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# ASSESSING THE NEEDS OF THE PRE-SERVICE TEACHER TRAINING PROGRAM: COLLEGE OF EDUCATION, THE UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

SOMPOCH IAMSUPASIT

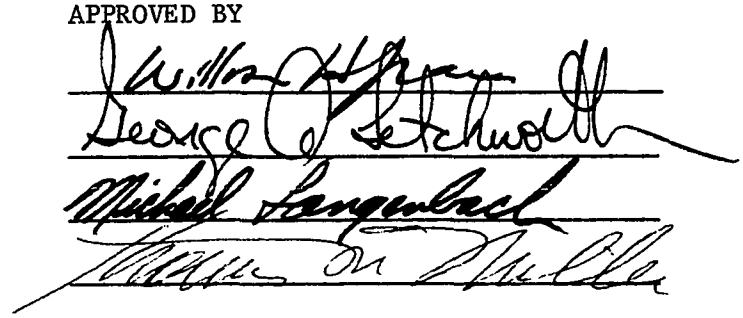
Norman, Oklahoma

1978

ASSESSING THE NEEDS OF THE PRE-SERVICE TEACHER TRAINING PROGRAM:

COLLEGE OF EDUCATION, THE UNIVERSITY OF OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

## DEDICATION

To my parents, Tarn Iamsupasit and Pojana Iamsupasit.

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# ASSESSING THE NEEDS OF THE PRE-SERVICE TEACHER TRAINING PROGRAM: COLLEGE OF EDUCATION, THE UNIVERSITY OF OKLAHOMA

## CHAPTER I

## INTRODUCTION

In recent years the dual problems of an oversupply of teachers in the public schools as well as decreasing resources to educate these teachers at the university level have become acute. How to plan to use the limited available resources to provide the quality public schools teachers in certain major areas has become an issue of concern for most schools of education in the nation. The College of Education at the University of Oklahoma (CEOU) is no exception.

Today, there are 20 public and private colleges and universities in the State of Oklahoma which offer a variety of undergraduate programs through their Schools of Education. In 1975 there were 4,440 students from those schools completing preparation for standard teaching certification of which 477 came from OU (CEOU, 1976). The Oklahoma State Department of Education (Fisher, 1976) estimated that there would be 4,486 students completing preparation for standard teaching certification in 1976 while OU would produce 507 students or 11 per cent of the students certificated within those two years. They show that OU is ranked fourth among schools of education in Oklahoma during this time period.

From a follow-up study of 1975-76 graduates of the CEOU (Seaberg, 1976), only 59% of the respondents were employed in either public or private schools. Of the respondents who were employed outside of the teaching profession, 43.9% sought a teaching position, but could not find one. The Oklahoma State Department of Education (Fisher, 1976) also reported that in 1975-76, there were 34,351 teachers in all levels and areas in the public schools in Oklahoma. Only 2,322 of them were new teachers at the bachelor's degree level. It showed that about 50% of the potential teachers who graduated in that year were working in fields besides teaching.

From an economic point of view, the supply is greater than the demand. From a demand and supply analysis (Weiss, 1975; and Brigham and Pappas, 1972) an adjustment has to be made. There are two alternatives that can be used for adjustment in such cases. One alternative is for the College to cut back teacher production. The second alternative is for the College to find a new role for its graduates for which a demand exists. The College can do either one or both of them. Needs assessment can provide an information base that will help administrators make decisions in this area.

## Conceptual Framework of the Problem

The conceptual framework came from the work of Kaufman (1971a, 1971b, 1972) and the Center for Community Needs Assessment, the University of Florida (1973b).

Kaufman (1972) stated that planning comes before doing. Planning is a process for determining where to go and identifying the requirements for getting there in the most effective and efficient manner posible.

Needs assessment is a type of discrepancy analysis which helps determine present conditions and future goals.

Needs assessment is the first step in improving and planning an educational program according to the system approach model (Corrigan and Kaufman, 1966; Kaufman, 1971a, 1971b, 1972). The system approach is a process by which needs are identified, problems selected, requirements for problem solution identified, solutions chosen from alternatives, methods and means obtained and implemented, results evaluated, and required revisions to all or part of the system made so that the needs are eliminated (Kaufman, 1972). There are six steps in the system approach model which can be seen in Figure 1 (Kaufman, 1971a, p. 22).

SYSTEM APPROACH MODEL

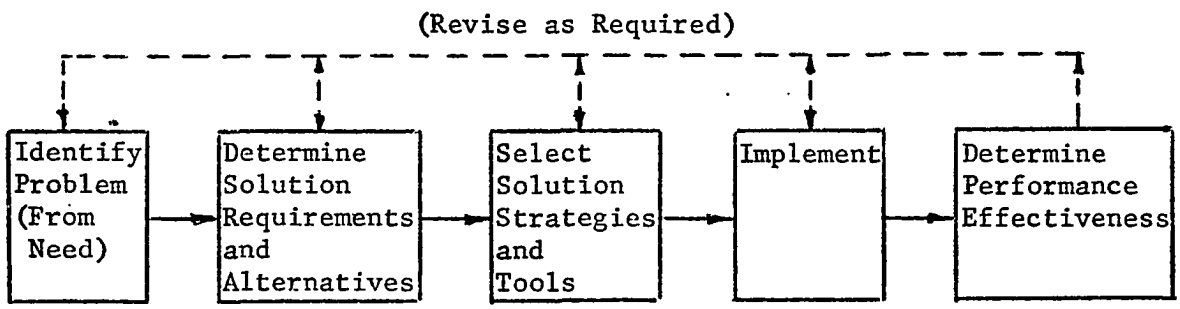



Figure 1: (The six steps are identified, five within boxes, and the sixth represented by the broken line which indicates revision as required by performance.)

Needs assessment must have at least three characteristics (Kaufman, 1972).

1. Data must represent the actual world of learners and related people, both as it exists now and as it will, could, and should exist in the future.

2. No needs determination is final and complete; we must realize that any statement of needs is in fact tentative, and we should constantly question the validity of our needs statements. As past needs are fulfilled, this will affect future needs.

3. Discrepancies should be identified in terms of products or actual behaviors (ends), not in terms of processes (or means).

In conducting needs assessment, Kaufman (1972) suggested that we should include all the educational partners in attempting to achieve educational success. These partners include, at least:

1. the learners.

2. the community members.

3. the educators (or implementers of the educational process).

The Center of Community Needs Assessment (1973b) suggested the same group of partners as Kaufman. They believed that the community, the faculty, and the students should have a part in decision making on educational programs in the college. They have also developed a needs assessment model (Figure 2). The difference between Kaufman (1972) and the Center of Community Needs Assessment is the concept of partners grouping. The Center of Community Needs Assessment divided the partners into two groups called college (faculty and students) and community (community members) but Kaufman left faculty and students as two separate groups.

Kaufman (1972) also suggested that if there are any discrepancies in perception of educational objectives among the partners, Sweigert's model (Sweigert, 1969) should be used.

