A COMPARATIVE STUDY OF THE EXPRESSED
ATTITUDES OF NON-TENURED AND TENURED
ELEMENTARY SCHOOL TEACHERS IN A
METROPOLITAN SCHOOL DISTRICT

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This is to certify that the

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ABSTRACT

A COMPARATIVE STUDY OF THE EXPRESSED ATTITUDES
OF NON-TENURED AND TENURED ELEMENTARY SCHOOL
TEACHERS IN A METROPOLITAN SCHOOL DISTRICT

By

Charles Eugene Sims

The purpose of this study was to compare the expressed attitudes of non-tenured and tenured elementary school teachers to determine what differences, if any, existed between these two groups.

Six dependent variables: (1) attitudes toward teaching as a profession, (2) other teachers, (3) the principal, (4) the students, (5) the school, and (6) the community were crossed with six independent variables of: (1) tenure, (2) marital status, (3) educational degree, (4) location of school building, (5) organizational level, and (6) attitude toward rate of pay. The statistical device used was the multivariate analysis of variance.

Thirteen null hypotheses were formulated and tested:

1. There will be no significant differences between the expressed attitudes of the two groups of teachers (non-tenured and tenured) in the <u>total</u>

<u>area</u> of professional human relations as expressed on the questionnaire.

2. There will be no significant difference between the expressed attitudes of the two groups of teachers in how they feel about teaching as a <u>profession</u>.

3. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the <u>principal</u>.

4. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the <u>children</u> they teach.

5. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about other <u>teachers</u> with whom they work.

6. There will be no significant differences between the attitudes of the two groups of teachers in how they feel about the <u>school</u> in which they work.

7. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the <u>community</u> in which they teach.

8. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to <u>organizational level</u>.

9. There will be no significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizational level of teaching in how they feel about each of the sub-tests covered in the questionnaire.

10. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to educational degree level (B.A., B.A. + 15, and M.A.).

11. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to location of building (Inner City, Fringe Area and Outer City).

12. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to marital status (married or single).

13. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to attitudes toward rate of pay.

Findings

Of these thirteen null hypotheses, nine were accepted. Four independent variables accounted for statistically significant differences between the two

groups of teachers. These variables were: (1) location of school building, (2) tenure by location of school building, (3) educational degree level, and (4) attitude toward rate of pay.

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A THESIS

Submitted to
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DEDICATION

This manuscript is dedicated to my

wife and son

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to:

1. Examine the teaching concerns of non-tenure teachers and tenure teachers at the elementary level in the Grand Rapids Public Schools as revealed by the Walker Human Relations Questionnaire. This questionnaire will be used to determine the expressed attitudes of the two groups of teachers in each of the following six areas of professional human relations.

   a. How they feel about the teaching profession

   b. How they feel about other teachers

   c. How they feel about the principal

   d. How they feel about the children they teach

   e. How they feel about the school

   f. How they feel about the community

2. Determine what significant difference, if any, appear between the two groups of teachers in each of the six areas considered.

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3. Determine what significant differences, if any,
appear within each group of teachers in each of the
six areas considered.

Theory and Supportive Research

When schools are measured on their value or worth
to society, the criteria used usually are readily available
and tangible yardsticks such as achievement and aptitude
scores, percentage of graduates that entered and completed
college, lack of discipline, staff stability, or some other
educational devices that enable schools to look good on
paper. Whatever the batting average, the author supposes
that it might be improved if educators would emphasize
human relations for students and staff to the degree that
academic subjects are supported.

While we are quite adapt at helping people learn
cognitive skills that are valuable on today's market, we
have vastly neglected the affective domain or how to deal
with and get along with others. Research tells us that
nearly 90 per cent of the people who lose their jobs, do
so, not because they cannot do the job; but because they
are unable to get along with people.[1]

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[1]Virginia Voeks, _On Becoming an Educated Person_
(Philadelphia: W. B. Saunders Company, 1965), p. 133.

Rothman[2] suggests that in the case of classroom teachers, the inability to work affectively with students, principals, and fellow teachers will impair one's classroom effectiveness. Teachers need ego. They need a belief in themselves. They need to know what teaching is and who they are. They need to ask themselves such questions as, Why do I want to be a teacher? How do I feel about children? Teachers, in the course of their training, must reach down into the layers of their personality and conflicts, and through a process of self erosion and then self-reintegration, learn to understand themselves so that they in turn can understand a child.

Adding to the tensions and frustrations of the situation is the urbanization of the United States, which means larger schools and school systems which usually impairs communication between administrator and classroom teacher.

The nature of teaching has not changed dramatically in the past few years. Yet the increased and sometimes irrational public criticism, the frequent success of militant civil rights demonstrations, the beckoning promises of economic advancement through alliance with the labor movement, and the problems arising from population shifts and urbanization have united in the past decade to

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[2]Ester P. Rothman, "Needed the Teacher as a Specialist in Human Relations," The High School Journal, XLIX (March, 1966), 268.

make a profound change in the attitude of many teachers. The change, while not immediately perceptible with regards to their attitudes toward students or to their daily work, is already evident and deep with regard to teachers' attitudes toward the surrounding society.[3]

These external forces playing on the teaching profession were supported by changes in the characteristics of the profession itself. The proportion of young teachers steadily increased as growing numbers of beginning teachers were employed to staff new classrooms necessitated by the population explosion. Although less mature and less experienced, these newcomers probably had more and better formal education than those who had preceded them into the profession.[4]

One of the important tasks of leadership in the years ahead will be to encourage the use of those tactics which do not injure democratic government, to reject procedures which do inflict such injury, to make the most use of constructive results of militancy, and to keep its harmful effects to a minimum.[5]

Many competent and potentially outstanding teachers are becoming bogged down and discouraged because they

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[3]Ibid., p. 269.   [4]Ibid.

[5]William G. Carr, "The Changing World of the American Teacher," The National Elementary Principal, XLVII (April, 1968), 17.

cannot find time or energy to be educators rather than technicians or clerks.

> Related to this problem are the heavy losses of personnel from the teaching field and the failure to attract promising people to teaching careers. Promising college students are turning away from careers in teaching. Currently, one third of all college graduates are prepared to teach, but less than half of this group take jobs in public schools. Many an analysys have concluded that, apart from relatively low salaries, strong reasons for rejection are found in the job itself as it exists today. Young men in particular, reportedly reject careers in education because they do not want to be confined to a classroom with twenty or thirty-five or more pupils without assistance for routine chores and semi-professional duties.
> An additional factor in the high turnover is that the new teacher is given little orientation on the job and is expected to assume full responsibility at once. Only about half the teachers who begin teaching in the fall will be in classrooms three years from now. If any private business lost as high a proportion of its skilled personnel each year as even one of the better school systems, it probably would go into bankruptcy.[6]

Teachers enter the field for a multitude of reasons. They bring with them personalities, beliefs about education, expectations and values that differ widely. In addition there are administrators, fellow teachers, students and parents to contend with. Many of this group have expectations and goals for children that are not always compatible with those of the teacher.

It would seem that schools are set up in such a manner that there is not much opportunity for the improvement of human relations where faculty and

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[6]Mildred McQueen, "Solving Teacher Problems, Part One" (Chicago: Science Research Associates, Inc., 1967).

administration are concerned. Often there is not even ample opportunity for psychological growth for students and there are not enough non-threatening situations whereby people grow emotionally within a school building.

