reports, XX (1967), 1344-1345.

Affiliation, Intraception, Succorance, Abasement, and Nurturance. Only in the variables Exhibition, Change, and Endurance were there no significant difference.[20]

One of the objectives of the Goldman study was to point out to secondary principals that they were working with a more hostile-type teacher than elementary principals. His findings supported the validity of his contention. However, the personal characteristics that he found secondary teachers to possess disagreed with most studies on the variables of Dominance and Aggression. It is important to note that Goldman's study was not concerned with secondary teachers who had been identified as effective.

Walberg and Welch (1967) used the EPPS to investigate the personality of innovative science teachers. Their purpose was to reveal differences between the personality of these teachers and the norm of male high school science teachers.[21] Compared with the norm of male high school science teachers, the group was significantly lower on Affiliation and Abasement. They were significantly higher on Autonomy and Heterosexuality.[22]

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[20]Harvey Goldman, "Differential Patterns: Implications for Principals," The School Review, LXXVII (1969), 268.

[21]Herbert Walberg and Wayne W. Welch, "Personality Characteristics of Innovative Physics Teachers," The Journal of Creative Behavior, I (1967), 163.

[22]Ibid., p. 168.

If we assume that Intropunitiveness is synonymous with Abasement, the findings of Walberg and Welch disagreed with those of Guba and Getzels (1955). They also disagreed with Ryans (1960) and Kerlinger (1967) concerning the Affiliation variable.

Williamson (1967) conducted a study using the EPPS to compare the personality characteristics of two groups of secondary teachers in Beaumont, Texas. One group was regarded as effective and a similar group was not regarded as effective.[23]

No significant mean differences were found when the two groups were compared. However, when compared with the college norms provided in the EPPS manual, the effective teachers scored significantly higher on Deference and Order, and significantly lower on Exhibition and Heterosexuality.[24]

Williamson's findings supported those of Ryans (1960) and Anastasiow (1967) in that effective teachers were high on the Affiliation variable. They were also consistent with those of Kerlinger in that effective teachers were high on the Order variable.

Studies and Literature Related to the Unique Characteristics Associated with Effective Teachers in the Inner-City School

Greater emphasis during the past decade on programs designed to help disadvantaged children and youth resulted

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[23]Williamson, pp. 32-36, passim.

[24]Ibid., p. 58.

in numerous research studies. Many of these involved an analysis of classroom procedures or teacher attitudes thought to be effective with disadvantaged children and youth. Ornstein made the following statement concerning the reason for such research:

> Unless slum schools are staffed with more effective teachers, the majority of disadvantaged children will continue to fall behind and will eventually drop out of school or graduate as functional illiterates.[25]

Much of the literature on the teaching of the disadvantaged learner was concerned with the children in preschool or primary grades. Much less was available on the subject of classroom teaching of the disadvantaged youth in secondary schools.[26]

Lawrence (1969) surveyed conditions of teaching disadvantaged children in Texas. He concluded that much of the lack of significant progress in teaching disadvantaged students in Texas was due to:

> Failure to see that teaching disadvantaged children requires teachers with special personal traits, unusual dedication, and unique training experiences. To the average Texas school personnel director a teacher . . . can be assigned anywhere to teach any kind of children and be expected to do an adequate job. Sensitivity to the particular needs . . . direct experience with

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[25]Allan C. Ornstein, "What Type of Teacher for the Disadvantaged?" Contemporary Education, XL, No. 2 (November, 1968), 85.

[26]Shelly P. Koenigsberg, "Teaching Disadvantaged Youth in Secondary School," Journal of Secondary Education, XLI (January, 1966), 17.

such groups . . . age, maturity, and experience were not considered to be of . . . importance . . .[27]

Koenigsberg (1966) reported attitudes of secondary teachers that have proved useful in reaching and teaching disadvantaged students. He listed these as: (1) conviction, (2) more concern for the students' learning than for the subject matter they teach, (3) acceptance, and (4) open to suggestions and new ideas.[28] Findings of this study were supported by Scott (1967) and Faunce (1968).

Scott (1967) attempted to identify which teaching behaviors occur most frequently and are judged to be most crucial in teaching the culturally disadvantaged. She concluded that competent inner-city teachers are significantly more sympathetic and perceptive.[29]

Faunce (1968) studied elementary school teachers in the Minneapolis public school system. He concluded that the effective teacher of culturally disadvantaged children was seen as one who: (1) recognized that physical and material

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[27]Thomas Adair Lawrence, "The Selection and Training of Teachers of Educationally Disadvantaged Children in Texas" (unpublished Ph.D. dissertation, The University of Texas at Austin, 1969), p. 230.

[28]Koenigsberg, pp. 22-23.

[29]Vera Orriss Scott, "An Exploratory Study to Identify the Teaching Behaviors That Are Used Most Frequently and Are Most Crucial in Teaching Culturally Disadvantaged Children" (unpublished Ph.D. dissertation, Michigan State University, 1967). Dissertation Abstracts, Vol. 28A, 1967, pp. 1721-1722.

deprivation does exist for some children, (2) did not believe that equal opportunity existed for all children, (3) refrained from stereotyping, (4) did not see teaching disadvantaged children as an unpleasant task, (5) was willing to recognize special problems of disadvantaged children without rejecting them, and (6) recognized the existence of a subculture of poverty within our society.[30]

The studies by Koenigsberg, Scott, and Faunce led to similar conclusions. Each study indicated that important personal characteristics for effective teachers in the inner-city school are Deference and Nurture.

Reid (1967) attempted to identify concerns of teachers of disadvantaged children and to examine the relationship of these concerns to personality characteristics and attitudes of the teachers. Personality factors correlating most frequently with concerns were Outgoing, Intelligence, Suspicious, and Troubled. Background factors correlating most frequently with concerns were Age, Number of Years Teaching Experience, Number of Years Previous Experience Teaching Disadvantaged Children, Number of Hours of Graduate Coursework, and Number of Children Taught.[31]

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[30]Richard Wood Faunce, "An Investigation of the Biographical and Attitudinal Characteristics of Effective Elementary School Teachers of Culturally Disadvantaged Children" (unpublished Ph.D. dissertation, University of Minnesota, 1968). Dissertation Abstracts, Vol. 29A, 1969, p. 2113.

[31]Reid, p. 3517.

Reid was the only one who indicated Suspicious and Troubled as favorable variables for teachers of disadvantaged children. Lawrence (1969) supported Reid in that Age, Number of Years Teaching Experience, and Direct Experience with such groups were important variables.

Dobson (1967) supported the Direct Experience variable when he concluded: "Teaching experience in culturally deprived neighborhoods tended to alter the attitudes of teachers. They appeared to be more cognizant of the unique problems of these children."[32]

Powers (1969) supported the Years Teaching Experience variable. He concluded that the number of years teaching experience was a factor in teacher effectiveness.[33]

There was some indication that the sex of a teacher is an extremely important variable in the considerations of adequate teaching staffs for the disadvantaged. Faunce and Weiner (1967) concluded: "There seems to be a need for more male teachers in low income schools in order to provide

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[32]Russell Lee Dobson, "The Perception and Treatment by Teachers of the Behavioral Problems of Elementary School Children in Culturally Deprived and Middle-Class Neighborhoods" (unpublished Ed.D. dissertation, Graduate College, The University of Oklahoma, 1966), p. 101.