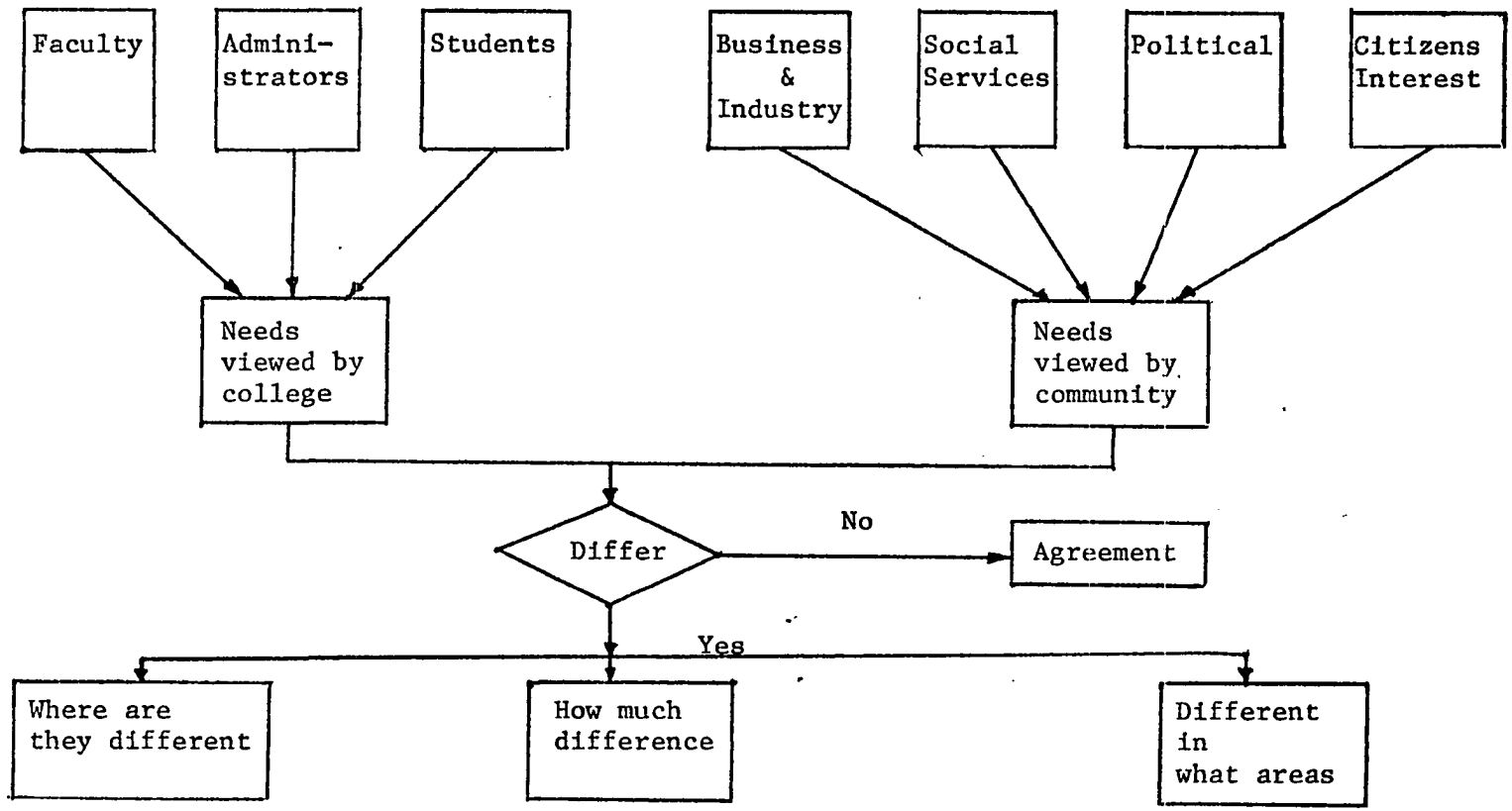



Figure 2: Assessing Needs

The conceptual framework from role conflict theory (Getzels et al., 1968) can provide an understanding of discrepancy in perception between partners. They stated that whenever a role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistant, so that fulfillment of one set of expectations interferes with fulfillment of another, he is said to be in a role-conflict situation. They pointed out that the differences in educational expectations are related to the various subcultural grouping which have different values. The several empirical studies did in fact find differences in educational expectations by occupational, educational, and social class group and by geographic region, age, religion, and racial composition (Getzels et al., 1968).

## Statement of the Problems

There are two problems that will be investigated in this study.

1. What is the degree of consonance of teacher skills and employers' job skill demands?

2. What specific majors do public schools hire in comparison to what the CEOU produces?

## Significance of the Study

This study should provide valuable information to help improve the educational programs and to establish a new program. The information from this study will benefit the program planners and administrators in the College of Education, as well as the faculty, the students, and the educational community. The lists of the needs of the faculty, the students, and the community members will help the program planners and administrators

see the areas that need to be improved. This information will help program planners define new goals and objectives of educational programs. System analysis will be used in this process. When needs or goals and objectives of educational programs have been defined, the selection of the strategies and tools will be determined. By this process, the program planners and administrators will know "what is," "what should be," and "how it should be." This information also can be used to ensure more efficient utilization and allocation of personnel, time, and resources. This study can help increase involvement and communication between the college and the community. It can be assumed that the students of the CEOU could, as a result, get a more favorable reception in the job market.

The faculty will get information on what they have done and what they expect will be done. This information can help the faculty see the degree of their achievement. The weak points will be defined. They also have a part in decision making in educational programs.

The students will have a chance to study in the programs that can provide them a better opportunity to get jobs after they graduate. They also will have had a part in making decisions about their educational programs. The community will get the types of the teachers that they feel they need and they will also have a part in setting educational programs.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

Webster's Seventh New Collegiate Dictionary (1971) defined need as a lack of something requisite, desirable, or useful. In the context of evaluation, need has been defined as the discrepancy between "what is" (current) and "what should be" (ideal) (Kaufman, 1971, 1972; Yuskiewicz, 1975; and Berrie, 1976).

Needs assessment is measuring the gap between "current" and "ideal" (South Carolina State Department of Education, 1975). English and Kaufman (1975) said "needs assessment is a tool which formally harvests the gaps between current results (or outcomes, or products) and required (or desired) results." Grabowski (1975) reworded this to state that needs assessment is supposed to discover gaps between the current circumstances and the desired circumstances. Needs assessment is a systematic procedure by which educational needs are identified and ranked in order of priority (Yuskiewicz, 1975). Needs assessment identifies and documents the discrepancies between "what is" and "what should be," and provides a valid starting point for an educational program (Kaufman, 1971). Therefore needs assessment in education may be thought of as the process of assessing or determining the extent of the discrepancies that exist in educational operations as related to student outcomes (Berrie, 1976).

In education, needs assessment is not only the tool that measures the discrepancies between "current" and "ideal" but it can also identify the operational goals and objectives to attain the "ideal." Popham (1972) said educational needs assessment can identify those educational objectives that most need to be accomplished in a given instructional situation. According to Morrissett (1973), needs assessment refers to a ranking of objectives not being achieved by an educational system. Spooner (1976) classified needs assessment as strategies that mark a shift away from traditional methods of establishing curricular goals solely by the judgment of teachers, administrators, or subject-matter specialists.

The classic description of needs assessment was made by Coffing and Hutchinson (1974).

> Who needs what, as defined by whom? This is the basic needs analysis question. It contains the three components of needer, need, and definer. The "who" or needer component is included because a need analysis must be focused on the needs of specific individuals or groups. The "what" or need component is included because needs analysis must be focused on the types or categories of need about which data are required. The third component, "as defined by whom," refers to the necessity for identifying which people should define the needer's need. Without definition, it would not be possible to measure need fulfillment. Since different people define needs differently,

it is often of crucial importance who provides the definition. (p. 8)

Assessing needs has become more important in planning educational system and curricular offerings, improving educational programs, and doing program evaluation. Kaufman (1972) stated that planning best starts with the identification of needs. Needs, when documented, provide the basic information for setting valid goals to better assure us that our educational "product" is relevant. Determining educational goals and objectives is an essential part of effective management planning and to do that, needs assessment has to be done (Alfaro, 1974). Coffing and Hutchinson (1974) agree with the idea of Alfaro. They stated that the formal assessment of needs is coming to be viewed as an essential information input to educational management at all levels from the classroom to national programs.

Goals and objectives are important for a number of reasons as Mager (1975) cited them. First, they are the basis for the selection or designing of instructional materials, content, or methods. A second reason for setting objectives is that this will eventually help find out whether the objectives have, in fact, been accomplished. The third reason is that identified objectives provide students with the means to organize their own efforts toward accomplishment of those objectives.

Klein et al. (1971) used the information from needs assessment to help focus the attention of the program planners on the salient problems. They also used that information to facilitate planning decisions regarding the modification and development of educational programs. Needs

assessment data can be used to ensure more efficient utilization and allocation of personnel, time, and resources.

Needs assessment is designed to improve school program planning and it is seen as the first important step in the process of educational improvement (Yuskiewicz, 1975; and Tanner and Denemark, 1972). Needs assessment can lay the groundwork for planning a project (Hayman and Napier, 1975). Sanford (1972) also cited the importance of needs assessment in planning for change. He said a college will change only when more knowledge of what they can do and of what they might do has been produced and made available. In other words needs assessment should be done before planning a change in a college.

Needs assessment should be done for the benefits of the students (Sweigert, 1969; Berrie, 1976). Sweigert also had developed the discrepancies model for selecting educational objectives. He stated that any instance in which two of the three partners differ in their perceptions of the relevance or attainability of a educational objective may be said to constitute a symptom of educational need. He also showed that there are six possible types of discrepancy in perception of the educational objective when a binary system of classifcation is used. Sweigert's model can be seen in Table 1.

TABLE I

A Classification System for Symptoms of Educational Need in Terms of Types of Discrepancy in Perception among Partners

| Partners | Types | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | I* | II | III | IV | V | VI | VII | VIII* |
| Educators | + | + | + | + | - | - | - | - |
| Students | + | - | - | + | + | + | - | - |
| Community Members | + | + | - | - | - | + | + | - |

*Type I and VIII are not considered as symptoms of educational need.

+ - Indicates need is not fulfilled.
- - Indicates no need and over-fulfilled.

Sweigert (1969) also suggested that if there are any educational objectives not relevant to the community needs, they should be dropped from the curriculum such as the discrepancies in Type III, Type IV, and Type V because the main purpose of the schools is to provide the educational programs for the benefit of the students.

One of the most used program evaluations procedures, the UCLA model (Alkin, 1969), stated that in doing program evaluation, needs must be defined. This means that needs assessment must be done in the beginning of program evaluation. Stufflebeam (1971) who has developed the CIPP model (Context, Input, Process, and Product evaluation), suggested that in context evaluation (context evaluation is the basic kind of evaluation that provides a rationale for the determination of educational objectives), unmet needs must be identified. The context evaluation file should contain up-to-date lists of unmet needs.

# CHAPTER III

# RESEARCH DESIGN

## Selection of the Subjects

The subjects in this study were chosen from the principals, the chairmen of local boards of education, and the teacher representatives at selected communities in Oklahoma. Also chosen were members of the faculty and students from CEOU. These three groups of people are called the partners, using the terminology established by Kaufman.

Only senior students were used because:

1. most of them will have completed the required courses in the College of Education.

2. most of them have experience in the public schools, they are therefore more likely to understand what skills teachers should have and what skills they themselves still need before they start teaching.

According to a pilot study, twenty per cent of the available population was used to secure a sample with 95% reliability and a precision of 0.025 (mean = 3.09 and standard deviation = 0.228).

The faculty and the senior students were used as respondents for the college needs. The principals, the chairmen of local boards of education, and the teacher representatives in 14 Oklahoma counties (see Appendix A) were used as the respondents for the community needs. Those 14

counties were selected because each of them have 50 or more teachers who graduated from OU.

All the individuals except the senior students used in this study were selected by using a totally random selection procedure. In order to use a random numbers table (Beyer, 1966), each individual was assigned a sequential number. Selected classes were canvassed and those senior students who were willing to participate were used as the respondents.