The following seems to be typical of many public schools. When a teacher accepts a teaching position, he is assigned to a building. The administrator of that building assigns that teacher to a veteran teacher who will answer questions, state building policy, provide information as to which clique to align with, which teaching practices are acceptable, etc. While this practice seems necessary for orientation, it certainly leaves much to be desired in the way of promoting human relations on a faculty. To a large degree, such a system literally places a few teachers in control of human relations within a building. In many instances people who could have worked well together on committees, extra curricular activities, team teaching or shared time; never bother to get to know each other because of one's "orientation" to a particular school. This may make for negative feelings. All too often these negative feelings are passed on to the students which may interfere with learning.

Then, too, the person assigned to answer questions is not readily available because he teaches as many classes and students as the teacher who needs the answers. Such questions are usually not the kind that can be answered next week, but require an immediate answer in

order that a teacher "not lose face" before his students or staff. Teaching is one of the few professions where one is constantly on the firing line or feels a need to be on guard. Even the medical profession can usually postpone its decisions until it has had sufficient time to check certain hypotheses, a luxury educators or at least teachers usually cannot afford.

Schools talk a great deal about individual differences for children, but usually not enough provisions are made for such. Children are brought to the attention of school guidance personnel much quicker if they are in violation of school rules than they are if they are not learning rapidly enough. Evidence compiled by Coleman, The Adolescent Society;[7] Friedenberg, The Vanishing Adolescent;[8] Goodman, Compulsory Mis-education;[9] Jackson, Life in Classrooms;[10] Kohl, 36 Children;[11] and Kozol,

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[7]James Coleman, The Adolescent Society (Glencoe, Ill.: Free Press, 1967.

[8]Edgar Z. Friedenberg, The Vanishing Adolescent (New York: Laurel Books, 1965).

[9]Paul Goodman, Compulsory Mis-education (New York: Vintage Books, 1964).

[10]Phillip W. Jackson, Life in Classrooms (New York: Holt-Rinehart-Winston, 1968).

[11]Herbert Kohl, 36 Children, New American, 1967.

Death at an Early Age;[12] provides cause to ponder what the real goal of the school is.

While schools help to create well qualified and able graduates, they also help to produce alienated youth. If we leaned too far in the latter direction, we might produce a generation of well-adjusted individuals who qualified to do virtually nothing to perpetuate society. Somewhere along the continuum there may be a happy medium. The promotion of professional human relations in the schools could be a step in the direction of a useful balance between alienation and conformity.

Hypotheses

The following hypotheses will be considered.

1. There will be significant differences between the expressed attitudes of the two groups of teachers in the total area of professional human relations as expressed on the questionnaire.

2. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about teaching as a profession.

3. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about other teachers.

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[12]Jonathan Kozol, Death at an Early Age (New York: Houghton-Mifflin, 1967).

4. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about the principal.

5. There will be significant differences between the expressed attitudes of the two groups in how they feel about children.

6. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about the school in which they teach.

7. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about the community in which they teach.

8. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or in how they feel about each of the sub-tests covered in the questionnaire.

9. There will be significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or in how they

feel about each of the sub-tests covered in the questionnaire.

There are ninety items on the Walker Teacher Human Relations Questionnaire. Respondents are given three options (agree, disagree, and undecided). A value of positive one (+1) is assigned to agree, negative one (-1) is assigned to disagree, while undecided receives a zero (0). Conceivably, respondents could score anywhere from a +90 to a minimum of -90. The differences between the two groups in the study (non-tenure teachers and teachers who have taught five years or more) will be reflected in their answers to the ninety items (agree, disagree, or unde-cided).

Rationale for Hypotheses

Why do I think there will be differences between non-tenure and tenure teachers as reflected by the questionnaire?

1. Non-tenure teachers generally have less committment to education by virtue of their having been in the field for only a short while--Eli Ginsberg,[13] et al., Occupational Choice, 1951 calls this the "crystallization process."

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[13]Eli Ginzberg, et al., Occupational Choice, An Approach to a General Theory (New York: Columbia University Press, 1951), p. 107.

2. Non-tenure teachers run a greater risk of disil-
lusionment. Older teachers have usually already
compromised their expectations, interests, values.
Donald Super[14] said people new to a job test their
own values for the first few years.

3. Non-tenure teachers have not been in the pro-
fession long enough to take on the characteristics
of the teacher stereotype.

4. New teachers have difficulty determining priorities.
Arthur Combs[15] said they do not know what to teach;
they counter by trying to teach everything.

5. Non-tenure teachers usually know curriculum and the
rationale less well.

6. Non-tenure teachers usually know fewer people in
their school building and the school system.

7. Building transfers are usually less readily
available to non-tenure teachers. The building
where they are teaching could very well not be
their first choice.

8. Non-tenure teachers usually feel a greater need to
prove themselves to students, staff, adminis-
tration and parents.

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[14]Donald E. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), p. 183.

[15]Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn & Bacon, Inc., 1965).

9. Non-tenure teachers would probably have a greater level of anxiety due to outside concerns such as dating problems, housing accomodations, parental approval of what they are doing.

10. If non-tenure teachers are recently married and/or still owe for their college education, money problems might loom large on the horizon.

11. The fact that a large number of these teachers probably recently graduated college, might be a factor. It could cause them to over identify with students or know students better. It might cause older faculty to reject the teaching techniques of the non-tenure teachers.

Direction of the Hypotheses or What I Hope to Find

Charles E. Silberman in his new book, Crisis in the Classroom (New York, Random House, 1970) indicates that there are many teachers who enter teaching, remain in the profession for years and maintain negative attitudes toward teaching. If this is true, I hope to find that non-tenure teachers are more positive in all six categories of the Walker Human Relation Attitude Questionnaire:

1. How they feel about the teaching profession

2. How they feel about other teachers

3. How they feel about the principal

4. How they feel about the children they teach

5. How they feel about the school they teach in

6. How they feel about the community they teach in

Silberman infers that time, while an important factor, seems to work negatively or inversely for many teachers. That is, the longer some are in the profession, the less positive their attitudes become.

Wilbur B. Brookover and David Gottlieb, A Sociology of Education (New York, American Book Company, 1964) agree with Silberman. Brookover and Gottlieb discuss the need for further study with career teachers in the areas of values and attitudes. These two writers posed questions to challenge researchers to determine which values and attitudes career teachers modified in order to accept teaching as a career, remain in this field and have positive attitudes about themselves and teaching.

What the Scale Measures

There are six categories that relate to teaching. Scores obtained reveal a positive or negative attitude toward one's job or position that relates to that par-ticular category. Example: The first category, that of How teachers feel about teaching as a profession has seven items. Each item is scaled thusly, agree=positive one, disagree=negative one and undecided=0. Should a respondent receive a positive four points, his attitudes toward teaching as a profession are positive. A person who received a positive five or higher would be deemed more

positive than the teacher who received a positive four.
Conversely, an individual who received a negative four or
lower would be viewed as being negative in his views of
the category "teaching as a profession."

My conviction is that the non-tenure group of
teachers will be more positive in their attitudes toward
all six categories.

Population and Sampling

Two hundred elementary school teachers will be
asked to complete and return the Walker Professional Human
Relations Questionnaire and the Personal Data Questionnaire
compiled by myself. The teachers will be 50 per cent
tenure teachers and 50 per cent non-tenure teachers. An
attempt will be made to balance these teachers by location
of buildings (inner city, fringe area, and outer city). A
further attempt will be made to poll as many teachers from
early elementary (kindergarten through third grades) as
compared to later elementary (grades four through six).

Methods and Procedures to be Used

The following is a brief discussion of the methods
and procedures that will be used in this study.

1. The first phase of the study is concerned with the
   selection of a school system and a population
   within that school system to be considered. This
   phase will also include obtaining necessary

permission and cooperation of the schools involved in the study.