[33]William Blain Powers, "Attitude Toward and Knowledge of Lower Socio-Economic Area People as Factors in Teacher Effectiveness" (unpublished Ph.D. dissertation, Graduate College, The University of Oklahoma, 1969), p. 75.

disadvantaged youth with models of successful male adults."[34] Ornstein (1968) further stated: "Many disadvantaged students need a type of firmness that is usually found in male teachers."[35]

The findings of Anastasiow (1969) and Goldman (1969) contradicted these statements. Anastasiow concluded that weak teachers were significantly more often male than female.[36] Goldman concluded that males expressed significantly greater need for Autonomy, Dominance, Endurance, and Aggression than did females.[37] There was no evidence from other studies that Autonomy and Aggression are linked with effective teaching. However, it should be noted that Anastasiow and Goldman did not deal with teachers of disadvantaged children and youth.

Racial stratification is generally characteristic of communities served by inner-city schools. The Coleman Report (1966) compared teachers of Negro and white students. The teacher of the average Negro student was more likely to: (1) have lived most of his life and attended high school in

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[34]R. W. Faunce and Jonathon M. Weiner, Teacher Characteristics in Selected Middle and Low Income Area Schools of the Minneapolis Public School System. A Research Report (Minneapolis, Minnesota: Special School District No. 1), March, 1967, p. 12.

[35]Ornstein, p. 85.

[36]Anastasiow, p. 1344.

[37]Goldman, p. 262.

the county where he taught, (2) be Negro, (3) participate in teachers organizations, (4) have attended institutes for the culturally disadvantaged, (5) have requested assignment to their particular school and make a lifelong career of teaching, (6) spend a substantial amount of time in class preparation, and (7) teach large classes.[38]

The teacher of the average Negro student was less likely to: (1) have well-educated parents, (2) be members of academic honorary societies, (3) rate students high on academic motivation and ability, (4) prefer to teach white pupils, and (5) prefer to teach high ability students.[39]

Teachers of the average Negro student scored lower on a test of verbal competence. They had slightly more teaching experience and tenure in their present school than did the teachers of the average white student.[40]

The findings of a study by Bettelheim (1966) disagreed with the Coleman Report. He concluded that white and Negro teachers had similar attitudes toward their pupils. He further concluded that classroom problems were not based on color but grew out of the clash between the teachers' middle-class attitudes and the lower-class

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[38]James S. Coleman, et al., Equality of Educational Opportunity (Washington: U. S. Government Printing Office, 1966), pp. 125-183, passim.

[39]Ibid.

[40]Ibid.

attitudes of their pupils.[41]

Numerous reports have supported the conclusion by Bettleheim that many classroom problems in inner-city schools grew out of the clash between the teachers middle-class attitude and their pupils lower-class attitude. Dobson (1967) concluded that teachers of culturally deprived children must accept children in terms of the social and behavioral standards of their childhood and not attempt to mold children into the teacher's image of proper behavior and deportment.[42]

Dlabal (Chicago, 1966) attempted to determine whether or not teachers who were successful and enjoyed working with culturally deprived children possessed characteristics which distinguished them from teachers who disliked this work and/or those who had always worked in "better" suburban schools.[43] He concluded that teachers who liked working with culturally deprived children were higher than teachers who disliked working with culturally deprived children on the following thirteen variables: Dominance, Capacity for Status, Sociability, Social Presence, Self-Acceptance, Sense of Well-Being, Tolerance,

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[41]Bruno Bettelheim, "Teaching the Disadvantaged," in The Disadvantaged Learner, ed. by Staten W. Webster (San Francisco: Chandler Publishing Company, 1966), p. 423.

[42]Dobson, p. 101.

[43]Dlabal, p. 8.

Good Impressions, Achievement via Conformance, Achievement via Independence, Intellectual Efficiency, Psychological-Mindedness, and Flexibility. The educational level of parents of teachers liking work with culturally deprived children was lower than that of parents of teachers in the other two groups.[44]

Teachers who liked to work with culturally deprived children scored higher on the variable dealing with Good Impression and lower on the variable dealing with Flexibility when compared with teachers in "better" suburban schools. Dlabal stated: "This lower score on the variable dealing with Flexibility surprised the writer because many educators believe teachers who work well with deprived children are rather flexible."[45] There was disagreement with Dlabal's conclusion concerning the Dominance variable. Most of the studies reviewed indicated that Dominance is not a characteristic of an effective teacher of disadvantaged children and youth.

Summary

This chapter presented a review of research and literature related to the study. The first section dealt with effective teachers. The second section reviewed the relationships between personality and effective teachers.

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[44] Ibid., p. 57.

[45] Ibid., p. 61.

The last section examined research and literature related to the unique characteristics associated with effective teachers in the inner-city school.

The review of studies and literature related to effective teachers included writings dating back more than 100 years. Numerous traits considered important for effective teachers were presented. The vagueness and subjectivity of most of these traits make their usefulness questionable. Many would claim that a majority of the traits are important qualities for success in any vocation.

The review of studies and literature related to the relationships between personality and effective teachers included pertinent information dating back to the 1930's when such studies were first undertaken. This review indicated that there was considerable disagreement concerning the personal characteristics important to an effective teacher. There was not complete agreement among the various studies that were reviewed. Most of the studies indicated that the effective teacher was high on the Affiliation and Deference variables. Some indicated that the Order variable was important.

The review of studies and literature related to the unique characteristics associated with effective teachers in the inner-city school revealed that such information dates back only through the last decade. Most of the studies agreed that the Deference, Affiliation, Intraception,

and Nurturance variables were the most important for effective teachers in inner-city schools. The Dominance and Aggression variables were least important. There was some indication that teachers with more teaching experience were needed in inner-city schools. Two studies recommended the male sex in such schools. The difference in the cultural background of teachers and students was revealed as a source of conflict.

The review of research and related literature revealed that little specific attention has been given to a comparison of personal characteristics of effective teachers in inner-city and non-inner-city schools. No studies were found that involved these variables in an investigation of secondary teachers.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to identify the personal characteristics common to effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. The identified personal characteristics of the two groups were then compared. Answers to the following questions were sought:

1. Is there a cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools?
2. Do the personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City differ?

The problem of the study required the testing of three hypotheses. The following null hypotheses were developed:

H_{o1} - There is no cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools.

H_{o2} - There is no cluster of personal characteristics common to effective teachers in Oklahoma City

non-inner-city secondary schools.

H_{o3} - There is no difference in clusters of personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City.

Instrumentation

The design of the study necessitated the use of two instruments. One identified effective teachers and the other identified personal characteristics.

Identification of Effective Teachers

The instrument used to identify effective teachers was The Evaluation of Teaching Effectiveness - Principals Report (AF-4). (See Appendix B.) This instrument was used in the Oklahoma City public school system for determining teacher effectiveness on the basis of their total performance as teachers.[1]

The building principal was directly responsible for the final evaluation of all teachers. He completed the AF-4 Form from the information contained in the cumulative folder for each teacher. This information consisted of an up-to-date transcript; records of classroom observations made by the principal, assistant principal, and a consultant

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[1]Jesse B. Lindley, "The Development of a Teacher Evaluation Program" (unpublished Ed.D. dissertation, Graduate College, The University of Oklahoma, 1962), p. 198.

(six observations were made on each probationary teacher to be evaluated and four observations were made on each nonprobationary teacher to be evaluated); professional growth and activity records completed by the teacher; self-evaluation by the teacher; suggestions offered for improvement; records of teacher-principal conferences; and anecdotal records.[2]

The probationary period for teachers in the Oklahoma City school system was three years. Those teachers in the first and second years of probationary status were formally evaluated each year. The nonprobationary teachers were formally evaluated every fourth year of their tenure.[3]

Teachers received points ranging from zero to five in 11 major areas on the AF-4 Form. The major areas consisted of the following:

1. Teaching techniques
2. Classroom environment
3. Pupil growth
4. Professional practices
5. Staff relationship
6. Professional growth
7. Personal factors
8. Participation in the pupil activity program
9. Community relationships

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[2] Teacher Evaluation Program, p. 12.