## Procedure for Collecting Data

The data collection was done in two phases. In the first phase, a questionnaire was sent to all respondents. The questions in the questionnaire were divided into three sections. Demographic information was sought in the first section. The second section asked about the skills that have been provided by the College of Education. The third section asked about the needs of major areas. In this context, major areas mean the areas that the students select as their major fields such as Elementary Education, Science Education, and Special Education. Three sets of questionnaires were designed which can be seen in Table 2.

TABLE 2

Questionnaire Specification Chart

| Set I<br>Faculty, Students,<br>Teacher Representatives | Set II<br>Principals | Set III<br>Chairmen of Local Boards<br>of Education |
|---|---|---|
| Demographic | Demographic | Demographic |
| Skill Areas | Skill Areas | Skill Areas |
| | Major Areas | Major Areas* |

* The questions on Major Areas in Set III are a subset of the questions on Major Areas in Set II.

The third section (major areas) was not included in Set I because the questions in this section were designed for persons concerned with hiring teachers.

Questions in the second section (teacher skills) were used to evaluate the perceived level of teacher preparation in the following skill areas.

1. Classroom Planning
2. Instruction
3. Evaluation
4. Classroom Management
5. Guidance
6. Professional Role
7. Public and Human Relations. (see Appendix B)

Most of the questions in this second section have two sets of answers. Each set has a five-point scale. The first set of answers is the "actual." Respondents rate each question as to how they perceive the present status. The second set of the answers is the "ideal." Respondents rate each question as to the degree of preparation they think should exist for teachers. The discrepancy between the "actual" and the "ideal" shows the degree of dissonance which is crucial in determining needs.

The rest of the questions are open-ended. Open-ended questions were used because they provide a better indication of whether respondents have any information about an issue, whether they have a clearly formulated opinion about it, and how strongly they feel about it. Open-ended questions are flexible and should be used when the relevant dimensions are not known. They also provide openings for subsequent interviews (Selltiz et al., 1976; Kerlinger, 1973).

The questions in the third section (major areas) also are open-ended. Questions were asked on how many teacher openings (or positions) in which major curriculum areas did schools fill last year, how many and what teacher positions will schools fill this year, how many and what teacher positions did schools leave unfilled last year. These data showed what had happened and what was likely to happen in this job market.

The questionnaire technique was used in this study because it generally is the most efficient means of getting information from the public. It provides more and higher quality information at lower cost than do other assessment techniques (Warwick and Lininger, 1975).

Before sending out the questionnaires, pilot tests were used to evaluate each item to make sure that the wording was clear, there was low possibility for misinterpretation, and that they were convenient for the respondents to answer. The results from the pilot tests could also be used as a criterion in defining the sample size. Twenty to thirty graduate students in Educational Administration in the CEOU were used in the pilot tests. Those students were excluded from further participation on the subsequent portion of this study.

After the questionnaires had been returned, an interview was conducted for the second phase. The questions in the interview were adapted from the responses to the open-ended questions in the questionnaire. The interview technique was used to enhance full and accurate data collection. Approximately twenty per cent of the respondents from the first phase were randomly selected for the interview.

## Treatment of the Data

The average of the scores of the "actual" and the "ideal" of each question in the second section (teacher skills) of each set were calculated. The average of the scores of the "actual" and the "ideal" in each sub-section (such as Planning, Guidance, Classroom Management, etc.) were also calculated. The dissonance of the average scores of the "actual" and the "ideal" in each sub-section showed the degree of needs in the sub-sections. Higher dissonance was interpreted to mean higher need. By using this technique, the needs of the faculty, the senior students, and the community members (the principals, the chairmen of local boards of education, and the teacher representatives) were listed. The dissonance of the

average scores of the "actual" and the "ideal" of each question showed the degree of need in each particular item. This information was helpful in implementing the existing programs. Most of the information was presented in tabular form.

An evaluation of another aspect of the existing programs was done by using the average scores of the "actual" of the faculty and the "actual" of the students. The dissonance of those scores showed the degree of the effectiveness of the existing programs. The dissonance of the average scores of the "actual" of the faculty and the "ideal" of the students showed the areas that need to be addressed. At the same time, the dissonance of the average scores of the "ideal" of the faculty and the "actual" of the students also showed areas of concern. Either one could be used as a criterion referent. The needs that were consonant with community needs were selected as areas that need improvement.

The data from the third section (major areas) were analyzed using trend analysis. The percentage of the teaching positions in each major area that were filled last year and are going to be filled this year were used to compare with the percentage of new teachers in each major area in 1960 and 1970 in 26 states which included Oklahoma (NEA, 1961, 1971). From this comparison, they would show the relative trend of each major area which can help in predicting the future demand.

# CHAPTER IV

## ANALYSIS OF DATA

There are two questions which were investigated in this study.

1. What is the degree of consonance of teacher skills and employers' job skill demands?

2. What specific majors do public schools hire in comparison to what the CEOU produces?

In order to answer these questions, three sets of questionnaires were designed (see Table 2 and Appendix C) and sent to the faculty, to the senior students in the CEOU, and to the community members (principals, chairmen of local boards of Education, and teacher representatives) in selected Oklahoma counties (see Appendix A). All the respondents except the senior students were randomly selected. The number of each questionnaire sent to each partner and the percentage returned shows in Table 3.

TABLE 3

Percentage of Response to the Questionnaires by Partner

| Partner | Sample (# of Questionnaires Sent) | Respondents | Percentages of Response |
|---|---|---|---|
| Faculty | 10 | 10 | 100.00 |
| Senior Students | 52 | 52 | 100.00 |
| Community Members* | 199 | 61* | 30.65 |

*Community Members included 46 principals, 5 chairmen of local boards of education, and 10 teacher representatives.

After the questionnaires had been returned, 3 faculty, 12 senior students, and 15 community members were randomly selected for interviews (see interview questions in Appendix C).

The average of the scores of the "actual" and the "ideal" of each main skills areas (such as Classroom Planning, Guidance, etc.) judged by each partner in the second section (teacher skills) were calculated. The average scores of the "actual" and the "ideal" and the discrepancies (index of need) between the average scores of the "ideal" and the "actual" in each main skill area judged by each partner are shown in Tables 4, 5, and 6. Each main skill area in each Table was ranked according to the degree of the index of need, with a higher rank indicating a greater index of need. The index of need was arbitrarily divided into need categories called High (1.20 and up), Moderate (1.00 to 1.19), and Low (0.99 and down).

The average of the scores of the "actual" and the "ideal" of each question (skill area) judged by each partner in the second section (teacher skills) and the index of need (discrepancy between the "ideal" and the "actual") were also calculated. The highest needs in skill areas are shown in Tables 8, 9, and 10.

TABLE 4

Discrepancy in Judgments of the Faculty in the Main Skill Areas that Senior Students Possess (Actual) and Should Possess (Ideal)

| Main Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank | Need Category |
|---|---|---|---|---|---|
| CLASSROOM PLANNING | 4.09 | 2.61 | 1.48 | 4 | High |
| INSTRUCTION | 4.27 | 2.41 | 1.86 | 2 | High |
| EVALUATION | 3.90 | 2.31 | 1.59 | 3 | High |
| CLASSROOM MANAGEMENT | 4.12 | 2.75 | 1.37 | 5 | High |
| GUIDANCE | 4.28 | 2.31 | 1.97 | 1 | High |
| PROFESSIONAL ROLE | 4.17 | 2.94 | 1.23 | 6 | High |
| PUBLIC AND HUMAN RELATIONS | 4.24 | 3.26 | 0.98 | 7 | Low |

(N = 10)

TABLE 5

Discrepancy in Judgments of the Senior Students in the Main Skill Areas that They Possess (Actual) and Should Possess (Ideal)

| Main Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank | Need Category |
|---|---|---|---|---|---|
| CLASSROOM PLANNING | 4.52 | 3.34 | 1.18 | 2 | Moderate |
| INSTRUCTION | 4.72 | 3.51 | 1.21 | 1 | High |
| EVALUATION | 4.36 | 3.21 | 1.15 | 3 | Moderate |
| CLASSROOM MANAGEMENT | 4.55 | 3.58 | 0.97 | 5 | Low |
| GUIDANCE | 4.61 | 3.47 | 1.14 | 4 | Moderate |
| PROFESSIONAL ROLE | 4.67 | 3.92 | 0.75 | 6 | Low |
| PUBLIC AND HUMAN RELATIONS | 4.81 | 4.18 | 0.63 | 7 | Low |

(N = 52)

TABLE 6

Discrepancy in Judgments of the Community Members in the Main Skill Areas that Teachers Possess (Actual) and Should Possess (Ideal)

| Main Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank | Need Category |
|---|---|---|---|---|---|
| CLASSROOM PLANNING | 4.34 | 3.08 | 1.26 | 3 | High |
| INSTRUCTION | 4.49 | 3.00 | 1.49 | 1 | High |
| EVALUATION | 4.33 | 3.25 | 1.08 | 6 | Moderate |
| CLASSROOM MANAGEMENT | 4.48 | 3.24 | 1.24 | 5 | High |
| GUIDANCE | 4.31 | 3.06 | 1.25 | 4 | High |
| PROFESSIONAL ROLE | 4.44 | 3.17 | 1.27 | 2 | High |
| PUBLIC AND HUMAN RELATIONS | 4.47 | 3.49 | 0.98 | 7 | Low |

(N = 61)

The comparison of the needs of each partner in each main skill area is shown in Table 7. The results presented in Table 7 show that all the partners judged Instruction as a priority need. Sweigert's model helped to select the priority main skill areas from the results presented in Table 7; Instruction, Professional Role, Classroom Planning, and Guidance are the first four main skill areas that should be considered for improvement. The specific skills areas that should be considered for improvement are shown in Table 11.