2. Phase number two will be concerned with the selection of a reliable instrument to be used to collect demographic information and to determine expressed attitudes of non-tenure teachers at the time of the study.

3. The third phase will involve a visit to each school in which there are participating teachers and meeting with the principal to inform him of the purposes of the study and to show him the selected instrument. The instrument and a self addressed envelope and stamp with a covering letter will be left in each participating teacher's mailbox, at the conclusion of the visit.

4. Phase number four will consist of the mailing of a reminder letter to each of the participating teachers to urge them to return the completed questionnaire.

5. The final phase will consist of data interpretation along with resulting conclusions and recommendations.

Analysis of Data

"The really important feature of the analysis of variance is that it permits the separation of all of the potential information in the date into distinct and

non-overlapping portions, each reflecting only certain aspects of the experiment."[16]

"The mechanics of the analysis of variance allow the experimenter to arrange and summarize this data in non-redundant ways, in order to decide if effects exist and to estimate how large or important those effects may be."[17]

The major sources of information employed in this study will be found in:

1. Existing literature

2. Observations in school settings

3. Conversations and dialogues with other educators

4. Interpretations of Walker Human Relations Questionnaire

5. Job Satisfaction Index Scale

The method employed will include researching and synthesizing materials that relate to the items of the questionnaire and developing recommendations to improve human relations within school buildings.

An attempt will be made to do a statistical analysis of the Walker Human Relations Questionnaire as it applies to the various schools concerned in the study.

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[16]William L. Hays, _Statistics for Psychologists_ (New York: Holt, Rinehart and Winston, Inc., 1963), p. 408.

[17]_Ibid._, p. 409.

References, also, will be made to other pertinent statistical studies, graphs, and charts.

Level of Significance

The null hypothesis will be rejected at levels less than the .05 level of significance. That is, if a chance occurrence happens fewer times than five out of a possible one hundred the difference will not be significant.

Some Information About the Instruments

The Walker Teacher Professional Human Relations Attitude Questionnaire was created by Ralph Walker at the University of Florida in 1954 as part of his unpublished doctoral dissertation.

He tested the instrument for reliability with the Split-Half method and obtained a reliability coefficient of .966. Walker also used the Kuder-Richardson Internal Consistency formula. The result was a reliability coefficient of .987.

The authors of the text, The Measurement of Satisfaction in Works and Retirement by Patricia Cain Smith, et al., validated their Job Descriptive Index Scale. Their sampling involved eighty male bank employers. Coefficients of reliability were established by using two different methods, the correlation of Random Split-Halves method and Full Length Spearman-Brown Formula. The results were the following:

Scale	Random Split-Halves	Spearman-Brown
Work	.73	.84
Pay	.67	.80
Promotions	.75	.86
Supervision	.77	.87
Co-Workers	.78	.88

The Split-Halves method yielded a coefficient of .74, while the full length Spearman-Brown Formula was higher .85. The Job Descriptive Index Scale is Part C of the questionnaire in this study.

Job Descriptive Index Scale

Each positive item for the purpose of scoring will be assigned a value of positive one (+1). While negative responses will receive a negative one (-1). The exception is in the case of two negatives. When this occurs the result will be a positive one (+1). Example, should a respondent state that his job is not boring, he is making a statement positive in nature.

Limitations of the Study

The following limitations will be considered in interpreting the results of this study:

1. The information will be limited primarily to responses to a questionnaire and it is therefore subject to the difficulties inherent in a paper and pencil test.

2. The information will be limited to responses from those who voluntarily returned the questionnaire.

3. Age will be a factor as half of the respondents will be twenty-five or under.

4. Honesty with one's self will be a factor. That is, did those who answered a particular way, really feel that way or did they give those answers for other reasons.

Assumptions of the Study

1. The instrument is assumed to be valid and reliable as supported in the review of the literature.

2. The attitudes expressed will be valid at the time they are expressed.

3. Teachers, if they are to be effective in their position, must be able to call upon an adequate personality in their teaching. This adequate personality will be necessary if relationships with staff and students are to be satisfactory. That is teachers must be adequate to the degree that they are able to control and guide pupils to improve the educational, emotional, and social well-being of those pupils. In other words, it is assumed that teachers incapable of rendering the above services have already been removed from teaching positions.

4. While there will be no attempt to measure teacher effectiveness, for the purpose of this study, it

is assumed that those respondents who receive a
positive score will be of a frame of mind that
could enable them to do a better job of teaching
than those teachers who score negatively or have
negative ideas.

Definitions of Terms

Early Elementary Teacher.--One who teaches regular
academic classes in grade levels from kindergarten through
third.

Later Elementary Teacher.--One who teaches regular
academic classes from fourth through sixth years.

Attitude.--A feeling an individual has toward
himself or some aspect of his environment. The feeling of
like or dislike toward one's job is an attitude. An
attitude may be positive, negative, or neutral. Attitude
is the predisposition of people to evaluate some symbol or
object or aspect of this world in a favorable or unfavor-
able manner. Opinion is the verbal expression of an
attitude, but attitudes can also be expressed in nonverbal
behavior. Attitudes include both the affective or belief
elements which describe the object of the attitude, its
characteristics and its relations to other objects. When

specific attitudes are organized into a hierarchial structure, they comprise value systems.[18]

Inner or Center City School.--One characterized by a high degree of family and social disintegration, high rate of transciency, little opportunity for upward or vertical mobility, higher incidence of police detected petty crime.

Outer City School.--Parents very much interested in school and the kind of education their children are receiving. They view children as an investment for the future. As a result children seem well motivated to learn. They are products of stable homes. Children are imbued with the spirit of the Protestant Ethic, having a feeling that they can control their destiny, are able to delay gratification if necessary and strive to live up to high parental expectations.

Non-tenure Teacher.--Any teacher who is still in the probationary period. This customarily means that he has not taught or rendered more than two consecutive years of satisfactory service.

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[18]Daniel Katz, "The Functional Approach to the Study of Attitudes," Current Perspectives in Social Psychology, ed. by Erwin P. Hollander and Raymond G. Hunt (London: Oxford University Press Inc., 1963), p. 339.

Tenure Teacher.--One who has successfully undergone
his probationary period. He has had two consecutive
successful years in the same school system. For the
purpose of this study a tenure teacher will be one who has
taught for five years or more. The fifth year is crucial
because dissatisfied teachers usually leave a system at
this point since many school systems will not allow credit
for more than five years in other systems.

Professionals.--Those members on a school staff
who have college degrees or certificates from business
schools or trade schools.

Fringe Area School.--One where the neighborhood is
in transition. Teachers feel standards (academic) are
being threatened. An increasing number of teachers
contemplate transferring.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

Many writers in the field of public education agree
that teacher attitudes are the key to teaching success, the
development of well-adjusted students and contented parents.
They further postulate that beginning teachers are less
well equipped to help foster and promote these positive
attitudes in elementary school children. Such premises,
if they are well founded, (1) provide school boards
justification for paying beginning teachers about half as
much as experienced teachers, (2) in essence are saying to
teacher training institutions there is very little you can
do to help us with our problems, and (3) to parents whose
children have beginning teachers that, we are sorry but
you will have to suffer with us.

This study assumes the reverse. That is, that
beginning teachers are positive in their attitudes and that
while not a well-polished product, beginning teachers do
contribute a great deal to the process of education in
public schools. If the beginning teacher does not measure

up perhaps it is because of intervening variables such as age, a need not to feel as though one is on trial, a need to be accepted, and assurance that one is making a contribution.