[3] Ibid., pp. 12-13.

10. Curriculum work

11. School committee and supervisory assignments.[4]

Identification of Personal Characteristics of Teachers

The instrument used to identify personal characteristics of teachers was The Edwards Personal Preference Schedule (EPPS). It was a non-projective instrument revised and updated in 1959. The EPPS consisted of 225 forced choice items and requires forty to fifty-five minutes to administer.[5]

The EPPS was selected for this study rather than similar instruments because the 15 needs measured by this instrument were more fitting to personal characteristics which are important in effective teaching. Also, in considering a personality inventory to be used in this study, a major problem was how to get reliable responses to the items on the instrument. In instruments designed to identify personal characteristics, it has been found that the subject is likely to select responses that are socially acceptable rather than truthful. This would affect the validity of the instrument. The EPPS was designed to circumvent this problem by effectively minimizing the social

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[4] Ibid., p. 40.

[5] Oscar Krisen Buros, ed., The Sixth Mental Measurement Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), p. 190.

desirability factor.[6]

Getzels and Jackson referred to the EPPS as a frequently used personality inventory for studying teacher personalities. They stated:

> One obvious advantage of the instrument is that it was derived from a well-known conceptual formulation (Murray's need system) to which the empirical findings may readily be related.[7]

The EPPS was designed to assess the relative strengths of 15 manifest needs selected from Murray's need system.[8] (See Appendix B.) The average profile stability coefficient reported in the manual was .74. The split-half reliabilities ranged from .60 to .84.[9]

The 15 manifest needs identified through the EPPS were described as follows:

Achievement	(Ach):	to accomplish something difficult or significant
Deference	(Def):	to let others make decisions

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[6]Williamson, p. 38.

[7]J. W. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Company, 1963), p. 547.

[8]John A. Radcliffe, "Tests and Reviews: Character-Nonprojective," The Sixth Mental Measurement Yearbook, ed. by Oscar Krisen Buros (Highland Park, New Jersey: The Gryphon Press, 1965), p. 195.

[9]Allen E. Edwards, Edwards Personal Preference Schedule (New York: The Psychological Corporation, 1959), p. 19.

Order	(Ord):	to keep things neat and well-organized
Exhibition	(Exh):	to be the center of attention
Autonomy	(Aut):	to be independent of others in making decisions
Affiliation	(Aff):	to be loyal
Intraception	(Int):	to analyze one's motives and feelings
Succorance	(Suc):	to receive help or affection from others
Dominance	(Dom):	to persuade and influence others
Abasement	(Aba):	to accept blame, to feel timid or inferior
Nurturance	(Nur):	to be generous with others
Change	(Chg):	to do new and different things
Endurance	(End):	to keep at a job until it is finished
Heterosexuality	(Het):	to go out with one of the opposite sex
Aggression	(Agg):	to attack contrary points of view[10]

Each of the above needs were represented by nine statements. A statement from each need was paired twice with one from every other need. This made a total of 210 items. In addition, as an attempt to control internal consistency, one of the pairs was repeated. This made an

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[10]Bertram B. Masia, "Evaluating Educational Outcomes by Means of Formal Behavior Science Instruments," Teachers for the Disadvantaged, ed. by Michael Usdan and Fredrick Bertolaet (Chicago: Follett Publishing Company, 1966), p. 195.

additional 15 items.[11]

The EPPS was designed so that any subject will score a total of 210 points. The need variables on which the scores fell indicated the personal characteristics of the subject. Each variable could score 0 to 28 points. The higher the score on a particular variable, the more often the subject had chosen the statements of this variable as being descriptive of himself in preference to the statements of other variables. The lower the score on a particular variable, the less often the subject had chosen the statement for this variable as being descriptive of himself in preference to the statements for the other variables.[12]

Treatment of Data

The analysis of data secured from the EPPS was accomplished through the use of two factor analyses. The specific method of factor analysis used was the cluster method, because it locates the most highly related and closely clustered variables.[13] This method was performed on both the Target and Comparison Groups separately. It consisted of the following steps:

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[11]Radcliffe, p. 195.

[12]Williamson, p. 38.

[13]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 659-661.

1. The mean scores on each of the 15 EPPS variables were computed.
2. Coefficients of correlation were computed between each mean score and every other mean score of the 15 EPPS variables.
3. The coefficients of correlation were laid out in a correlation matrix.[14]
4. The correlation matrix was analyzed to reveal clusters. For significance at the .05 level of confidence with 70 degrees of freedom, a coefficient of correlation greater than .232 was necessary. If two or more mean scores were positively correlated greater than .232, they were measuring significantly common personal characteristics. If two or more mean scores were negatively correlated greater than -.232, they were measuring significantly opposite personal characteristics.[15]

The correlation matrix of the Target Group was analyzed to test Null Hypothesis One. The correlation matrix of the Comparison Group was analyzed to test Null Hypothesis Two. The two correlation matrices were compared to test Null Hypothesis Three.

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[14] Ibid., pp. 650-651.

[15] George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1966), p. 413.

Sampling Procedures

Proportional stratified samples selected for the study were:

Target Group. 85 inner-city secondary teachers.

Comparison Group. 85 non-inner-city secondary teachers.

The population consisted of all teachers, except teachers of special education, in the Oklahoma City secondary schools designated for this study. Special education teachers were eliminated because this study concerned teachers of regular students. If special education teachers had been used as subjects, a confounding variable would have been injected into the study. The total population was 967 teachers.

The population was limited to those teachers who had been evaluated on the AF-4 for school years 1966-67, 1967-68, or 1968-69.[16] This limited population was then divided into those teachers employed in inner-city schools and those employed in non-inner-city schools.

The AF-4 Form yielded a maximum cumulative score of 55. Teachers with the highest cumulative scores were selected, but within the limits imposed by remaining consistent with the following factors:

1. Inner-city and non-inner-city schools were proportionally represented in the samples

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[16] Ibid., p. 134.

in all cases where the number of teacher evaluations available made it possible.

2. The number of inner-city teachers (315) was less than the number of non-inner-city teachers (652) in the population. This formed a 1:2 ratio; i.e., twice the number of teachers needed in each non-inner-city school was listed and assigned a number. A table of random numbers was used to make up the non-inner-city group.[17]

3. Some teachers had cumulative scores high enough to be selected in the inner-city group but had since transferred to a non-inner-city school. Those teachers were eliminated from the study because the transfer may have indicated a desire on the part of that teacher not to teach disadvantaged children. If this had been the case, a confounding variable would have been injected into the study.

The sampling procedures resulted in the selection of a Target Group which had these features: The range of cumulative AF-4 scores was 31-55; females (45) outnumbered males (40); junior high teachers (49) outnumbered senior high teachers (36). The teaching fields were Social Studies

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[17]Kerlinger, p. 55.

(18), English (17), Vocational Subjects (16), Mathematics (14), Physical Education (4), Foreign Languages (4), Commerce (3), Science (3), Music (2), Speech (2), Art (1), and Journalism (1).

The sampling procedures resulted in the selection of a Comparison Group which had these features: The range of cumulative AF-4 scores was 37 to 55; females (50) outnumbered males (35); senior high teachers (46) outnumbered junior high teachers (39). The teaching fields were English (14), Social Studies (12), Vocational Subjects (12), Mathematics (9), Music (8), Physical Education (8), Foreign Languages (6), Commerce (5), Art (3), Science (3), Speech (3), Driver Education (1), and Physics (1).

Seventy-five completed instruments returned from each of the two groups was established as a minimum. Provision was made to select additional teachers if the minimum could not be obtained in the original samples of 85.