From the results of an interview, sixty six per cent of the community members (N = 15) pointed out that classroom discipline is the biggest problem for the first year teachers. Planning the lesson plan is seen as another problem for the first year teachers. The perception is that most of the first year teachers know how to plan the lesson but they do not know how to arrange the subject matter and fit the activities into the provided time. Their lesson plans are seen as not flexible enough to fit the students as individuals. Other problems that the community members mentioned are: lack of understanding of the students as individuals, do not know how to communicate with the parents, and too idealistic.

Eighty per cent of the senior students and the faculty (N = 15) pointed out that knowing the subject matters well is the priority skill that first year teachers should possess. Knowing how to present the subject matters meaningfully, knowing how to handle the classroom, knowing how to communicate with students, and understanding the students as an individual are among the priority skills that the first year teachers should also possess.

Both the senior students and the faculty at OU believe that the College of Education provides those skills to a certain extent.

The question on how to improve education programs in the College of Education was asked. These are some suggestions.

1. Field experience should be emphasized.

2. All senior students should spend one full semester in various public schools to observe master teachers in the classrooms before student teaching.

3. The period of student teaching should be extended from 8 weeks to one full semester.

4. All the faculty who were interviewed (N = 3) suggested that the College of Education should offer five year programs which include a one year internship.

5. The faculty should spend more time in public schools so they can understand recent events effecting public schools.

6. The communication between the faculty and the students should be increased so whenever problems occur they can be discussed and solved rapidly.

All of the senior students (N = 52) were asked about their future plans. Ninety six per cent of them are looking for jobs and eighty per cent of them are contemplating undertaking graduate study in addition to a job.

TABLE 7

Rank Order of the Needs and Need Category in Main Skill Areas by Faculty, Students, and Community Members

| Main Skill Areas | Community Members | | Faculty | | Students | |
|---|---|---|---|---|---|---|
| | Rank | Need Category | Rank | Need Categoty | Rank | Need Category |
| CLASSROOM PLANNING | 3 | High | 4 | High | 2 | Moderate |
| INSTRUCTION | 1 | High | 2 | High | 1 | High |
| EVALUATION | 6 | Moderate | 3 | High | 3 | Moderate |
| CLASSROOM MANAGEMENT | 5 | High | 5 | High | 5 | Low |
| GUIDANCE | 4 | High | 1 | High | 4 | Moderate |
| PROFESSIONAL ROLE | 2 | High | 6 | High | 6 | Low |
| PUBLIC AND HUMAN RELATIONS | 7 | Low | 7 | Low | 7 | Low |

TABLE 8

The 24 Highest Discrepancies in Judgments of the Faculty in the Skill Areas that Senior Students Possess (Actual) and Should Possess (Ideal)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| CLASSROOM PLANNING: | | | | |
| Set course goals and objectives. | 4.4 | 2.6 | 1.8 | 18.5 |
| Select materials that relate to course goals and objectives. | 4.3 | 2.5 | 1.8 | 18.5 |
| Be familiar with several teaching strategies. | 4.4 | 2.7 | 1.7 | 23 |
| Use library effectively. | 4.2 | 2.4 | 1.8 | 18.5 |
| INSTRUCTION: | | | | |
| Use a variety of teaching strategies (such as lecture and discussion). | 4.5 | 2.4 | 2.1 | 4.5 |
| Relate materials and activities to interests and abilities of students. | 4.2 | 2.4 | 1.8 | 18.5 |
| Be flexible to take instructional advantage of unexpected events. | 4.2 | 2.4 | 1.8 | 18.5 |
| Develop curiosity in students. | 4.4 | 2.3 | 2.1 | 4.5 |
| Develop creativity in students. | 4.5 | 2.5 | 2.0 | 9.5 |

TABLE 8 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| Reinforce independent thinking. | 4.4 | 2.4 | 2.0 | 9.5 |
| EVALUATION: | | | | |
| Set performance criteria for lessons or units. | 4.0 | 2.3 | 1.7 | 23 |
| Relate tests to course goals. | 4.1 | 2.2 | 1.9 | 14 |
| Make good teacher-made tests. | 4.1 | 2.2 | 1.9 | 14 |
| Evaluate text books and reference materials. | 4.2 | 2.1 | 2.1 | 4.5 |
| CLASSROOM MANAGEMENT: | | | | |
| Develop and implement classroom procedures. | 4.6 | 2.7 | 1.9 | 14 |
| Establish learning atmosphere. | 4.6 | 2.6 | 2.0 | 9.5 |
| Establish programs to produce changes in classroom behavior. | 4.5 | 2.5 | 2.0 | 9.5 |
| Recognize alternative solutions to problems. | 4.4 | 2.4 | 2.0 | 9.5 |
| GUIDANCE: | | | | |
| Observe and record student behaviors. | 4.5 | 2.3 | 2.2 | 2 |
| Assist students with personal and social problems. | 4.3 | 2.2 | 2.1 | 4.5 |

TABLE 8 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| Refer students to agencies for occupational and educational information. | 4.0 | 2.0 | 2.0 | 9.5 |
| Help student develop self understanding. | 4.6 | 2.1 | 2.5 | 1 |
| PROFESSIONAL ROLE: | | | | |
| Be flexible. | 4.5 | 2.8 | 1.7 | 23 |
| Become involved in curriculum decisions. | 4.4 | 2.6 | 1.8 | 18.5 |

(N = 10)

TABLE 9

The 25 Highest Discrepancies in Judgments of the Senior Students in the Skill Areas that They Possess (Actual) and Should Possess (Ideal)

| Skill Areas | Ideal (Average) - Actual (Average) = Discrepancy (Index of Need) | | | Rank |
|---|---|---|---|---|
| CLASSROOM PLANNING: | | | | |
| Set course goals and objectives. | 4.596 | 3.461 | 1.135 | 24.5 |
| Select materials that relate to course goals and objectives. | 4.653 | 3.461 | 1.192 | 16.5 |
| Be familiar with several teaching strategies. | 4.557 | 3.230 | 1.327 | 5.5 |
| Select AV materials relevant to lesson. | 4.480 | 3.076 | 1.404 | 3 |
| Understand students' academic needs. | 4.769 | 3.538 | 1.231 | 11 |
| Use system models for planning and managing learning. | 4.173 | 3.000 | 1.173 | 19.5 |
| Use library effectively. | 4.673 | 3.480 | 1.193 | 14.5 |
| INSTRUCTION: | | | | |
| Teach subject in theory and practice. | 4.557 | 3.346 | 1.211 | 13 |
| Develop curiosity in students. | 4.807 | 3.519 | 1.288 | 8 |
| Develop creativity in students. | 4.692 | 3.211 | 1.481 | 1 |

TABLE 9 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| Reinforce independent thinking. | 4.731 | 3.500 | 1.231 | 11 |
| EVALUATION: | | | | |
| Set performance criteria for lessons or units. | 4.461 | 3.269 | 1.192 | 16.5 |
| Make good teacher-made tests. | 4.596 | 3.153 | 1.442 | 2 |
| Select appropriate standardized tests. | 3.923 | 2.692 | 1.231 | 11 |
| Assign grades according to students' scholastic performance. | 4.346 | 3.173 | 1.173 | 19.5 |
| Evaluate text books and reference materials. | 4.596 | 3.230 | 1.365 | 4 |
| CLASSROOM MANAGEMENT: | | | | |
| Develop and implement classroom procedures. | 4.692 | 3.538 | 1.154 | 22.5 |
| Establish learning atmosphere. | 4.807 | 3.480 | 1.327 | 5.5 |
| Establish programs to produce changes in classroom behavior. | 4.365 | 3.211 | 1.154 | 22.5 |
| Recognize alternative solutions to problems. | 4.730 | 3.557 | 1.173 | 19.5 |
| Make appropriate decisions. | 4.826 | 3.653 | 1.173 | 19.5 |

TABLE 9 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| GUIDANCE: | | | | |
| Work with counselor to provide service. | 4.596 | 3.461 | 1.135 | 24.5 |
| Assist students to develop study habits. | 4.596 | 3.403 | 1.193 | 14.5 |
| Refer students to agen-ies for occupational and educational information. | 4.557 | 3.288 | 1.269 | 9 |
| Help student develop self understanding. | 4.923 | 3.634 | 1.289 | 7 |

(N = 52)

TABLE 10

The 26 Highest Discrepancies in Judgments of the Community Members in the Skill Areas that Teachers Possess (Actual) and Should Possess (Ideal)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| CLASSROOM PLANNING: | | | | |
| Be familiar with several teaching strategies. | 4.459 | 2.901 | 1.558 | 8.5 |
| Prepare directions for substitute teachers. | 4.360 | 2.934 | 1.426 | 16 |
| Use system models for planning and managing learning. | 3.868 | 2.327 | 1.541 | 10 |
| Use library effectively. | 4.459 | 3.032 | 1.427 | 15 |
| INSTRUCTION: | | | | |
| Relate materials and activities to interests and abilities of students. | 4.606 | 3.131 | 1.475 | 13 |
| Develop curiosity in students. | 4.590 | 2.950 | 1.640 | 5.5 |
| Develop creativity in students. | 4.590 | 2.819 | 1.771 | 1 |
| Reinforce independent thinking. | 4.557 | 2.819 | 1.738 | 2 |