Non-tenured teachers are human. When they appear to be less than caring, less-intentioned, pupil oriented adults, it could very well be that they are this way because they feel that the institution demands that they play such a role.

The elementary principal, by the very nature of his job is the key to the educational success of those teachers and students in the building he administers. Because he is charged with evaluating all staff, he should be knowledgeable to the degree that he is able to recognize and rectify shortcomings or deficient areas of teacher competency. He above all other staff members should know what is good for children. He should set the pace and, to a degree, control learning in that building.

When non-tenured teachers score high in the category, "attitudes toward principal," they will also score high in the two categories of attitudes toward students and toward other teachers. Non-tenured teachers, if they score low in various categories of attitudes will do so invariably because: (1) they have not received sufficient help from the building principal or other designated personnel, or (2) they do not really know which attitudes they should have because they have never

discussed, observed, or encountered that particular situation. In other words lower scores for non-tenured teachers will reflect an inability to take a stand or point of view (undecided equals zero points), rather than a reflection of negative attitudes (disagree equals a negative one).

Because the literature of chapter II is somewhat voluminous, it was organized and divided into four sub-topics of (1) problems of beginning teachers, (2) help for beginning teachers, (3) personality and attitudes of beginning teachers, and (4) self-concept of beginning teachers. At the end of each sub-topic a summary of what was contained therein is given for the purpose of clarification.

The following is an indication of what beginning teachers believe and expect to receive:

A. The Right to an Educational Climate Conducive to Good Teaching[1]

   Reasonable class size
   Duty-free lunch periods
   Clear definitions of duties, responsibilities and the school's curricular objectives
   Democratic administrative procedures
   Adequate materials and equipment
   Policies conducive to professional growth
   Teaching assignments restricted to major and minor fields of preparation
   Non-academic duties commensurate with those of the non probationary teachers
   Academic freedom to promote flexibility, creativity and innovative thinking

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[1]Traxel Stevens, "Here Come Tomorrow's Teachers," Texas Outlook, LII (November, 1968), 38.

B. The Right to Adequate Compensation for Services
    Rendered[2]

    Salary commensurate with the individual's con-
    tribution to society
    Salary commensurate with the beginning teachers'
    level of academic achievement
    Job security following a reasonable probationary
    period
    Adequate leave time for illness
    Sufficient health and accident protection

Beginning Teacher Problems

Bond and Smith[3] concluded from their 1964 study of

200 first year elementary teachers who taught in New York

State that

> A teacher's education is not completed at the end of a
> formal preparation program. There is evidence that
> outstanding teachers develop their ability during the
> first two or three years of teaching and not while they
> are in undergraduate or graduate schools. If this is
> true then the way in which school systems support
> beginning teachers may be a major influence on the
> quality of their teachers' work in the years to follow.

Bond and Smith further concluded from their

research that:

1. The introduction of beginning elementary school
    teachers was a haphazard process
2. Few received more than a cursory one day orientation
    to help them get started
3. Problems varied from inadequate equipment to non-
    supportive administrators to pre-determine
    specialists' schedules that segment the classroom
    teacher's day.[4]

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[2] Ibid.

[3] George W. Bond and George J. Smith, "The First
Year of Teaching," The National Elementary Principal
(Washington, D.C.: The Educational Press, September, 1967),
p. 55.

[4] Ibid., p. 59.

Bush,[5] Crafton,[6] and Vars[7] were other authors who studied problems along these lines and arrived at similar conclusions.

Dropkin and Taylor[8] compared one hundred beginning teachers in New York City and suburbs. Their conclusions, which were drawn from the responses to a seventy item questionnaire with a six point rating scale (unable to solve, very difficult to solve, somewhat difficult to solve, easy to solve, not a problem, or does not apply) show that: (1) New York City Teachers perceived themselves as having more difficulty in the area of "relations with parents than did the suburban teachers; (2) there were no differences in the areas of "discipline," "materials and resources," and "classroom routines."

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[5]R. N. Bush, "Developing Career Teachers," (paper read at Regional TEPS Conference, San Diego, National Education Association, 1964), pp. 72-79.

[6]A. D. Crafton, "Factors Related to Satisfaction with Beginning Teaching Among Beginning Teachers," (unpublished doctoral dissertation, University of Georgia, 1966).

[7]G. F. Vars, "Preparation of Junir High Teachers," Clearing House (May, 1965), pp. 77-81.

[8]Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," in Journal of Teacher Education, XIV (December, 1963), 385-87.

Smith's[9] research was quite similar to that done by
Dropkin and Taylor. His conclusions were not unlike those
of Dropkins and Taylor.

Bledsoe's study revealed that:

> Beginning teachers viewed the principal as the key
> person in the school situation. He contributed to
> their satisfaction or dissatisfaction in teaching and
> his administrative behavior was a significant factor
> in their decision to remain in or to withdraw from
> teaching.[10]

> Teachers sought help from the principal with
> instructional problems and with problems relating to
> classroom organization. A conflict in philosophy, a
> lack of effective, two-way communication, a lack of
> time for providing help, and a lack of knowledge and
> skill in instructional leadership were indicated as
> reasons which stood in the way of securing as much
> help as desired in the problem areas.[11]

What has been described by Skinner[12] as "aversive
control" prevails in most classroom settings as well as
within our society at large. Students, or the beginning
teachers are held responsible for doing what they ought to
do and are punished (usually non-corporal measures--
ridicule, scolding, sarcasm, criticism, ostracism, extra
work, withdrawal of privileges, or other devices) when they

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[9]Henry P. Smith, "A Study of the Problems of
Beginning Teachers," Educational Administration and
Supervision, XXXVI (May, 1950), 257-64.

[10]J. C. Bledsoe and R. Lightsey, "Perceptions of
Beginning Teachers in Georgia as Related to Certification
Status," Journal of Teacher Education, XVII (1966), 481-93.

[11]Ibid., p. 492.

[12]B. F. Skinner, The Technology of Teaching (New
York: Appleton-Century-Crofts, 1968), p. 99.

fail. These aversive techniques have detrimental effects on teachers and pupils; however, aversive techniques have not been abandoned because effective alternatives have not been found. Skinner further states:

> The young teacher may begin his career with a favorable attitude toward his profession and toward his students, only to find himself playing a consistently unfriendly role as a repertoire of aggressive behavior is repeatedly reinforced. The prospect does not attract or hold good teachers. At times the profession has been tolerable only to weaklings or to those who enjoy treating others aversively. Even when moderately used, aversive practices interfere with the kinds of relations with students which make more productive techniques feasible.

Haberman[13] stated that effective teachers are generally characterized by: (1) warm, friendly, understanding personalities; (2) favorable attitudes toward pupils, principals, school administrators and parents; and (3) consistent student-centered philosophy of teaching.

Regardless of how well prepared the beginning teacher might be, much remains for him to learn on the job, and at this particular stage he is in constant need of advice, guidance and help in organizing, managing and teaching his classroom.[14] The beginner faces problems characteristic of his own conditions which are likely to

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[13]M. Haberman, "The Teaching Behavior of Successful Interns," The Journal of Teacher Education, XXVI (1965), 215-20.

[14]A. S. Barr and M. Rudisiu, "Inexperienced Teachers Who Fail and Why," Nation's Schools, V, No. 2 (1930), 30-34.

affect his professional effectiveness and attitude toward teaching. The conscientious beginner is able to identify his difficulties in teaching, particularly those problems more closely related to the classroom process. It follows that the study of such reported problems of the beginning teacher is a pre-emptory need for both, a more efficient supervisory program for the public school as well as for the teacher preparation institution.