Data Collecting Procedures

A study proposal was prepared and submitted to the Research Committee of the Oklahoma City Public Schools. (See Appendix C.) Permission to conduct the study was received from this committee. (See Appendix C.) The research committee provided the AF-4 cumulative scores of all the teachers who had been evaluated during school years 1966-67, 1967-68, and 1968-69 in the schools designated for this study.

A meeting was held with all of the principals of the schools designated for this study. The study was explained (see Appendix D) and the cooperation of the principals was solicited. The principals were asked to complete Survey Form One. (See Appendix D.) This form was used to allow the principals to inform the researcher whether or not they wanted the instruments mailed or delivered by the researcher to their school, if they preferred that the researcher talk with the subjects in their school, and any comments the principals might have.

Packets were then mailed or delivered to each principal. Each packet contained the following materials:

1. The names of teachers selected for this study.
2. Procedures for principals. (See Appendix D.)
3. EPPS booklets.
4. EPPS answer sheets coded I (inner-city) or N (non-inner-city).
5. Letters to the teachers. (See Appendix D.)
6. A stamped, self-addressed envelope.

Principals were asked to distribute the EPPS booklets and answer sheets to the teachers listed. When principals suggested it, the researcher visited the teachers to explain the study and solicit their cooperation.

The teachers were asked not to put their names on the answer sheet. They did report the number of years of teaching experience and their sex. They were asked to

complete the instrument during one sitting, and then to return it to their principal.[18]

A second meeting was held with all the principals, approximately two weeks after the study was initiated. At this meeting, the principals were asked to complete Survey Form Two. (See Appendix D.) This form was used to allow the principals to inform the researcher as to how many subjects had completed the instrument and returned it to him, how many subjects had not yet completed the instrument, how many subjects dod not plan to complete the instrument, and any comments the principals might have.

Each principal was asked to destroy the list of teachers names after all had returned the instrument and answer sheets. He was then asked to mail the instruments and answer sheets in the self-addressed envelope.

After the study was completed, a follow-up letter was mailed to the research committee (see Appendix D) and the principal of each school designated for this study. (See Appendix D.) The purpose of this letter was to express gratitude to them for their cooperation. A copy of the study was provided for the research committee and each principal who wanted one.

Summary

Three null hypotheses were developed from the problem of the study. Null Hypothesis One dealt with

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[18]Edwards, p. 6.

clusters of personal characteristics of the Target Group. Null Hypothesis Two dealt with clusters of personal characteristics of the Comparison Group. Null Hypothesis Three dealt with differences between the Target Group and Comparison Group.

Two instruments were used in the study. One instrument (The Evaluation of Teaching Effectiveness - Principals Report) focused on evaluation and the second instrument (The Edwards Personal Preference Schedule) measured personal characteristics. Factor analysis was identified as the appropriate statistical procedure according to the hypotheses and the data.

Two samples were selected for the study. One consisted of 85 inner-city secondary teachers (Target Group) and the other consisted of 85 non-inner-city secondary teachers (Comparison Group).

The instruments were mailed or delivered to the principals who distributed them to the selected teachers. The teachers completed the instruments and returned them to the principal. The principal then returned them to the researcher.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to identify the personal characteristics common to effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. The identified characteristics of the two groups were then compared.

This chapter presents tabulated results of data obtained from investigational procedures described in Chapter III. Further analysis of the data is also presented.

Information for sample selection was obtained from records of cumulative scores on The Evaluation of Teaching Effectiveness - Principals Report (AF-4). Data were collected through the use of The Edwards Personal Preference Schedule.

The two samples used in this study were 77 inner-city secondary teachers (Target Group) and 75 non-inner-city teachers (Comparison Group). Teachers with the highest cumulative scores on the AF-4 for 1966-67, 1967-68, or 1968-69 were selected.

Participating teachers were asked not to put their names on the EPPS answer sheet. They were asked to indicate

their sex and years teaching experience.

Of the 85 inner-city teachers selected for the Target Group, 66 completed the EPPS. Eleven more inner-city teachers were selected and asked to complete the EPPS to bring the usable number in this group to the minimum of 75. All 11 completed the instrument.

Of the 85 non-inner-city teachers selected for the Comparison Group, 75 completed the EPPS. Since this satisfied the minimum requirement, no additional teachers were selected.

Features of the Two Groups

The EPPS answer sheet was returned by 77 teachers in the Target Group. Females (41) outnumbered males (36). Teaching experience ranged from 2 to 41 years (12.99 mean years). More taught in junior high schools (52) than in high schools (25).

The EPPS answer sheet was returned by 75 teachers in the Comparison Group. Females (44) outnumbered males (31). Teaching experience ranged from 2 to 40 years (12.24 mean years). More taught in high schools (38) than in junior high schools (37). Tables 1 and 2 contain schools, sex, and years teaching experience of the teachers who completed the EPPS.

Mean scores and standard deviations of the 15 EPPS subscales were computed by group and sex. These are presented in Table 3.

TABLE 1

SCHOOL, SEX, AND YEARS TEACHING EXPERIENCE OF THE TARGET GROUP

School	Teachers Completing the EPPS					
				Years Teaching Experience		
	All	Female	Male	Least	Most	Mean Years
Capitol Hill Jr.	12	4	8	2	41	20.25
Central Jr.	16	10	6	2	36	10.56
Harding Jr.	6	3	3	2	25	10.17
Kennedy Jr.	8	3	5	2	20	7.38
Moon Jr.	10	6	4	5	36	23.60
Classen Sr.	7	2	5	4	16	9.14
Douglass Sr.	9	6	3	2	31	11.09
Northeast Sr.	9	7	2	2	11	5.33
Total	77	41	36	$\bar{X}$=2.63	$\bar{X}$=27.00	$\bar{X}_G$=12.99

TABLE 2

SCHOOL, SEX, AND YEARS TEACHING EXPERIENCE OF THE COMPARISON GROUP

School	Teachers Completing the EPPS					
				Years Teaching Experience		
	All	Females	Males	Least	Most	Mean Years
Eisenhower Jr.	5	3	2	2	5	3.80
Hoover Jr.	7	6	1	3	15	6.00
Jackson Jr.	4	2	2	3	30	16.25
Jefferson Jr.	7	2	5	3	11	5.56
Roosevelt Jr.	6	2	4	3	19	9.00
Taft Jr.	4	3	1	8	22	13.00
Webster Jr.	4	1	3	2	20	9.25
Capitol Hill Sr.	7	4	3	5	40	18.86
Grant Sr.	4	2	2	15	36	22.25
Marshall Sr.	10	7	3	5	40	19.40
Northwest Sr.	10	8	2	3	34	13.20
Southeast Sr.	7	4	3	2	16	9.71
Total	75	44	31	$\overline{X}$=4.67	$\overline{X}$=23.67	$\overline{X}_G$=12.24