TABLE 10 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| EVALUATION: | | | | |
| Make good teacher-made tests. | 4.491 | 3.147 | 1.344 | 21 |
| Evaluate text books and reference materials. | 4.508 | 2.918 | 1.590 | 7 |
| CLASSROOM MANAGEMENT: | | | | |
| Accept students' expressions of feeling. | 4.508 | 3.180 | 1.328 | 24 |
| Establish programs to produce changes in classroom behavior. | 4.459 | 2.819 | 1.640 | 5.5 |
| Plan and administer behavior modification techniques. | 4.278 | 2.590 | 1.688 | 3 |
| Recognize alternative solutions to problems. | 4.508 | 3.163 | 1.345 | 18 |
| GUIDANCE: | | | | |
| Assist students to develop study habits. | 4.524 | 3.180 | 1.344 | 21 |
| Help student develop self understanding. | 4.541 | 3.049 | 1.492 | 12 |

TABLE 10 (CONTINUED)

| Skill Areas | Ideal (Average) | - Actual (Average) | = Discrepancy (Index of Need) | Rank |
|---|---|---|---|---|
| PROFESSIONAL ROLE: | | | | |
| Display your enthusiasm for the job. | 4.606 | 3.262 | 1.344 | 21 |
| Be flexible. | 4.524 | 3.196 | 1.328 | 24.5 |
| Take advantage of in-service education. | 4.426 | 2.770 | 1.656 | 4 |
| Attend workshops, graduate school, professional meeting or conferences. | 4.377 | 2.934 | 1.443 | 14 |
| Evaluate current trends on educational matters. | 4.229 | 2.852 | 1.377 | 17 |
| Be enthusiatic about innovative instructional methods. | 4.213 | 2.885 | 1.328 | 24.5 |
| Accept constructive criticism. | 4.426 | 3.082 | 1.344 | 21 |
| Do self evaluation. | 4.459 | 2.934 | 1.525 | 11 |
| Have positive attitude toward change. | 4.541 | 2.983 | 1.558 | 8.5 |
| PUBLIC AND HUMAN RELATIONS: | | | | |
| Respect and be sensitive to student response. | 4.573 | 3.229 | 1.344 | 21 |

(N = 61)

TABLE 11

Rank Order of the Needs in Skill Areas by Faculty, Students, and Community Members

| Skill Areas | Rank (Community Members) | Rank (Faculty) | Rank (Students) |
|---|---|---|---|
| CLASSROOM PLANNING: | | | |
| Set course goals and objectives. | ** | 18.5 | 24.5 |
| Select materials that relate to course goals and objectives. | ** | 18.5 | 16.5 |
| Be familiar with several teaching strategies. | 8.5 | 23 | 5.5 |
| Select AV materials relevant to lesson. | ** | ** | 3 |
| Understand students' academic needs. | ** | ** | 11 |
| Prepare directions for substitute teachers. | 16 | ** | ** |
| Use system models for planning and managing learning. | 10 | ** | 19.5 |
| Use library effectively. | 15 | 18.5 | 14.5 |
| INSTRUCTION: | | | |
| Use a variety of teaching strategies (such as lecture and discussion). | ** | 4.5 | ** |

TABLE 11 (CONTINUED)

| Skill Areas | Rank (Community Members) | Rank (Faculty) | Rank (Students) |
|---|---|---|---|
| Relate materials and activities to interests and abilities of students. | 13 | 18.5 | ** |
| Be flexible to take instructional advantage of unexpected events. | ** | 18.5 | ** |
| Teach subject in theory and practice. | ** | ** | 13 |
| Develop curiosity in students. | 5.5 | 4.5 | 8 |
| Develop creativity in students. | 1 | 9.5 | 1 |
| Reinforce independent thinking. | 2 | 9.5 | 11 |
| EVALUATION: | | | |
| Set performance criteria for lessons or units. | ** | 23 | 16.5 |
| Relate tests to course goals. | ** | 14 | ** |
| Make good teacher-made tests. | 21 | 14 | 2 |
| Select appropriate standardized tests. | ** | ** | 11 |
| Assign grades according to students' scholastic performance. | ** | ** | 19.5 |

TABLE 11 (CONTINUED)

| Skill Areas | Rank (Community Members) | Rank (Faculty) | Rank (Students) |
|---|---|---|---|
| Evaluate text books and reference materials. | 7 | 4.5 | 4 |
| CLASSROOM MANAGEMENT: | | | |
| Develop and implement classroom procedures. | ** | 14 | 22.5 |
| Accept students' expressions of feeling. | 24.5 | ** | ** |
| Establish learning atmosphere. | ** | 9.5 | 5.5 |
| Establish programs to produce changes in classroom behavior. | 5.5 | 9.5 | 22.5 |
| Plan and administer behavior modification techniques. | 3 | ** | ** |
| Recognize alternative solutions to problems. | 18 | 9.5 | 19.5 |
| Make appropriate decisions. | ** | ** | 19.5 |
| GUIDANCE: | | | |
| Work with counselor to provide service. | ** | ** | 24.5 |
| Observe and record student behaviors. | ** | 2 | ** |

TABLE 11 (CONTINUED)

| Skill Areas | Rank (Community Members) | Rank (Faculty) | Rank (Students) |
|---|---|---|---|
| Assist students with personal and social problems. | ** | 4.5 | ** |
| Assist students to develop study habits. | 21 | ** | 14.5 |
| Refer students to agencies for occupational and educational information. | ** | 9.5 | 9 |
| Help student develop self understanding. | 12 | 1 | 7 |
| PROFESSIONAL ROLE: | | | |
| Display your enthusiasm for the job. | 21 | ** | ** |
| Be flexible. | 24.5 | 23 | ** |
| Become involved in curriculum decisions. | ** | 18.5 | ** |
| Take advantage of in-service education. | 4 | ** | ** |
| Attend workshop, graduate school, professional meeting and conferences. | 14 | ** | ** |
| Evaluate current trends on educational matters. | 17 | ** | ** |
| Be enthusiatic about innovative instructional methods. | 24.5 | ** | ** |

TABLE 11 (CONTINUED)

| Skill Areas | Rank (Community Members) | Rank (Faculty) | Rank (Students) |
|---|---|---|---|
| Accept constructive criticism. | 21 | ** | ** |
| Do self evaluation. | 11 | ** | ** |
| Have positive attitude toward change. | 8.5 | ** | ** |
| PUBLIC AND HUMAN RELATIONS: | | | |
| Respect and be sensitive to student response. | 21 | ** | ** |

** Not ranked in top 25 of their judgments.

Are there any differences between the degree of judgments of the faculty in the main skill areas that the senior students possess and the degree of judgments of the senior students in the main skill areas that they possess?

Means and standard deviations of the "actual" scores in the second section (teacher skills) judged by the faculty and the senior students and the calculated t-values are shown in Table 12. The calculated t-values in Table 12 show that there are significance difference between the degree of judgments of the faculty in the main skill areas that the senior students possess and the degree of judgments of the senior students in the main skill areas that they possess at 95% confidence interval (t-critical value = 2.00, df = 60). Mean scores in Table 12 also show that senior students evaluate themselves higher than the faculty evaluate them.

TABLE 12

Means, Standard Deviations, and t-values of Judgment of the Faculty and the Senior Students in the Main Skill Areas that Senior Students Possess (Actual)

| Main Skill Areas | Faculty | | Senior Students | | t - value |
|---|---|---|---|---|---|
| | $\overline{X}$ | SD | $\overline{X}$ | SD | |
| CLASSROOM PLANNING | 26.10 | 7.36 | 33.38 | 5.90 | 3.43* |
| INSTRUCTION | 16.90 | 3.73 | 24.56 | 4.94 | 2.81* |
| EVALUATION | 18.50 | 5.76 | 25.71 | 6.46 | 3.28* |
| CLASSROOM MANAGEMENT | 30.30 | 5.27 | 39.35 | 6.29 | 4.25* |
| GUIDANCE | 13.90 | 3.73 | 20.77 | 4.20 | 4.81* |
| PROFESSIONAL ROLE | 50.10 | 7.42 | 66.56 | 9.78 | 5.03* |
| PUBLIC AND HUMAN RELATIONS | 35.90 | 6.24 | 46.02 | 6.61 | 4.47* |

*$p < .05$

From the data in the third section (major areas), the percentages of the teaching positions in each major area that were filled last year (1977) and that are anticipated to be filled this year (1978) were calculated. These results were compared with the percentages of new teachers in each major area in 1960 and 1970 in 26 states which included Oklahoma (NEA, 1961, 1971) and shown in Table 13. The percentages of the undergraduate certification areas and the undergraduate areas of specialization that the principals and the chairmen of local boards of education foresee in the highest demand five years from now were calculated and shown in Tables 15 and 16. Table 14 shows the percentages of student teachers in OU by major in 1973-74, 1974-75, 1975-76, and 1976-77.

The results presented in Table 13 show that Mathematics, Physical Education, Social Studies, Art, and Speech/Drama are the major areas that are forecast to be increasing in demand in the near future. The results presented in Table 14 show that OU has tended to increase production of teachers in those major areas except Mathematics. Mathematics is the area that has decreased in production constantly. The results presented in Tables 15 and 16 show that Mathematics is one of the priority demands in the near future. Another discrepancy between supply and demand area is in Elementary Education. Elementary Education is an area where the demand has decreased while the supply has increased.

The results presented in Tables 15 and 16 show that Special Education, Mathematics, Reading Education, and Early Childhood are the major areas that have been foreseen in the highest demand five years from now. But the results presented in Table 14 show that those major areas have decreased in production recently.