"They know what they learned usually. The how is the question?" Specifically, many of their problems were how to do something; how to give grades; how to motivate a slow learner; how to weigh a student's ability and not have his parents over react, what to do about pupils who can do the work but do not; how to plan; evaluate; and manage to teach well all the subjects; and how to remain on good terms with all building personnel.[15]

Schrackehoulst,[16] in her work with first and second year teachers, identified learning to play the role of the teacher as the most difficult problem. The teacher has to feel it within herself before she can help the students to feel it. Pupil control is usually a very

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[15]Interview with Mrs. Margaret Holmes Supervisor of Humanities for the Grand Rapids Public Schools, Grand Rapids, Michigan, December 8, 1970.

[16]Interview with Mrs. Jacqueline Schrackehoulst, Curriculum Specialist for the Lansing Public Schools, Lansing, Michigan, November 19, 1970.

difficult area because the teacher does not feel like a teacher inside. Most seem to need experience in handling children, writing and carrying out lesson plans, knowing and using the materials available in the building. She concluded that pupil control is closely allied to classroom organization and that learning to play the role of the teacher was most difficult.

In the research of Theune,[17] business teachers in their first year found their major concerns were: making lesson plans, testing in all phases, getting student cooperation and teacher cooperation, and selecting materials. Training for some of these had been lacking in the student teaching program.

In a study of elementary teachers, Turner and Fattu[18] found significant differences between those who had completed a methods course and those who had not, those who had an education degree and those who had a liberal arts degree, those who had one year of teaching experience and those who had none, and those who had three or more years of experience and those who had only one. Differences were

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[17]Warren Stanley Theune, "Difficulties of First Year Business Teachers and Relationship of these Difficulties to Their Student Teaching Experience" (unpublished doctoral dissertation, Michigan State University, 1960).

[18]R. L. Turner and N. A. Fattu, "Problem Solving Proficiency Among Elementary Teachers: I. The Development of Criteria" (monograph of the Institute of Educational Research, Bloomington, Indiana University, May, 1960), p. 60.

in favor of those with greater professional knowledge.
They also found that teachers rated effectiveness increased
rather rapidly with experience at first, and then levels
off at five years experience or beyond. The teacher may
show little change in rated performance for the next twenty
years, after which, as in many occupations, there tends to
be a decline. No particular differences were shown between
men and women teachers in their effectiveness. Nor was
there any significant relationship in the attitude toward
teachers and teaching. This study also suggested that the
results of personality tests might show more promise in
finding significant differences among elementary teachers.

Yauch and others[19] listed various problems that
teachers faced in a new situation. The classification
included "getting acquainted" or orientation, community
relationships, parent relationships, professional growth
factors (teacher relationships included), teaching pro-
cedures, relations with supervisors, and public relations.
The theme was that teachers had to be closely identified
with the world of reality, and yet be imbued with the
concept of desirable idealism. This text on non-specifics
in the problem areas hinted that human relations was the
field full of most pitfalls for teachers whether they are
beginning or experienced.

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[19]Wilbur A. Yauch, Martin H. Bartels, and Emmet
Morris, The Beginning Teacher (New York: Holt and Company,
1955), p. 339.

In these studies of teachers, poor maintenance of discipline and lack of cooperation tend to be found as the chief causes of failure. Health, educational background, amount of preparation, age, and knowledge of subject matter, on the other hand, appear to be relatively unimportant factors in terms of teacher failure.

The conclusion reached by the editors of Who's a Good Teacher? seems to reinforce the studies already reported--that many problems of teaching are in the field of human relations with students, other teachers, principals, parents, and the community.[20]

Hudson's research used a personality evaluation instrument, the Inventory of Adjustment and Values, to test the perceptions new teachers had of orientation programs in their schools. The assumption was that the perception of the teacher was measured by the types of problems he perceived. Teachers found discipline problems, working with all the pupils, including the gifted and retarded and working with other teachers and being accepted by them as

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[20]American Association of School Administrators, Department of Classroom Teachers of the N.E.A., National School Board's Association, Who's a Good Teacher? ed. by William J. Ellena, Margaret Stevenson, Harold V. Webb (Washington, D.C.: National Education Association, 1961) p. 26.

[21]Joseph T. Hudson, "Orientation Programs in Selected School Districts and Their Relationship to the Perceptions of Beginning Teachers" (unpublished doctoral dissertation, Michigan State University, 1959).

their major problems. This group did perceive the human
relations field as a problem area. The author concluded
that a teacher can learn a new perception with personnel
friendly to him.

In many different forms and from different studies
comes the conclusion that problems of beginning teachers
are primarily those of relations with people. Schools have
sought to minimize these difficulties through programs of
orientation and by giving some professional help in the
classroom.

Bush[22] believes that there is a real need to inte-
grate theory with practice. This continues to be a problem
because the trainee has difficulty making the transition
from student to teacher. Students entering teacher
preparation have so thoroughly internalized the role of
student that they are hardly aware of it. Their view of
the school is that of pupils, which usually places pupils
in a more favorable light and teachers in a less favorable
light because they tend to see teachers as punitive and
restrictive. They perceive pupils as being well-motivated
to learn, eager to please, and well-behaved. As trainees
move into practice, this view is shattered. Pupils, viewed
from the new vantage point, are no longer the angels they

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[22]Robert N. Bush, "The Formative Years," in The
Real World of the Beginning Teacher (Washington, D.C.:
National Education Association, 1966), p. 12.

once seemed. They lack motivation and are difficult to
control. Teachers are now more sinned against then pupils.

Kaufman[23] sees the beginning teacher as an asset
because he is energetic, healthy, still optimistic, strives
to get the job done, and cares about students. If she had
any advice to give beginning teachers it would be to expect
the unexpected because the most carefully prepared lesson
plans sometimes have to be changed or discarded due to some
minor yet tragic occurence which the teacher is unable to
control. At the most inopportune moment a janitor bangs on
a radiator or a student hiccups and the mood for that
lesson is lost. There are no textbooks at teacher-training
institutions to prepare new teachers to cope with such
situations. The new teacher must become a resource unto
himself if he is to adequately deal with red tape, paper
work, hall and recess duty, lack of proper equipment,
textbooks and supplies, problems students have, and still
find time to teach.

Jersild[24] views the beginning teacher as being on
trial before his pupils, colleagues, supervisors and above
all, on trial before himself.

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[23]Bel Kaufman, "Up the Down Staircase," in The Real
World of the Beginning Teacher (Washington, D.C.: National
Education Association, 1966), pp. 28-29.

[24]Arthur T. Jersild, "Behold the Beginner," in The
Real World of the Beginning Teacher (Washington, D.C.:
National Education Association, 1966), p. 43.

The average beginning teacher, like many teachers,
has personal problems of various kinds. Some of his diffi-
culties he readily admits to himself and to others. Some
of his conflicts he hesitates to admit even to himself.[25]
These troubles were primarily (1) difficulty in knowing
their own minds and asserting their own rights, (2) stored-
up anger, and (3) an inability to relax and be themselves
while they taught.

According to Lortie,[26] the beginning teacher is
fundamentally a learner. To understand him, ways must be
found to depict his learning of the teacher role--to show
how he masters complex new duties, forms and sustains
demanding human relationships, and seeks to resolve
problems of identity-formation.

Contrasted to many occupations, teaching by
beginner and master alike, is largely a private affair.[27]

Isolation sets the context for the orientation of
the beginning teacher; in fact, beginners are more likely
to prize independence from others than are their senior
colleagues.[28]

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[25]Ibid., pp. 44-46.