TABLE 3

MEAN SCORES AND STANDARD DEVIATIONS FROM THE EPPS SCORES BY GROUP AND SEX

Need	Target Group						Comparison Group					
	All Teachers		Male Teachers		Female Teachers		All Teachers		Male Teachers		Female Teachers	
	Mean	s.d.	Mean	s.d.	Mean	s.d.	Mean	s.d.	Mean	s.d.	Mean	s.d.
Ach	15.73	4.78	15.60	3.46	15.86	1.58	14.50	3.92	14.60	3.79	14.50	2.23
Def	14.50	4.53	14.97	3.00	14.03	2.54	13.67	4.36	13.74	4.63	13.60	4.78
Ord	12.46	4.41	12.34	3.02	12.57	1.03	12.49	4.50	12.06	4.31	12.91	1.69
Exh	13.57	3.81	14.26	1.18	12.89	2.90	13.39	3.60	13.57	3.85	13.20	3.84
Aut	12.14	4.12	12.11	3.93	12.17	1.68	12.91	4.09	12.57	1.48	13.26	3.53
Aff	15.39	4.16	15.37	1.49	15.40	1.51	14.80	4.25	14.51	4.43	15.09	2.54
Int	16.97	4.23	16.83	2.23	17.11	2.55	16.67	5.29	17.54	2.07	15.80	2.14
Suc	11.30	4.38	11.63	2.93	10.97	1.32	10.53	4.20	10.09	3.15	10.97	4.25
Dom	13.77	5.13	13.91	1.05	13.63	2.31	15.51	5.27	15.29	3.44	15.74	1.63
Aba	12.63	4.71	12.86	3.67	12.40	3.16	12.76	4.78	13.00	2.68	12.51	3.56
Nur	14.26	4.39	13.94	2.78	14.57	1.91	14.80	5.26	14.51	1.31	15.09	3.73
Chg	15.39	4.84	15.23	3.55	15.54	4.01	15.73	4.96	15.49	2.31	15.97	2.91
End	15.80	5.41	15.37	1.89	16.23	1.60	14.76	5.03	13.89	2.01	15.63	2.04
Het	13.07	6.07	13.34	1.15	12.80	3.89	13.24	6.49	13.54	4.61	12.94	1.43
Agg	11.46	4.17	11.09	2.54	11.83	3.02	12.74	4.69	13.54	1.72	11.94	2.18

Personal Characteristics of the Target Group

The first null hypothesis was: H_{o1} -- There is no cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools. To test this hypothesis, the correlation matrix of the Target Group was analyzed for clusters of significant coefficients of correlation.

There were two clusters within the matrix of the Target Group. Table 4 presents this matrix.

Within Cluster I were seven significant coefficients of correlation. Positive correlations were:

1. Deference - Order (r = .470)
2. Exhibition - Autonomy (r = .280)

Negative correlations were:

1. Deference - Autonomy (r = -.396)
2. Order - Exhibition (r = -.373)
3. Order - Autonomy (r = -.364)
4. Exhibition - Affiliation (r = -.340)
5. Deference - Exhibition (r = -.305)

Within Cluster II were eight significant coefficients of correlation. Positive correlations were:

1. Exhibition - Heterosexuality (r = .375)
2. Autonomy - Heterosexuality (r = .338)
3. Order - Endurance (r = .336)

TABLE 4

CORRELATION MATRIX OF THE TARGET GROUP

	Ach	Def	Ord	Exh	Aut	Aff	Int	Suc	Dom	Aba	Nur	Chg	End	Het	Agg
Ach	.033	.138	-.152	.037	-.227	.105	-.033	.023	-.104	-.410	-.187	.031	-.243	-.036	
Def		.470	-.305	-.396	.074	.066	-.171	-.310	.390	.124	-.274	.184	-.503	-.313	
Ord			-.373	-.364	-.110	-.200	-.113	-.218	.224	-.061	-.120	.336	-.586	-.155	
Exh				.280	-.340	-.129	.002	.314	-.241	-.308	.045	-.262	.375	.108	
Aut					-.137	-.139	-.056	.097	-.298	-.160	-.037	-.368	.338	.250	
Aff						-.114	.021	-.235	.013	.509	.009	-.141	-.109	-.227	
Int							-.309	-.050	-.189	-.080	.090	.177	-.025	-.018	
Suc								-.203	.236	.250	-.179	-.066	-.070	-.138	
Dom									-.270	-.247	-.162	-.261	.237	.377	
Aba										.066	-.224	.059	-.350	-.250	
Nur											-.153	-.122	-.208	-.055	
Chg												.069	.243	-.268	
End													-.281	-.184	
Het														.161	
Agg															

Cluster I

Cluster II

Negative correlations were:

1. Order - Heterosexuality (r = -.586)
2. Deference - Heterosexuality (r = -.503)
3. Autonomy - Endurance (r = -.368)
4. Deference - Aggression (r = -.313)
5. Exhibition - Endurance (r = -.262)

The correlation matrix of the Target Group revealed two clusters of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools. This indicated rejection of H_{o1}.

The analysis of the correlation matrix of the Target Group indicated that this group felt a need to follow instructions and do what was expected of them (Deference); to have things arranged so that they run smoothly without change (Order); to keep at a job until it is finished (Endurance); and to share things with other people (Affiliation). They preferred not to talk about personal achievements (Exhibition); to be independent of others in making decisions (Autonomy); to attack contrary points of view (Aggression); or to participate in discussions involving sex (Heterosexuality).

Personal Characteristics of the Comparison Group

The second null hypothesis was: H_{o2} -- There is no cluster of personal characteristics common to effective teachers in Oklahoma City non-inner-city secondary schools.

To test this hypothesis, the correlation matrix of the Comparison Group was analyzed for clusters of significant coefficients of correlation.

There were two clusters within the matrix of the Comparison Group. Table 5 presents this matrix.

Within Cluster I were five significant coefficients of correlation. Positive correlations were:

1. Deference - Order (r = .326)
2. Exhibition - Autonomy (r = .314)

Negative correlations were:

1. Deference - Exhibition (r = -.375)
2. Order - Exhibition (r = -.349)
3. Order - Autonomy (r = -.263)

Within Cluster II were eight significant coefficients of correlation. Positive correlations were:

1. Order - Endurance (r = .475)
2. Exhibition - Heterosexuality (r = .407)
3. Deference - Endurance (r = .287)
4. Autonomy - Heterosexuality (r = .249)

Negative correlations were:

1. Deference - Heterosexuality (r = -.431)
2. Autonomy - Endurance (r = -.320)
3. Exhibition - Endurance (r = -.317)
4. Order - Heterosexuality (r = -.289)

The correlation matrix of the Comparison Group revealed two clusters of personal characteristics common

TABLE 5

CORRELATION MATRIX OF THE COMPARISON GROUP

	Ach	Def	Ord	Exh	Aut	Aff	Int	Suc	Dom	Aba	Nur	Chg	End	Het	Agg
Ach		-.073	-.039	.259	-.047	-.077	-.171	-.146	-.128	-.077	-.155	-.148	.263	.116	-.145
Def			.326	-.375	-.187	-.001	.122	.029	-.241	.084	.055	-.145	.287	-.431	-.078
Ord				-.349	-.263	-.134	.037	.004	-.019	-.077	-.266	-.252	.475	-.289	-.070
Exh					.314	-.084	-.388	-.216	.192	-.084	-.279	.010	-.317	.407	.094
Aut						-.296	-.139	-.165	-.045	-.134	-.268	.050	-.320	.249	.120
Aff							-.003	.155	-.156	-.106	.497	.356	-.084	-.262	-.504
Int								-.194	-.094	.045	-.019	.148	.035	-.349	-.282
Suc									-.271	-.019	.316	-.104	-.117	-.126	.110
Dom										.016	-.253	-.240	-.144	.039	.169
Aba											.066	-.265	-.090	-.324	.050
Nur												.132	-.181	-.250	-.279
Chg													-.046	.040	-.325
End														-.313	-.150
Het															.230
Agg															

Cluster I

Cluster II

to effective teachers in Oklahoma City non-inner-city secondary schools. This indicated rejection of H_{o2}.

The analysis of the correlation matrix of the Comparison Group indicated that this group felt a need to conform to custom and avoid the unconventional (Deference); keep things neat and orderly (Order); and work hard at a task (Endurance). They preferred not to be the center of attention(Exhibition); avoid responsibilities and obligations (Autonomy); and listen to or tell jokes involving sex (Heterosexuality).