TABLE 13

Percent of New Teachers Employed in 1960-61, 1970-71, 1977-78, and Percent of New Teachers Estimated to be Employed in 1978-79

| Major | 1960-61 Percent of New Teachers, 26 States* | 1970-71 Percent of New Teachers, 26 States* | 1977-78 Percent of New Teachers, 29 Schools | 1978-79 Percent of New Teachers, 14 Schools |
|---|---|---|---|---|
| Art | 0.99 | 2.71 | 2.29 | 4.76 |
| Business Education | 3.11 | 2.96 | 2.29 | 2.38 |
| Elementary Education | 57.92 | 47.99 | 29.88 | 26.19 |
| Home Economics | 2.52 | 2.16 | 1.14 | ---- |
| Journalism | 0.09 | ---- | ---- | ---- |
| Language Arts | 8.94 | 9.51 | 13.79 | 7.14 |
| Mathematics | 5.56 | 5.46 | 8.04 | 11.90 |
| Modern Language | 1.94 | 3.03 | 1.14 | ---- |
| Music | 2.02 | 3.78 | ---- | ---- |
| Physical Education | 3.76 | 6.37 | 8.04 | 11.90 |
| Science | 5.89 | 5.05 | 11.49 | 7.14 |
| Social Studies | 5.99 | 5.40 | 6.89 | 16.66 |
| Special Education | ---- | 4.15 | 13.79 | 9.52 |
| Speech/Drama | 0.57 | ---- | 1.14 | 2.38 |
| Library Science | 0.67 | 1.40 | ---- | ---- |

* National Educational Association. Teacher Supply and Demand in Public School, 1961, 1971. Washington, D.C.: NEA, 1961, 1971

TABLE 14

Percent of Student Teachers in OU by Major
1973-74, 1974-75, 1975-76, 1976-77

| Major | 1973-74 | 1974-75 | 1975-76 | 1976-77 |
|---|---|---|---|---|
| Art | 4.13 | 6.92 | 3.75 | 3.84 |
| Business Education | 7.31 | 4.61 | 6.71 | 8.13 |
| Early Childhood | 3.02 | 2.52 | 3.94 | 1.58 |
| Elementary Education | 22.26 | 21.59 | 19.53 | 23.02 |
| Home Economics | 3.02 | 5.24 | 4.14 | 4.06 |
| Journalism | 1.75 | 1.89 | 1.38 | 1.81 |
| Language Arts | 8.74 | 9.43 | 9.47 | 8.35 |
| Mathematics | 4.77 | 4.19 | 3.35 | 2.71 |
| Modern Language | 3.82 | 4.19 | 3.55 | 2.93 |
| Music | 3.02 | 3.14 | 5.33 | 5.87 |
| Physical Education | 4.29 | 3.56 | 4.73 | 7.90 |
| Science | 2.54 | 2.94 | 3.16 | 2.03 |
| Social Studies | 8.59 | 6.29 | 7.10 | 7.90 |
| Special Education | 19.24 | 19.29 | 19.33 | 13.54 |
| Speech/Drama | 3.34 | 3.77 | 4.14 | 5.64 |
| Library Science | 0.16 | 0.42 | 0.39 | 0.68 |

TABLE 15

List of the Ten Undergraduate Certification Areas Principals and Chairmen of Local Boards of Education Foresee in the Highest Demand Five Years From Now

| Undergraduate Certification Areas | No. Selected* | % |
|---|---|---|
| Special Education | 37 | 74 |
| Early Childhood | 20 | 40 |
| Mathematics Education | 19 | 38 |
| Science Education | 16 | 32 |
| Elementary Education | 15 | 30 |
| Business Education | 12 | 24 |
| Language Arts | 11 | 22 |
| Library Science | 6 | 12 |
| Physical Education | 5 | 10 |
| Music Education | 4 | 8 |

(N = 50)

*Each respondent selected three undergraduate certification areas.

TABLE 16

List of the Eleven Undergraduate Areas of Specialization that Principals and Chairmen of Local Boards of Education Foresee in the Highest Demand Five Years From Now

| Undergraduate Areas of Specialization | No. Selected* | % |
|---|---|---|
| Special Education | 26 | 56.52 |
| Reading Education | 21 | 45.65 |
| Mathematics Education | 16 | 34.78 |
| Early Childhood | 15 | 32.60 |
| Affective Education | 9 | 19.56 |
| Elementary Education | 8 | 17.39 |
| Science Education | 7 | 15.21 |
| Drug Education | 7 | 15.21 |
| Business Education | 6 | 13.04 |
| Sex Education | 6 | 13.04 |
| Industrial Arts | 6 | 13.04 |

(N = 46)

*Each respondent selected three undergraduate areas of specialization.

# CHAPTER V

## SUMMARY AND DISCUSSION

### Summary

There are two questions which were investigated in this study.

1. What is the degree of consonance of teacher skills and employers' job skill demands?

2. What specific majors do public schools hire in comparison to what the CEOU produces?

One hundred and twenty three (123) faculty, senior students in CEOU, and community members (principals, teacher representatives, and chairmen of local boards of education) in 14 selected Oklahoma counties participated in this study. Three sets of questionnaires were designed. The first set was sent to the faculty, to the senior students, and to the teacher representatives. The second set was sent to the principals. The third set was sent to the chairmen of the local boards of education. After all the questionnaires had been returned, 3 faculty, 12 senior students, and 15 community members were randomly selected for an interview. Means, standard deviations, t-tests, and trend analyses were used to analyze the data.

The results showed that Instruction, Professional Role, Classroom Planning, and Guidance were the first four skill areas that need to be

improved. Field experience was the alternative mean to help the teacher preparation program provide the knowledge and experience to the students to improve those skill areas.

The results also showed that CEOU did not produce the teachers in specific major areas according to the needs of the public schools. The public schools wanted to hire more teachers in the areas of Mathematics Education, Special Education, Early Childhood, and Reading Education. Within the last four years, the teacher production in those major areas has decreased because the students' enrollment has shifted away. Elementary Education was an area where the trend has been toward decline in number of new teachers required but the enrollment in this area has constantly increased.

## Limitations of the Study

One limitation of this study came from the low percentage of the questionnaires returned from community members (see Table 3). The causes of the low return from community members might be that the questionnaire was too long and time consuming, the respondents were busy or did not see the significance of the study.

Another factor which could be considered a limitation is that the study was designed to provide timely information about the program at a specific institution and the relationship of that program to the needs of its "clients."

## Discussion and Conclusions

The results presented in Table 7 show that all the partners preceived Instruction as the first main skill area that needed to be improved.

According to Sweigert's model (see Table I) Instruction can be classified as Type I which the school should consider as a priority goal. The results from an interview showed that all the partners believed that the teachers had knowledge in Instruction but lacked experience. Professional Role, Classroom Planning, and Guidance can be classified as Type II in that both community members and faculty perceived those skill areas as important for the teachers and in need of improvement. The students did not see this as a high priority need, however. Sweigert's suggestion in these cases was that the faculty should convince the students to improve their abilities in those skill areas. It could be concluded that Instruction, Professional Role, Classroom Planning, and Guidance were the first four main skill areas that needed to be improved.

All partners tended to give high ratings to the "ideal" main skill areas. There was a mild tendency for faculty to rate each of the skill areas lower than the community members, who in turn tended to rate a little lower than the students. It is perhaps not an unknown phenomenon for those with the least experience in an area to have the highest expectations. There was somewhat more variation in terms of the perceptions of the "actual" state of skill areas as possessed by teachers, and much of the discrepancies noted seem to stem from the variability of "actual" perceptions. The same trend among the partners was again manifested in this dimension with faculty being most pessimistic and students being most optimistic.

The average scores on the "Actual" column in Table 4 indicated that the faculty tended to give lower ratings to the abilities of the senior students than the students gave themselves. The Need Category column showed that the faculty perceived a high need for improvement in most of the skill

areas except in Public and Human Relations. It could be concluded that the faculty were not satisfied with their perceptions of the abilities of the senior students in those skill areas.

The figures in the Index of Need column in Table 5 show small discrepancies between the average scores of the "actual" and the "ideal" which indicated that the students had confidence in their abilities. The results from an interview also supported this conclusion. This could be an indication that the students were satisfied with the educational programs provided in CEOU.

The results presented in Tables 13, 14, 15, and 16 show that the public schools wanted to hire more teachers in the areas of Mathematics Education, Special Education, Early Childhood, and Reading Education but the teacher production in those major areas has decreased because the students' enrollment has shifted away.

## Recommendations

Needs assessment should be conducted regularly so CEOU can address the needs of the community and the college. The questions that were used in this study should be revised and used again so the new results can be compared to the present results.

CEOU should consider providing more knowledge and experience to the students in the areas of Instruction, Professional Role, Classroom Planning, and Guidance. Field experience is perceived by all partners as the most appropriate alternative to promote the knowledge and experience in those skill areas. These field experiences should be evaluated each year in conjunction with needs analysis to assure they remain congruent with changing needs.

CEOU should consider a program of actively educating students about the areas of projected need and the areas of projected surplus to attempt to influence the trends of area specialization. The college has an advisory group drawn from the same general areas as the community members sampled in this study who could be useful in promulgating this information as well as supplementing it.

The admissions program in CEOU should consider setting a limit on the number of students accepted in each major area each year according to the projected need in the job market. Knowing the number of students expected to enroll in each major area will help CEOU allocate the resources in the college more efficiently. Prior to developing admission quotas, the ratio of students in each major skill area who start to those who eventually graduate should be researched.