[26]Dan C. Lortie, "Teacher Socialization," in The
Real World of the Beginning Teacher (Washington, D.C.:
National Education Association, 1966), p. 55.

[27]Ibid., p. 59.   [28]Ibid.

Lortie perceives the beginning teacher as under-going three phases in order to feel and think like a teacher:

1. There is a day to day coping with immediate demands --a kind of struggle simply to get through without major damage to students or self.
2. As the teacher gains some mastery over the demands of his role, he begins to branch out somewhat, to innovate, to try different approaches. During this phase he may try practices which attract, unfavorable attention from administrators, who may signal him back to more conventional ways.
3. The third stage--crystallization--occurs when the teacher settles into a more or less stable set of routines and practices. It seems that after five years teachers tend to become more conservative and more resistant to change.[29]

Collins, in her research that compared untrained and trained graduate teachers, tested three hypotheses. They were:

1. The untrained teachers will be less efficient than the trained.
2. They will view the school situation from a differ-ent standpoint.
3. The untrained will be less committed to their profession.

Data were compiled on the basis of observation, interviews, and questionnaires. The conclusions were (a) the untrained teachers had a more difficult time of it, (b) data for hypothesis number two seemed to be somewhat ambiguous, it was neither proved nor disproved, and (c)

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[29]Ibid.

[30]Mildred Collins, "Untrained and Trained Graduate Teachers--A Comparison of Their Experiences During the Probationary Year," in The British Journal of Educational Psychology, XXXIV (February, 1964), 77.

the untrained teachers did prove to be less committed to their profession.[31]

Haberman[32] showed in his research, which dealt with a comparison of eleven interns and eighteen first year teachers in Milwaukee, Wisconsin, that interns rated slightly higher than regular first year teachers in many positive aspects of teaching. The author attributed these similarities to curriculum and planning.

Case's[33] research which was designed to examine and compare the attitudes and interests of mature married women and young single women undergoing a three-year course of training at a day teacher's college and in their first teaching posts, concluded that (1) cultural-environmental awareness increases with age, (2) married women were better able to cope with their multiple roles by using a system of role priorities, and (3) both groups expressed a deep concern over the job of teaching.

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[31]Ibid., pp. 80-84.

[32]M. Haberman, "A Comparison of Interns with Regular First Year Teachers," in The Journal of Educational Research, LIX (October, 1965), 93.

[33]Duncan Case, "Married Women and Young Women Students at a Day College of Education and in Their First Year as Teacher," in British Journal of Educational Psychology, XXXVIII (February-, 1968), 102-03.

Rodriquez's[34] research compared the perceptions of first year teachers, practice teachers, and seniors without teaching experience and how they viewed problems facing beginning teachers in Puerto Rico. The author concluded that as one's exposure to teaching increases, his difficulty in teaching or perception of problems decreases.

Stinnett and Huggett[35] postulated that traditional older teachers in a school building often have an undesirable or negative effect on young beginning teachers. This occurs when the former is able to strip the latter of his dignity, self-worth and confidence by rejecting any ideas concerning education a beginning teacher might have that conflict with the more readily acceptable pedagogical practices.

Webb's[36] survey of 197 beginning teachers in Kansas showed that at the secondary level the concerns teachers

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[34]Nicholas Antolin Rodriquez, "A Comparison of the Perceptions First Year Teachers, Practice Teachers and Seniors Without Teaching Experience Hold of the Problems Facing Beginning Teachers in Puerto Rico" (unpublished doctoral dissertation, Michigan State University, 1964).

[35]T. M. Stinnett and Albert J. Huggett, Professional Problems of Teachers (2nd ed; New York: The MacMillan Company, Inc., 1963), p. 96.

[36]John R. Webb, "A Study of the Relationshio of Teaching Difficulties Reported by Beginning Secondary Teachers to Teacher-Pupil Attitudes and Other Variables" (unpublished Ed. D. dissertation, University of Arkansas, 1962, University Microfilms), p. 61.

reported most often were related to classroom instruction and management or student rather than subject centered.

Fuller and others[37] suggested that many of the discipline problems new teachers encounter, are symptoms of teacher incongruence. Pupils know what the teacher does not readily know: whether he is easy to fool, how much they can get away with, what will confuse or annoy him.

Summary of Problems of Beginning Teachers

In these studies of beginning teacher problems, lack of help from the principal, difficulty in making the transition from student to that of teacher, inadequate orientation to the job, need for more and better human relations, inability to rely on self in crises, need to integrate theory and practice, the demands of the job (work in isolation), and negative feedback from older teachers tend to be found as the chief causes of failure. Knowledge of subject matter, age, amount of preparation, and educational background, on the other hand, appear to be relatively unimportant factors in terms of teacher failure.

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[37]Frances Fuller, Oliver H. Brown, and Robert F. Peck, Creating Climates for Growth (The University of Texas at Austin: The Hogg Foundation for Mental Health, 1967), p. 9.

Help for the Beginning Teachers

In the book, The Newly Appointed Teacher, which
dealt with two basic problems of new teachers: security
and emotional adjustment, and professional and technical
adjustment, Mort[38] suggested that to improve professional
and technical adjustment superior teachers should be
assigned to devote their entire time to helping new
teachers with their problems. He emphasized security on
the job much more than emotional adjustment.

Eye and Lane[39] wrote their book, The New Teacher
Comes to School, to impress administrators with the need
for induction policies, with a hint that there are some
"hidden" policies that teachers should know, and that it
was the responsibility of administrators to make them
known.

While this study is primarily concerned about
elementary teachers, Hunt's article indicates that the
beginning teacher also has a difficult time at the
secondary level. Hunt states:

> The price is very high. The beginning teacher will
> make many unnecessary mistakes. Because some teachers
> are left alone too much they have trouble adjusting.
> He further ponders the cost in student learning, in

[38]Paul Mort, The Newly Appointed Teacher (New York:
Columbia University Press, 1950), p. 49.

[39]Glen Eye and Willard Lane, The New Teacher Comes
to School (New York: Harper & Brothers, 1956), p. 360.

continuity of instruction, school organization and in the critical problem of teacher turnover.[40]

Hunt feels he has some solutions to the beginning teacher problem. He advocates:

1. A reduced load in both classes and extra assignments for the beginning teacher as a wise investment, one that will yield very high returns.
2. Having the help and guidance of a qualified, experienced teacher.
3. The selection of the "right" cooperating or experienced teacher is very important.
4. The cooperating teacher must be free of any supervisory or evaluative function, especially as it relates to the beginning teacher.[41]

Brownell[42] thinks he would assess his own abilities and expectations if he were starting to teach. The following is his assessment:

From his colleagues he would expect comradeship and acceptance as a professionally trained neophyte eager to learn and help. He would make people aware of his respect for experienced knowledge, friendship and his willingness to assume his share of responsibility.[43]

From the community he would expect conditions that would permit a teacher to do a good job--an adequate salary, good housing reasonably accessible to the school, sufficient working space with modern equipment and supplies, a reasonable work load and respect and cooperation from fellow citizens. They could expect him to be concerned about the welfare of each student and the community, a balanced, objective, lucid

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[40]Douglas Hunt, "Preparation for Reality-Induction of Beginning Teachers," in The Bulletin of the National Association of Secondary School Principals, LI (May, 1967), 64.

[41]Ibid., pp. 65-66.

[42]Samuel M. Brownell, "If I Were Starting to Teach," in Bulletin of the National Association of Secondary School Principals, LII (December, 1968), 3.