Comparison of the Two Groups

The third null hypothesis was: H_{o3} -- There is no difference in clusters of personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. To test this hypothesis, Clusters I within the two correlation matrices were compared and Clusters II within the two correlation matrices were compared.

A comparison of Clusters I revealed the following differences:

1. The Target Group showed a significant negative correlation of Deference-Autonomy (r=-.396), while the Comparison Group did not.
2. The Target Group showed a significant negative correlation of Exhibition-Affiliation (r=-.340), while the Comparison Group did not.

A comparison of Clusters II revealed the following differences:

1. The Comparison Group showed a significant positive correlation of Deference-Endurance (r=.287), while the Target Group did not.
2. The Target Group showed a significant negative correlation of Deference-Aggression (r=-.313), while the Comparison Group did not.

Comparison of Clusters I within the two correlation matrices revealed two differences. Comparison of Clusters II within the two correlation matrices revealed two differences. These differences indicated rejection of H_{o3}.

The two correlation matrices indicated that the Target Group had greater need than the Comparison Group for sharing things with other people (Affiliation). The Comparison Group had greater need to attack contrary points of view (Aggression); avoid situations where one is expected to conform (Autonomy); and to stick at a problem even though it may seem as if no progress was being made (Endurance).

Further Analysis of the Data

With consideration to statistically significant differences and interaction between inner-city or non-inner-city location and sex, a two-way analysis of variance was performed on each of the subscale scores of the EPPS.[1] This

[1]B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Company, 1962), pp. 146-149, passim.

made a total of 15 ANOVAs performed on the data. The level of significance was established as .05.

Only on the Dominance variable was there a statistically significant difference. The Comparison Group indicated a significantly higher need for Dominance.

Summary

This chapter presented tabulated results of data obtained from investigational procedures described in Chapter III. Further analysis of the data was also presented.

The samples consisted of 77 inner-city teachers (Target Group) and 75 non-inner-city teachers (Comparison Group). The Target Group was made up of 41 females and 36 males. Teaching experience ranged from 2 to 41 years (12.99 mean years). More taught in junior high schools (52) than in high schools (25).

The Comparison Group was made up of 44 females and 31 males. Teaching experience ranged from 2 to 40 years (12.24 mean years). More taught in high schools (38) than in junior high schools (37).

Factor analyses were used to test Hypotheses One and Two. The correlation matrix of the Target Group revealed two clusters of personal characteristics. This indicated rejection of H_{o1}. The correlation matrix of the Comparison Group revealed two clusters of personal characteristics. This indicated rejection of H_{o2}.

Comparison of Clusters I within the two correlation matrices revealed two differences. Comparison of Clusters II within the two correlation matrices revealed two differences. This indicated rejection of H_{o3}.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the personal characteristics common to effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. The identified personal characteristics of the two groups were then compared. Answers to the following questions were sought:

1. Is there a cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools?
2. Do the personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City differ?

The need for such a study was established by pointing out the need for more effective teaching in the inner-city secondary schools than is generally conceded to be available at present. It was also pointed out that the personal characteristics of effective teachers in inner-city secondary schools may differ from those in non-inner-city secondary schools.

The review of research and related literature revealed that numerous studies had been made relating to effective teachers, the relationships between personality and effective teachers, and the unique characteristics associated with effective teachers in the inner-city school. The review revealed that little specific attention had been given to a comparison of personal characteristics of effective teachers in inner-city and non-inner-city schools. No studies were found that involved these variables in an investigation of secondary teachers.

The following null hypotheses were derived from the problem of the study:

H_{o1} -- There is no cluster of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools.

H_{o2} -- There is no cluster of personal characteristics common to effective teachers in Oklahoma City non-inner-city secondary schools.

H_{o3} -- There is no difference in clusters of personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City.

The analysis of data was accomplished through the use of two factor analyses. A factor analysis was performed on each group separately to test Null Hypotheses One and Two.

Differences between Clusters I and differences between Clusters II within the two correlation matrices were analyzed to test Null Hypothesis Three.

Two instruments were used in this study. One focused on evaluation (AF-4) and the second measured personal characteristics (EPPS).

The two samples consisted of 77 inner-city secondary teachers (Target Group) and 75 non-inner-city secondary teachers (Comparison Group). Teachers in the Target Group were employed in eight different Oklahoma City secondary schools that received federal aid through ESEA (Title I) used for programs for disadvantaged youth. Teachers in the Comparison Group were employed in 12 different Oklahoma City secondary schools that received no federal aid through ESEA (Title I).

Findings

The analysis of data collected resulted in the following findings:

1. There were two clusters of personal characteristics common to effective teachers in Oklahoma City inner-city secondary schools. Within Cluster I were significant positive correlations of Deference-Order and Exhibition-Autonomy. Significant negative correlations were: Deference-Autonomy; Order-Exhibition; Order-Autonomy; Exhibition-Affiliation; and

Deference-Exhibition. Within Cluster II were significant positive correlations of: Exhibition-Heterosexuality; Autonomy-Heterosexuality; and Order-Endurance. Significant negative correlations were: Order-Heterosexuality; Deference-Heterosexuality; Autonomy-Endurance; Deference-Aggression; and Exhibition-Endurance.

2. There were two clusters of personal characteristics common to effective teachers in Oklahoma City non-inner-city secondary schools. Within Cluster I were significant positive correlations of Deference-Order and Exhibition-Autonomy. Significant negative correlations were: Deference-Exhibition; Order-Exhibition; and Order-Autonomy. Within Cluster II were significant positive correlations of Order-Endurance; Exhibition-Heterosexuality; Deference-Endurance; and Autonomy-Heterosexuality. Significant negative correlations were: Deference-Heterosexuality; Autonomy-Endurance; Exhibition-Endurance; and Order-Heterosexuality.
3. There were differences in clusters of personal characteristics of effective teachers in inner-city and non-inner-city secondary schools in Oklahoma City. Clusters I revealed that the

inner-city group showed significant negative correlations of Deference-Autonomy and Exhibition-Affiliation, while the non-inner-city teachers did not. Clusters II revealed that the non-inner-city group showed a significant positive correlation of Deference-Endurance, while the inner-city group did not. The inner-city group showed a significant negative correlation of Deference-Aggression, while the non-inner-city group did not.

4. The Comparison Group was significantly higher on Dominance than the Target Group.

Conclusions

The following conclusions were drawn from the findings of this study:

1. There were certain personal characteristics that were common to both groups of teachers. They felt a need to get suggestions from others, to conform to custom, and avoid the unconventional (Deference). They preferred to be well organized and have things arranged so that they run smoothly without change (Order). They wanted to work hard at a task and complete any job undertaken (Endurance). Both groups felt little need to talk about personal achievements and be the center of

attention (Exhibition). They preferred not to do things without regard to what others may think or to criticize those in positions of authority (Autonomy). They did not want to participate in discussions or tell jokes involving sex (Heterosexuality).

2. Effective teachers of disadvantaged youth were different from effective teachers of middle-class youth in some respects. Effective teachers of disadvantaged youth felt a greater need to be loyal to friends and form strong attachments (Affiliation). They felt less need to attack contrary points of view and to criticize others publicly (Aggression). If we assume that Aggression and Dominance have a high degree of synonymity, this conclusion was further supported by the significantly higher need for Dominance by the Comparison Group. If we assume that Affiliation and Dominance have a high degree of antonymy, the conclusion is still further supported.

Recommendations

Findings and conclusions of this study support the following recommendations:

1. Since this study was limited to one selected instrument to assess personal characteristics,

it is recommended future investigations of this nature employ multiple instruments.