The information from the needs assessment will be more useful to CEOU if the questions in the questionnaire ask the community members to rate only the teachers who graduated from OU.

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# APPENDIX A

The List of 14 Oklahoma Counties.

1. Canadian
2. Cleveland
3. Comanche
4. Creek
5. Garfield
6. Leflore
7. McCurtain
8. Muskogee
9. Oklahoma
10. Payne
11. Pottawatomie
12 Sequoyah
13. Tulsa
14. Washington

# APPENDIX B

Classroom Planning: There will be an emphasis on classroom planning. The skills that are associated with classroom planning will be investigated. Those skills will include the ability to set objectives of the lessons, to select contents and activities, to select audio-visual materials, and to know how to use the library.

Instruction: There will be an emphasis on teaching ability. Teaching techniques, using audio-visual materials, and demonstrating the knowledge are the skills that will be investigated.

Evaluation: There will be an emphasis on the ability to make tests, to establish criteria for evaluation of lessons, and to assign grades to students. The ability to understand to progression of an individual student and the ability to evaluate text books will be covered also.

Classroom Management: There will be an emphasis on the ability to organize the classroom. Setting rules and establishing order in the classroom and arranging classroom environment to promote learning are the skills that will be emphasized. The ability to use behavior modification techniques will be investigated.

Guidance: There will be an emphasis on the ability to work and cooperate with the school counselor. The ability to observe and to keep records on students' behavior will be covered also.

Professional Role: There will be an emphasis on the ability to

keep up with new knowledge, to demonstrate good physical appearance, empathy, and cofidence, and to demonstrate a commitment to teaching.

Public and Human Relations: There will be an emphasis on the working relationship with teachers, administrators, students, and school staff. Having a good relationship with the parents and participating and cooperating in various activities in the community are also of importance.

# APPENDIX C

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

March 31, 1978

Dear Fellow Educators:

We are conducting a study on assessing the needs of the preservice teacher training program of the College of Education at the University of Oklahoma. The purposes of this study are to see the types of skills the teachers we graduate should possess and the major curriculum areas needed in the State. We would like to ask your cooperation in filling out the enclosed questionnaire and returning it in the enclosed prestamped envelope.

This study is important to the College of Education and to one of our doctoral students who will use these data for his dissertation. Your participation will give us the information we need to evaluate and possibly improve the preservice teacher training program.

All the information collected in this study will be held in the strictest confidence. The data you provide will be used to calculate summary information. Identification of individuals, schools or districts will not be possible through any dissemination of results.

Yours truly,

Lloyd Korhonen
Assistant Dean

LK:gr

NEEDS ASSESSMENT QUESTIONNAIRE

Please complete this questionnaire by circling the alternative for each item which best reflects your opinion or judgment.

Information you give me will be used for my doctoral dissertation and may be used for planning and improving programs and courses in the College of Education, the University of Oklahoma, and will be held confidential.

SECTION I: DEMOGRAPHIC DATA

1. NAME:_____ 2. ADDRESS:_____

3. PHONE:_____ _____

---

SECTION II: SKILLS - Ability of classroom teachers to deal with school related problems possession by most classroom teachers.

Please rate each item in terms of its ACTUAL and IDEAL.

ACTUAL - The degree to which you think most senior students <u>actually do</u> possess those skills.
IDEAL - The degree to which you think senior students <u>ideally should</u> possess those skills.

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

NEEDS ASSESSMENT QUESTIONNAIRE

Please complete this questionnaire by circling the alternative for each item which best reflects your opinion or judgment.

Information you give me will be used for my doctoral dissertation and may be used for planning and improving programs and courses in the College of Education, the University of Oklahoma, and will be held confidential.

SECTION I: DEMOGRAPHIC DATA

1. NAME:_____ 2. ADDRESS:_____

3. PHONE:_____ _____

4. Do you plan to enter the teaching field? YES NO

5. If YES, what are your plans for teaching in the future?_____

_____

_____

6. Do you plan to eventually go on to graduate training? YES NO

7. If YES, what are your plans for graduate schools?_____

_____

_____

---

SECTION II: SKILLS - Ability of classroom teachers to deal with school related problems possession by most classroom teachers.

Please rate each item in terms of its ACTUAL and IDEAL.

ACTUAL - The degree to which you think you actually do possess those skills.
IDEAL - The degree to which you think you ideally should possess those skills.

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

NEEDS ASSESSMENT QUESTIONNAIRE

Please complete this questionnaire by circling the alternative for each item which best reflects your opinion or judgment. Return it to the Educational Psychology Office by April 12, 1978 in the attached envelope.

Information you give me will be used for my doctoral dissertation and may be used for planning and improving programs and courses in the College of Education, the University of Oklahoma, and will be held confidential.

SECTION I: DEMOGRAPHIC DATA

1. NAME:_____ 2. ADDRESS:_____

3. PHONE:_____ _____

4. Name of school where working?_____

5. How many years have you worked in public schools?_____

6. Do you complete teacher education in OU? YES NO

7. If YES, what degree?_____ YEAR._____

---

SECTION II: SKILLS - Ability of classroom teachers to deal with school related problems possession by most classroom teachers.

Please rate each item in terms of its ACTUAL and IDEAL.

ACTUAL - The degree to which you think most classroom teachers actually do possess those skills.
IDEAL - The degree to which you think classroom teachers ideally should possess those skills.

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

CLASSROOM PLANNING: Teachers have the ability to:

| ACTUAL | | IDEAL |
|---|---|---|
| 1 2 3 4 5 | (1) set course goals and objectives. | 1 2 3 4 5 |
| 1 2 3 4 5 | (2) select materials that relate to course goals and objectives. | 1 2 3 4 5 |
| 1 2 3 4 5 | (3) make lesson plans. | 1 2 3 4 5 |
| 1 2 3 4 5 | (4) be familiar with several teaching strategies. | 1 2 3 4 5 |
| 1 2 3 4 5 | (5) select AV materials relevant to lesson. | 1 2 3 4 5 |
| 1 2 3 4 5 | (6) select activities according to content. | 1 2 3 4 5 |
| 1 2 3 4 5 | (7) understand students' academic needs. | 1 2 3 4 5 |
| 1 2 3 4 5 | (8) prepare directions for substitute teachers. | 1 2 3 4 5 |
| 1 2 3 4 5 | (9) use system models for planning and managing learning. | 1 2 3 4 5 |
| 1 2 3 4 5 | (10) use library effectively. | 1 2 3 4 5 |

List other skills in CLASSROOM PLANNING.

_____ _____ _____

List the three most important skills in CLASSROOM PLANNING by item number.

First_____ Second_____ Third_____

INSTRUCTION: Teachers have the ability to:

| | | |
|---|---|---|
| 1 2 3 4 5 | (11) use a variety of teaching strategies (such as lecture and discussion). | 1 2 3 4 5 |
| 1 2 3 4 5 | (12) teach subject in theory and practice. | 1 2 3 4 5 |
| 1 2 3 4 5 | (13) relate materials and activities to interests and abilities of students. | 1 2 3 4 5 |
| 1 2 3 4 5 | (14) be flexible to take instructional advantage of unexpected events. | 1 2 3 4 5 |
| 1 2 3 4 5 | (15) develop curiosity in students. | 1 2 3 4 5 |
| 1 2 3 4 5 | (16) develop creativity in students. | 1 2 3 4 5 |
| 1 2 3 4 5 | (17) reinforce independent thinking. | 1 2 3 4 5 |

List other skills in INSTRUCTION.

_____ _____ _____

List the three most important skills in INSTRUCTION by item number.

First_____ Second_____ Third_____

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

EVALUATION: Teachers have the ability to:

| ACTUAL | | IDEAL |
|---|---|---|
| 1 2 3 4 5 | (18) set performance criteria for lessons or units. | 1 2 3 4 5 |
| 1 2 3 4 5 | (19) relate tests to course goals. | 1 2 3 4 5 |
| 1 2 3 4 5 | (20) make good teacher-made tests. | 1 2 3 4 5 |
| 1 2 3 4 5 | (21) select appropriate standardized tests. | 1 2 3 4 5 |
| 1 2 3 4 5 | (22) administer standardized tests. | 1 2 3 4 5 |
| 1 2 3 4 5 | (23) assign grades according to students' scholastic performance. | 1 2 3 4 5 |
| 1 2 3 4 5 | (24) keep accurate records of students' progress. | 1 2 3 4 5 |
| 1 2 3 4 5 | (25) evaluate text books and reference materials. | 1 2 3 4 5 |

List other skills in EVALUATION.

_____ _____ _____

List the three most important skills in EVALUATION by item number.

First_____ Second_____ Third_____

CLASSROOM MANAGEMENT: Teachers have the ability to:

| | | |
|---|---|---|
| 1 2 3 4 5 | (26) develop and implement classroom procedures. | 1 2 3 4 5 |
| 1 2 3 4 5 | (27) establish learning atmosphere. | 1 2 3 4 5 |
| 1 2 3 4 5 | (28) accept students' expressions of feeling. | 1 2 3 4 5 |
| 1 2 3 4 5 | (29) establish programs to produce changes in classroom behavior. | 1 2 3 4 5 |
| 1 2 3 4 5 | (30) plan and administer behavior modification techniques. | 1 2 3 4 5 |
| 1 2 3 4 5 | (31) plan for efficient space use. | 1 2 3 4 5 |
| 1 2 3 4 5 | (32) recognize alternative solutions to problems. | 1 2 3 4 5 |
| 1 2 3 4 5 | (33) make appropriate decisions. | 1 2 3 4 5 |
| 1 2 3 4 5 | (34) support school policies. | 1 2 3 4 5 |
| 1 2 3 4 5 | (35) use time appropriately. | 1 2 3 4 5 |
| 1 2 3 4 5 | (36) make and stand by decisions. | 1 2 3 4 5 |

List other skills in CLASSROOM MANAGEMENT.