[43]Ibid.

authority in his teaching area, and that for each child he would kindle an interest in learning and reinforce the desire to continue learning. They could assume that he would strive to be a good example of what he preached.[44]

Lemon's[45] study of 300 beginning teachers and how they perceived their professional education courses revealed that there exists poor communication or a great deal of misunderstanding between professors and students. Most of these beginning teachers expressed negative feelings that ran the gamut from "too theoretical" to "nothing but junk."

Check[46] suggests that there would be fewer unhappy beginning teachers if they would spend more time discussing basic questions that relate to six areas of interests centering around their first employment prior to signing a contract. These areas are community, school, administration, teaching, salaries, and miscellaneous.

Along similar lines, Kleinman[47] tested the hypothesis that the degree of selectivity shown by beginning teachers in choosing their first position is

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[44]Ibid.

[45]Lawrence A. Lemons, "Educational Courses," in NEA Journal, LIV (October, 1965), 26.

[46]John F. Check, "Contract Signing," in Clearing House, XLIII (March, 1969), 411-12.

[47]Lou Kleinman, "A New Dimension in Teacher Selection," in Journal of Educational Sociology, XXXIV (September, 1960), 24-25.

positively and significantly related to the adjustment they make during the first year of teaching. A questionnaire was administered to 257 beginning teachers. The author's conclusions were that as a group, beginning teachers were not selective in choosing their positions and were inclined to accept jobs while knowing very little about those positions.

Macdonald,[48] in her article written while reflecting upon a career that spanned nearly fifty years, mentions some positive moves she would make if she had it to do over again. Some of those are:

1. Leave her teaching job for school public relations. This enables one to see the whole scope of a school system, as well as perform a valuable service in interpreting the schools to the public.

2. Continue to try to have close contact with administrators, teachers, and the non-instructional staff.

3. Actively participate in professional organizations at all levels.

4. Continue to write newspaper articles about classroom work.

5. Promote good public relations among teachers.[49]

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[48]Dora Mary Macdonald, "If I Could Start All Over Again," in Minnesota Journal of Education, XLIV (May, 1964), 16.

[49]Ibid.

Johnson[50] suggests in his research that it is possible to predict the degree of success beginning junior high teachers will enjoy on the basis of how they score on the following scale:

> S--Subject knowledge--understanding of teaching field subject matter
>
> I--Instructional skill--lesson planning, classroom procedures, evaluation, etc.
>
> P--Professional demeanor--dependability, co-operation, ethics
>
> D--Discipline control of situation, command of pupil's respect.[51]

Purtell[52] is in agreement in her article on beginning teachers.

Olson[53] thinks that there is a concerted move to demoralize beginning teachers. He lists trends that must be reversed if the dilemma is to be rectified. Some of those trends are:

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[50]Mauritz Johnson, Jr., "Profiles of Beginning Junior High School Teachers," in _Journal of Teacher Education_, XVI (September, 1965), 305.

[51]_Ibid._, p. 304.

[52]Josephine M. Purtell, "Training the Beginning Teacher," in _Catholic School Journal_, LXV (March, 1965) 71-72.

[53]Carl Olson, Jr., "Let's Stop Demoralizing Beginning Teachers," in _Peabody Journal of Education_, XLVI (July, 1968), 18.

1. An ineffective screening process
2. Poor teaching models in undergraduate programs
3. Weak student teacher programs
4. Administrators are not frank enough with prospective teachers
5. Teacher training institutions and school personnel do not provide enough help once a teacher enters his own classroom
6. Beginning teacher evaluation leaves much to be desired
7. Mediocrity is often rewarded where experienced teachers are concerned[54]

Teigland,[55] in her advice to beginning teachers, strives to get them to understand themselves as well as the children they teach. She states that a teachers anxiety is natural and acceptable, but that careful preparation and respect for each individual in that classroom help to alleviate anxiety. Teachers who establish parameters early do their students a service.

Farls[56] research involved 400 senior teaching interns at the University of Miami, who were asked to write questions they might have that concerned their new teaching position. More than 2,800 questions were submitted and placed in ten categories. The questions dealt with such topics as the student body, faculty, discipline, teaching assignment, grading and promotion,

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[54]Ibid., 19-23.

[55]Elizabeth Teigland, "Contagious Teaching," in Peabody Journal of Education, XLIV (March, 1967), 227-25.

[56]Robert Farls, "What Does the Classroom Novice Want to Know," in Pennsylvania School Journal, CXVII (September, 1969), 38-39.

professional organizations, professional growth, and special services for children.

Whitman,[57] in his article reached similar conclusions.

Lueck,[58] in his research asked 240 juniors who were education majors to rank twelve major problems encountered in teaching. When this group moved into their senior year these same students were asked to rank these same problems. There was a close relationship between the two rankings, a correlation coefficient of .89. The purpose of the study was to provide method teachers an indication of how much emphasis to give each problem.

The research of Hoy,[59] a longitudinal study of 175 student teachers at Oklahoma State University in 1966, indicates that as a result of the socialization process, beginning teachers tend to adopt a more custodial pupil control ideology as they gain teaching experience.

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[57]Robert L. Whitman, "Fears of Beginning Teachers," in Ohio Schools, XLIV (September, 1966), 23.

[58]William R. Lueck, "Professional Insecurities of Prospective Teachers," in Teachers College Journal, XXXVII (December, 1965), 119-22.

[59]Wayne K. Hoy, "Pupil Control Ideology and Organizational Socialization: A Further Examination of the Influence of Experience on the Beginning Teacher," in School Review, LXXVII (September, 1969), 257-65.

McGinnis'[60] article on the Beginning Teacher Project
in New York State gives an indication that state departments
of education are willing to appropriate money, effort, and
time to resolve problems of beginning teachers. At any
rate, teachers who have been involved in the program feel
it has helped them in terms of gaining new insights, self-
improvement, and increased job satisfaction.

Graves and Hixon[61] maintain in their article that
the best way to shape an orientation program to suit the
needs of the teachers is to ask teachers what they want to
know. Such a method when administered properly improves
staff morale and reduces teacher turnover.

Rhoades and Peckham[62] showed in their research
that involved thirty-four administrators that had a
working agreement with Los Angeles State College that
administrators are most concerned that beginning teachers
should be (1) emotion-poised, (2) able to demonstrate the
ability to plan and motivate lessons, and (3) able to
develop pupil morale.

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[60]Cecelia McGinnis, "The Beginning Teacher Project
in New York State," In Bulletin of the National Association
of Secondary School Principals, LII (October, 1968), 49.

[61]John W. Graves and Lawrence B. Hixon, "How to
Keep New Teachers Happy," in Nations Schools, LXXXI
(April, 1968), 76.

[62]Fred G. Rhodes and Dorothy R. Peckham, "Evalu-
ations of Beginning Teachers: Pointers and Opinions," in
Journal of Teacher Education, II (March, 1960), 55-57.

Webb's[63] research gives an indication that new teachers receive the most help from colleagues.

According to Chalquist,[64] visits to the school, handbooks, a workshop and a friendly faculty were among the best procedures in aiding teachers new to a large school make the necessary adjustments.

The research of Kosier and DeVault,[65] which concerned itself with the differential effects three college instructional approaches would have on sixty beginning elementary teachers. The traditional approach seemed to be more effective than the two experimental methods (the Rogerian experimental approach and the Case Study approach). Lower scores on an intelligence test involving teacher conceptualization and vocabulary skills resulted from these two approaches.