2. In further analysis of the data, this study indicated that there was a statistically significant difference between inner-city and non-inner-city secondary teachers on the Dominance variable. The non-inner-city teachers were significantly higher on this variable. Future research should investigate the relationship of Dominance to effective teachers of middle-class youth, or to ineffective teachers of lower-class youth.
3. The mean years teaching experience of the Target and Comparison Groups indicated that years teaching experience may be related to teaching effectiveness. Future studies should investigate the relationship of this variable to effective teaching.
4. Information in this study was not used to compare the groups with any national norms. Similar studies should be made which compare the personal characteristics of effective teachers of disadvantaged youth with norms of the general adult population.
5. The sex and cultural background of the teacher were frequently mentioned in the review of

related literature as variables which relate to effective teaching in inner-city schools. Similar studies should investigate the relationship of these variables to effective teachers of disadvantaged youth.

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APPENDIX A

CRITERIA FOR ESEA TITLE I GRANT

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

Purpose

To provide financial assistance to local educational agencies for special educational programs in areas having high concentrations of children of low-income families.

Criteria for Determining Eligible School Districts

A. All school districts in which the total number of children aged 5 through 17 from families with an annual income of less than the low-income factor represents at least 3 percent of all children aged 5 through 17 in the district and totals not less than 10 are eligible to receive grants under Title I.

B. All districts containing 100 or more children aged 5 through 17 from families with an annual income of less than the low-income factor are automatically eligible, regardless of the percentage of such children.

Formula for Computing the Maximum Basic Grant

A. The number of children aged 5 through 17 from families with an annual income of less than the low-income factor.

B. The number of children aged 5 through 17 from families with incomes exceeding the low-income factor in the form of aid to families with dependent children under Title IV of the Social Security Act.

C. One-half the average per pupil expenditure in the State for the second preceding year.

Substituting the symbols used above for the factors themselves, the formula applied was:

$$(A + B) \times C = \text{the number of dollars of the maximum basic grant.}$$

Federal Register: Part II, XXXII (Washington, D. C.: U. S. Government Printing Office, February 9, 1967), pp. 2743-2744.

APPENDIX B

INFORMATION CONCERNING THE INSTRUMENTS

AF-4
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Teacher_____School_____

Grade_____Subject_____School Year 19__19___

THE EVALUATION OF TEACHING EFFECTIVENESS
PRINCIPAL'S REPORT

MAJOR AREAS OF TEACHING EFFECTIVENESS	Unsatisfactory	Needs Improvement	Satisfactory	Excellent	Outstanding
1. Teaching techniques (This includes knowledge of subject matter, the motivation of pupils, and the organization of work as exemplified by planning, methods and materials used, and the structure of the class period.)	1	2	3	4	5
2. Pupil growth (This includes attention to individual needs and abilities, pupil evaluation, and guidance and counseling.)	1	2	3	4	5
3. Classroom environment (This includes control of the pupils, the physical conditions of the room, and the teacher-pupil relationships.)	1	2	3	4	5
4. Professional practices (This includes the development of lesson plans, completion of required reports on time, the practicing of standards of professional conduct, the support of school policies or the making of suggestions for their improvement through appropriate channels.)	1	2	3	4	5
5. Staff relationships	1	2	3	4	5

6.	Professional growth (This includes participation in professional organizations; attendance at workshops, summer school, reading, and travel; participation in the cultural and recreational activities of the community.)	1	2	3	4	5
7.	Personal factors (This includes speech, personal appearance, physical stamina, emotional stability, adaptability, interest, and enthusiasm.)	1	2	3	4	5
8.	Participation in pupil activity program (This includes the assumption of responsibility for activities in this part of the total.)	1	2	3	4	5
9.	Community relationships (This includes parent contacts and relationships; understanding and acceptance of community expectations for teachers; interpretation of school policies to public, etc.)	1	2	3	4	5
10.	Curriculum work (This includes work on system-wide or state-wide study groups, departmental committees, etc.)	1	2	3	4	5
11.	School committee and supervisory assignments (This includes membership on faculty and system-wide committees, supervisions of hall, cafeteria, playground, etc.)	1	2	3	4	5
	Only unsatisfactory performance must be noted in the additional comments by principal.	1	2	3	4	5

Additional Comments:

Teacher's Signature

Principal's Signature

Date

THE MANIFEST NEEDS ASSOCIATED WITH EACH
OF THE 15 EPPS VARIABLES ARE:

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one things about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX C

ITEMS RELATED TO APPROVING THIS STUDY

RESEARCH APPLICATION TO OKLAHOMA CITY PUBLIC SCHOOLS

Applicant's Name: Charles Vernon Robertson University: University of Oklahoma Address: 517 Claremont Drive, Norman

Telephone Number 329-2189 Degree Program Ed.D.

Department: Education

Personal Characteristics of Effective Teachers in Inner-City Secondary Schools.

Objectives

Several recent studies support the phenomenon that teachers with different personal characteristics are required to be effective in inner-city schools. This study will be an attempt to isolate the personal characteristics of inner-city and non-inner-city secondary teachers who have been classified as highly satisfactory by the Oklahoma City Public Schools. These characteristics will be compared to identify differences between the two groups.

Definitions of Terms

Personal Characteristics - Those dimensions measured by The Edwards Personal Preference Schedule.

Effective Teachers - Those teachers who were identified as highly satisfactory by The Evaluation of Teaching Effectiveness - Principals Report (AF-4) used by the Oklahoma City Public Schools.

Oklahoma City Inner-City Secondary Schools - Those secondary schools that receive financial assistance through ESEA Title I. (Classen, Douglas, Northeast, Capitol Hill Junior, Central, Harding, Moon and Kennedy).

Oklahoma City Urban Secondary Schools - Those secondary schools not classed as inner-city. (Capitol Hill Senior, Grant, Marshall, Northwest Classen, Southeast, Eisenhower, Hoover, Jackson, Jefferson, Roosevelt, Taft and Webster). Arcadia, Dunjee and Star-Spencer will not be included because sufficient data for this study can be collected from the above listed schools.

Sampling Procedures

The population will be all teachers in the Oklahoma City secondary schools designated for this study. The population will be limited to those who had been evaluated on the AF-4 for school years 1966-67, 1967-68, or 1968-69. This limited population will be divided into those teachers employed in inner-city schools and those employed in non-inner-city schools. Teachers with the highest cumulative scores on the AF-4 will be selected to make up an inner-city sample and a non-inner-city sample consisting of 85 teachers in each sample.

Instrumentation

The Edwards Personal Preference Schedule will be administered to the two samples. This instrument is designed to locate specific needs of the individual. It has been used often in studies of this type to identify effective teachers before hiring.

Treatment of the Data

Factor analyses of scores from the EPPS will be performed to identify: (1) Clusters of personal characteristics common to highly satisfactory teachers in inner-city schools. (2) Clusters of personal characteristics common to highly satisfactory teachers in non-inner-city schools. The identified personal characteristics of the two groups will be compared for differences.

Time Schedule

April 1-10, 1970 -- select samples and administer EPPS to the subjects.

Involvement of Oklahoma City Schools

Mr. Jim Johnson, Director of Secondary Education, would be asked to identify those secondary teachers who have been classified as highly satisfactory by using the evaluation system developed by Dr. Jesse B. Lindley, 1962. These teachers would be separated into two groups: Inner-city and non-inner-city. From these two groups the researcher will draw samples of 85 each.

The maximum time for administering the EPPS is one hour. It is anticipated that the instrument can be administered with no loss of school time to the teachers. When the samples are established, the researcher will deliver

the booklets and score sheets to the building principals where the subjects are located. The principal will be asked to distribute and collect these and return them to the researcher. The subjects can complete the instrument during a planning period or take them home over night.