_____ _____ _____

List the three most important skills in CLASSROOM MANAGEMENT by item number

First_____ Second_____ Third_____

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

GUIDANCE: Teachers have the ability to:

| ACTUAL | | IDEAL |
|---|---|---|
| 1 2 3 4 5 | (37) work with counselor to provide service. | 1 2 3 4 5 |
| 1 2 3 4 5 | (38) observe and record student behaviors. | 1 2 3 4 5 |
| 1 2 3 4 5 | (39) assist students to developstudy habits. | 1 2 3 4 5 |
| 1 2 3 4 5 | (40) assist students with personal and social problems. | 1 2 3 4 5 |
| 1 2 3 4 5 | (41) refer students to agencies for occupational and educational information. | 1 2 3 4 5 |
| 1 2 3 4 5 | (42) help student develop self understanding. | 1 2 3 4 5 |

List other skills in GUIDANCE.

_____ _____ _____

List the three most important skills in GUIDANCE by item number.

First_____ Second_____ Third_____

PROFESSIONAL ROLE: Teachers have the ability or willingness to:

| | | |
|---|---|---|
| 1 2 3 4 5 | (43) display their enthusiasm for the job. | 1 2 3 4 5 |
| 1 2 3 4 5 | (44) be confident in their own abilities. | 1 2 3 4 5 |
| 1 2 3 4 5 | (45) be flexible. | 1 2 3 4 5 |
| 1 2 3 4 5 | (46) take advantage of in-service education. | 1 2 3 4 5 |
| 1 2 3 4 5 | (47) attend workshops, graduate school, professional meeting or conferences. | 1 2 3 4 5 |
| 1 2 3 4 5 | (48) be members of professional organizations. | 1 2 3 4 5 |
| 1 2 3 4 5 | (49) demonstrate leadership. | 1 2 3 4 5 |
| 1 2 3 4 5 | (50) have responsibility. | 1 2 3 4 5 |
| 1 2 3 4 5 | (51) help improve instructional program. | 1 2 3 4 5 |
| 1 2 3 4 5 | (52) evaluate current trends on educational matters. | 1 2 3 4 5 |
| 1 2 3 4 5 | (53) be enthusiatic about innovative instructional methods. | 1 2 3 4 5 |
| 1 2 3 4 5 | (54) become involved in curriculum decisions. | 1 2 3 4 5 |
| 1 2 3 4 5 | (55) support school staff. | 1 2 3 4 5 |
| 1 2 3 4 5 | (56) support students. | 1 2 3 4 5 |
| 1 2 3 4 5 | (57) accept constructive criticism. | 1 2 3 4 5 |
| 1 2 3 4 5 | (58) do self evaluation. | 1 2 3 4 5 |
| 1 2 3 4 5 | (59) have positive attitude toward change. | 1 2 3 4 5 |

List other skills in PROFESSIONAL ROLE.

_____ _____ _____

List the three most important skills in PROFESSIONAL ROLE by item number.

First_____ Second_____ Third_____

Degree of Possession
1 No appreciable degree
2 Low degree
3 Moderate degree
4 High degree
5 Very high degree

PUBLIC AND HUMAN RELATIONS: Teachers have the ability or willingness to:

| ACTUAL | | IDEAL |
|---|---|---|
| 1 2 3 4 5 | (60) establish working relationships with school staff. | 1 2 3 4 5 |
| 1 2 3 4 5 | (6I) establish working relationships with students. | 1 2 3 4 5 |
| 1 2 3 4 5 | (62) work cooperatively with parents. | 1 2 3 4 5 |
| 1 2 3 4 5 | (63) respect and be sensitive to student response. | 1 2 3 4 5 |
| 1 2 3 4 5 | (64) represent school well before public. | 1 2 3 4 5 |
| 1 2 3 4 5 | (65) use community resources. | 1 2 3 4 5 |
| 1 2 3 4 5 | (66) be open and honest. | 1 2 3 4 5 |
| 1 2 3 4 5 | (67) display their sense of humor. | 1 2 3 4 5 |
| 1 2 3 4 5 | (68) compromise. | 1 2 3 4 5 |
| 1 2 3 4 5 | (69) maintain good health. | 1 2 3 4 5 |
| 1 2 3 4 5 | (70) present a satisfactory personal appearance. | 1 2 3 4 5 |

List other skills in PUBLIC AND HUMAN RELATIONS.

_____ _____ _____

List the three most important skills in PUBLIC AND HUMAN RELATIONS by item number.

First_____ Second_____ Third_____

List other areas of skill that you feel are important in a public school teacher and that a teacher training institution could screen for or train its students in.

List the ten most important skill areas (including any areas you may want to add) according to their importance.

MOST IMPORTANT 1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

IMPORTANT 10._____

COMMENTS AND SUGGESTIONS:

SECTION III: MAJOR AREAS OF NEED

| | | |
|---|---|---|
| Business Education | Early Childhood | Elementary Education |
| Home Economics | Journalism | Language Arts |
| Mathematics Education | Music Education | Physical Education |
| Science Education | Social Studies | Special Education |
| Speech/Drama | Library Science | |

71. From the undergraduate major certification areas above, list three of them that you foresee in the highest demand five years from now.

1._____

2._____

3._____

| | | |
|---|---|---|
| Affective Education | Art Education | Bilingual Education |
| Business Education | Drug Education | Early Childhood |
| Elementary Education | Geography Education | Home Economics |
| History Education | Industrial Arts | Mathematics Education |
| Music Education | Physical Education (M) | Physical Education (F) |
| Reading Education | Science Education | Sex Education |
| Social Studies | Special Education | Speech/Drama |
| Library Science | | |

72. From the undergraduate major areas of specialization above, list three of them that you foresee in the highest demand five years from now. You may add any you choose.

1._____

2._____

3._____

73. How many new positions were filled last year?_____

74. What are their major areas? (Choose from list above or use your own description.)

1._____ Total._____

2._____ Total._____

3._____ Total._____

4._____ Total._____

5._____ Total._____

75. How many new positions could not be filled last year?_____

76. What are their major areas?

1._____ Total._____

2._____ Total._____

77. Why couldn't those new positions be filled last year?

_____

78. How many new positions do you plan to fill this year?_____

79. What do you foresee as the subject areas for these positions.

1._____ Total._____

2._____ Total._____

3._____ Total._____

4._____ Total._____

5._____ Total._____

SECTION III: MAJOR AREAS OF NEED

| | | |
|---|---|---|
| Business Education | Early Childhood | Elementary Education |
| Home Economics | Journalism | Language Arts |
| Mathematics Education | Music Education | Physical Education |
| Science Education | Social Studies | Special Education |
| Speech/Drama | Library Science | |

71. From the undergraduate major certification areas above, list three of them that you foresee in the highest demand five years from now.

1._____

2._____

3._____

| | | |
|---|---|---|
| Affective Education | Art Education | Bilingual Education |
| Business Education | Drug Education | Early Childhood |
| Elementary Education | Geography Education | Home Economics |
| History Education | Industrial Arts | Mathematics Education |
| Music Education | Physical Education (M) | Physical Education (F) |
| Reading Education | Science Education | Sex Education |
| Social Studies | Special Education | Speech/Drama |
| Library Science | | |

72. From the undergraduate major areas of specialization above, list three of them that you foresee in the highest demand five years from now. You may add any you choose.

1._____

2._____

3._____

COMMENTS AND SUGGESTIONS:

_____
Interviewee's Name

SENIOR STUDENTS/FACULTY

The purposes of this study are to find out whether are there any discrepancies in teacher skills and employers' job skill demands. What are the specific majors that public schools want to hire in comparison to what the College of Education, OU produces?

All information is CONFIDENTIAL.

S = Senior Students F = Faculty

(S) What do you plan to do when you graduate?

(S & F) Based on your experience with public schools, give me the three most important skill areas that first year teachers should possess.

(S & F) Do you think that OU's teacher preparation program provides the knowledge and the experience for you/senior students to possess these skills you listed above?

YES NO

(S & F) If YES, what are the courses or programs provide the knowledge and experience for you/senior students?

(S & F) If NO, what should the program do to provide those skills for you/senior students?

_____
Interviewee's Name

PRINCIPALS/TEACHER REPRESENTATIVES/CHAIRMEN OF LOCAL BOARDS OF EDUCATION

The purposes of this study are to find out whether are there any discrepancies in teacher skills and employers' job skill demands. What are the specific majors that public schools want to hire in comparison to what the College of Education, OU produces?

All information is CONFIDENTIAL.

P = Principals
T = Teacher Representatives
B = Chairmen of Local Boards of Education

(P) What are the criteria you use to select teachers?

(P) Are you generally aware of the institution that the teacher came from?

YES NO

(P) If YES, what are the problems that you have faced with first year teachers who graduated from OU? (Omit who graduated from OU, if the answer was NO.)

(T) What are the problems that most first year teachers face in the school?

(P & T) What should the teacher preparation program do to eliminate those kind of problems?

(T) What are the major fields you see developing or expanding in the education profession?

(T) What fields do you see contracting?

(B) What guideline have you set down or would you like to establish for selection of school faculty?

(B) What are your major concerns in the area of faculty selection?

(P & B) What are the major fields (or areas) that your school (or local) would like to hire most?