The researcher realizes the extreme sensitivity of releasing this kind of information for study. However, it is not necessary that the researcher ever know the names of the individuals involved. Numbers, rather than names, could be used to complete the samples. In this way neither the researcher nor anyone else ever need know who the particular individuals are. In ministering the Edwards Personal Preference Schedule, the subjects will be asked not to put their names on the answer sheets, as an attempt for further objectivity.

The researcher will work closely with the Oklahoma City School System in any way possible to make this a meaningful study. Any resulting information would be available to the Oklahoma City Public School System.

LETTER OF APPROVAL

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

March 25, 1970

Mr. Charles V. Robertson
517 Claremont Drive
Norman, Oklahoma

Dear Mr. Robertson:

The Research Committee has approved your request to conduct research in the Oklahoma City Public Schools according to the application you recently submitted.

We request that you coordinate the activities in connection with the study with Mr. Jim Johnson, Director of Secondary Education.

We would appreciate receiving a copy of the completed study for our files.

Sincerely yours,

William L. Shell
Director
Research and Statistics

WLS/ys

APPENDIX D

ITEMS RELATED TO CONDUCTING THE STUDY

INFORMATION TO PRINCIPALS

Researcher: Charles Vernon Robertson Phone: 329-2189
517 Claremont Drive
Norman, Oklahoma 73069

Title: Personal Characteristics of Effective Teachers in Inner-City Secondary Schools.

Objectives: Several recent studies support the phenomenon that teachers with different personal characteristics are required to be effective in inner-city as compared to non-inner-city schools. This study will be an attempt to isolate the personal characteristics of inner-city and non-inner-city secondary teachers who have the highest cumulative scores for 1966-67, 1967-68, or 1968-69 on The Evaluation of Teaching Effectiveness-Principals' Report (AF-4). These characteristics will be compared to identify differences between the two groups.

Involvement of Principals and Teachers: Personal characteristics will be measured by the Edwards Personal Preference Schedule. The principals are asked to distribute the booklets and answer sheets to the teachers designated for this study in your school. The instrument takes forty to fifty-five minutes to complete. It can be administered with no loss of school time to the teachers. They can complete it during a planning period or take it home over night. It is to be started and finished during the same sitting. The booklets and completed answer sheets should be returned to the principal within two days after receiving them. A stamped envelope will be provided for use in returning these to the researcher.

The researcher realizes the extreme sensitivity of releasing this kind of information for study. A procedure for insuring the teachers' anonymity will be used. When the teachers have returned the booklets and completed answer sheets the principal is to destroy the list. The teachers are not to put their names on the answer sheets. All scores will be grouped for analysis. None will be treated individually.

SURVEY FORM ONE

Schc ›l_____

Principal_____

_____Mail instruments to me at my school.

_____Bring the instruments to me at my school. The most convenient time to see me is_____.

_____The researcher will need to talk to none of the teachers in my school.

_____The researcher will need to talk to the following teachers in my school:_____

_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

_____

PROCEDURES FOR PRINCIPALS

517 Claremont Drive
Norman, Oklahoma
73069

Dear_____,

Thank you for your willingness to assist in securing data for my research concerning personal characteristics of effective teachers in inner-city secondary schools. Procedures for your participation in conducting the study are:

1. Give a booklet, answer sheet, and teachers letter to each teacher designated for the study.
2. Remind the teachers to:
   a) Use a number 1 or 2 lead pencil to complete the answer sheet.
   b) Complete the instrument during one sitting.
   c) Mark the sex variable.
   d) Give years teaching experience in the blank provided for name on the answer sheet. Do not put names on the answer sheet.
   e) Return the booklet and completed answer sheet within two days from the time they receive it.
3. Return the booklets and completed answer sheets to me as soon as possible using the stamped, self-addressed envelope. Analysis procedures cannot begin until all instruments have been returned.
4. For various reasons some teachers may not complete the instrument. I have allowed for a dropout of one out of ten without lowering the quality of the study. If more than 10% of your list do not complete the instrument please inform me so that I can select other teachers to participate in the study. You can call me at Norman, 329-2189.

Your assistance in this endeavor is appreciated. If there are questions, please do not hesitate to contact me.

Sincerely,

Vern Robertson

LETTER TO THE TEACHERS

517 Claremont Drive
Norman, Oklahoma
73069

Dear Teacher,

I am conducting a study of personal characteristics of effective teachers in Oklahoma City Secondary Schools. This study has been approved by the Research Committee, Oklahoma City Public Schools.

You are to be complimented for being selected to participate in this study. One hundred seventy teachers in the system have been selected from a population composed of effective secondary teachers. I wish to enlist you to assist me by requesting that you complete the Edwards Personal Preference Schedule.

I asked your principal to give the test booklet and answer sheet to you. You are asked to complete it as accurately as you can. It takes forty to fifty-five minutes to complete. You can complete it during a planning period or take it home over night. It is to be started and finished during the same sitting. Use a number one or two lead pencil. Do not use a number three lead pencil or pen. Do not discuss the instrument with others until all participants have completed it. Return the test booklet and completed score sheet to your principal within two days after receiving it. He will return them to me.

I realize the extreme sensitivity of releasing this kind of information for study. I have developed a procedure for insuring your anonymity. The building principals where the teachers work were informed of those teachers in his school who were selected to participate. He is the only person who received this information. When all the participants have returned the test booklet and completed answer sheet to him, he will destroy the list. You are asked not to put your name on the score sheet. Please mark the sex variable. Put years-teaching-experience in the space provided for your name. All scores will be grouped for analysis. None will be treated individually.

I appreciate your cooperation in this study. If you have questions concerning the instrument you can call me during the morning at 732-0117, or during the evening at Norman, 329-2189.

Sincerely,

Vern Robertson

SURVEY FORM TWO

Dissertation Researcher:

Charles Vernon Robertson
517 Claremont Drive
Norman, Oklahoma 73069

Phone:
(Norman) 329-2189

Title of the Study:

Personal Characteristics of Effective Teachers in Inner City Secondary Schools.

Status of the Study in Each School

School: _____

Principal: _____

_____ Instruments have been completed in my school and returned to the researcher.

_____ Instruments have not been completed in my school. These will be completed and returned _____ (date).

_____ of the teachers in my school do not plan to complete the instrument.

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

FOLLOW-UP LETTER TO PRINCIPALS

517 Claremont Drive
Norman, Oklahoma
73069

Dear _____,

Please accept this letter as an expression of my gratitude to you and to your teachers who participated in my study concerning the personal characteristics of effective teachers in inner-city secondary schools. Hopefully, the findings of this study will make the efforts expended worthwhile.

If you would like a copy of this study and have not already arranged for one please inform me and I shall be happy to send you a copy. Again, thank you and your teachers for your effort.

Sincerely,

Vern Robertson

FOLLOW-UP LETTER TO THE RESEARCH COMMITTEE

517 Claremont Drive
Norman, Oklahoma
73069

Dr. William L. Shell, Director
Research and Statistics
Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma

Dear Dr. Shell,

This is to advise The Research Committee that my study concerning the personal characteristics of effective teachers in inner-city secondary schools has been completed. I am sending a copy of the study along with all information provided me by the committee to Mr. Jim Johnson, Director of Secondary Education.

I wish to express my gratitude to The Research Committee for their cooperation. I am particularly appreciative of the efforts of Dr. Jesse B. Lindley and Mr. Johnson. Cooperation by principals and teachers was excellent. Hopefully, the findings of this study will make the efforts expended worthwhile.

Sincerely,

Vern Robertson