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[63]Mildred M. Webb. "Factors Identified by Personnel as Influencing Adjustments of Teachers New to Manhasset in 1956-57: A Study of the Teachers Employed by the Manhasset, New York, Board of Education for 1956-57 to Determine What Factors Assist or Hinder the Adjustment of Teachers New to the School System, and to Discover Implications for Improving the Orientation of New Staff Members" (unpublished Ed.D. dissertation, New York University, 1960).

[64]Hollis L. Chalquist, "Procedures to Facilitate the Induction and Adjustment of New Teachers in Large School Systems" (unpublished doctoral dissertation, the University of Nebraska, 1957).

[65]Kenneth P. Kosier and M. Vere DeVault, "Differential Effects of Three College Instructional Approaches on Personality Traits of Beginning Elementary Teachers," in The Journal of Experimental Education, XXXV (Summer, 1967), 23.

Summary of Help for Beginning Teachers

The literature about help for beginning teachers, for the most part, places the responsibility for improving teaching on the teachers, rather than on some individual or institution. The following are suggestions made by researchers that seem to have merit: (1) discuss "hidden policies," (2) improve communication between professor and college students, (3) be selective before signing a contract, (4) promote school public relations, (5) stop demoralizing new teachers, (6) provide sounding boards for new teachers to voice their concerns, (7) tell new teachers what is expected of them during the interview.

Personality and Attitudes of Beginning Teachers

The United States Office of Education[66] in a follow-up study concluded that the first year in an occupation is a period of "reality testing," a period in which the individual is discovering whether the occupation can provide the rewards and satisfactions he had anticipated.

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[66]United States Office of Education, "The Beginning Teacher One Year Later" (Government Printing Office, 1962).

Booth[67] in a study of 392 beginning teachers who withdrew after one year of teaching in Georgia found that "former teachers who do not plan to teach again viewed the studies and principals with less favorable attitudes than teachers who plan to teach again." Teachers who left the teaching profession for other jobs expressed unfavorable attitudes toward the parents of students more often than did teachers who left positions for other reasons--military service, marriage and family responsibilities. Teachers who had tenure expressed more faith in people than did the non-tenured group.

Stout[68] reported that "the outstanding basic weakness of beginning teachers was their lack of under-standing of children to be taught." Other factors cited in descending order were lack of cooperation, lack of tact, lack of initiative, and lack of patience. He concluded that teachers fail because they lack adequate understanding of their students. Their difficulties do not seem to stem from deficient knowledge of subject matter.

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[67]Frusanna S. Booth, "Factors Associated With Early Withdrawal of Teachers From the Profession in Georgia: (unpublished doctoral dissertation, Athens, University of Georgia, 1966).

[68]J. B. Stout, "Deficiencies of Beginning Teachers," Journal of Teacher Education, XLIII (1952-53), 43-46.

Peterson,[69] in disagreement with Stout, found that, "in general, younger teachers had more favorable attitudes toward and closer relationships with pupils." He concluded from his research, comprehensive interviews of a small sample of high school teachers, that teachers of all ages may be effective (or ineffective), but that different types of behavior are required for effectiveness at different ages. As a teacher grows older and the warm experience in earlier relationships with pupils declines, the teacher who adjusts his/her behavior by making use of motherly or fatherly qualities, by being understanding, by functioning as a counselor or by becoming a subject matter expert, will probably be more successful.

Crafton's[70] study suggests that in order to develop teachers who are satisfied and adjusted to their career, prospective teachers must be motivated to make a choice and a commitment to the profession earlier.

Further support for this position might be contained in a study conducted by James[71] that involved the

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[69]Warren A. Peterson, "Age, Teacher's Role and the Institutional Setting," in Contemporary Research on Teacher Effectiveness, ed. by B. J. Biddle and W. J. Ellena (New York: Holt, Rinehart and Winston, 1964), pp. 264-315.

[70]A. D. Crafton, op. cit.

[71]F. James, III," Occupational Choice and Attitude Change," Journal of Counseling Psychology, XII (1965), 311-15.

undergraduate male student body of the School of Education at the University of Virginia. He tested and confirmed two hypotheses. They were: (1) Each time an individual thinks of himself as a member of a chosen occupation, any incongruity he perceives between his self-expectations and his concept of persons in his chosen occupation will create pressure for attitudes toward both to change until congruity between then is attained; (2) The more frequently changes toward congruity occur, the more likely the changed attitudes will become permanent.

Hall[72] maintains in her article that teaching skills are primarily human skills and intuitive relationships. This occurs when the teacher relates intimately with the learner. A good teacher can do something vital with the life of a fellow human being.

Mason and others[73] believe that their undergraduate program prepared them well for teaching. Yet, they felt frustration as a result of various problems they encountered and unmet needs of their own. Some of these were:

1. A general feeling of inadequacy.
2. A need for someone to show or tell me what I lack.

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[72]Carol Hall, "A Young Black Teacher Talks About Her Job," in California Teachers' Association Journal, LXVI (March, 1970), 11.

[73]Marion Mason and others, "Beginning Teachers Cope With Theory and Reality," in California Teachers' Association, LXVI (March, 1970), 12-16.

3. A need to communicate to others my ideas that failed.
4. What should be done about discipline problem.[74]

Rosen[75] compared forty-four first year teachers on the basis of personality. The following are her conclusions:

Better-Liked Teachers	Less-Liked Teachers
1. Outgoing toward children, sensitive to and supportive of their needs, able to have fun with them and enter into their fantasies without losing their own identity as adults.	Appeared emotionally aloof in the classroom, restricted children's spontaneity, (sometimes severely), spoke to them sarcastically, competed with the children, and played favorites.[76]
2. Expressed an enjoyment of children, a pleasure in watching them learn new things and grow as indiduals, intuitively able to understand and help children with their problems.	Could not warm up to children, felt uneasy unless engaged in academic matters, spoke disparingly of children and blamed them for failing to meet the teachers standards.[77]
3. Conveyed a liking for their childhood selves, described an early sense of independence, resourcefulness, feelings of social adequacy, and ability to achieve something important to them.	Focused on unpleasant feelings from their early living conveyed less sense of childhood ego strength, appeared to be still resentful of early depravations.[78]

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[74]Ibid., p. 13.

[75]Jacqueline L. Rosen, "Personality and First Year Teachers' Relationships with Children," in School Review, LXXVI (September, 1968), 296.

[76]Ibid., p. 295. [77]Ibid.

[78]Ibid., p. 299.

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4. Indicated that the appeal of teaching lay in its variation and challenge in helping children grow as individuals.	Stressed the appeal of teaching children proper values and behavior.[79]
5. Expressed belief that a teacher should have broad interests and develop as a person, wanted to learn more about the profession and how children learn and grow psychologically.	Avoided rather than sought help to improve in the classroom, expressed resentment toward people in authority, saw no reason for further training, felt hostile toward parents of pupils and avoided them.[80]
6. Had high expectations for future.	Saw future as being no different from the present.[81]

The Better-Liked Teacher group identified positively with the teachers in Gowan's[82] study.

Wright and Tuska[83] administered a personality questionnaire to 508 young women in order to report some changes in self and role conception that might occur as they passed from the anticipatory dream of becoming a teacher to the life experience of being one. The changes that did occur seemed the result of conflict shaped by associated identification with significant others.

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[79]Ibid., p. 301.   [80]Ibid., p. 303.

[81]Ibid., p. 309.

[82]J. C. Gowan, "A Summary of Intensive Study of Twenty Highly Selected Elementary Woman Teachers," in Journal of Experimental Education, XXVI (December, 1957), 115-24.

[83]Benjamin D. Wright and Shirley A. Tuska, "From Dream to Life in the Psychology of Becoming a Teacher," in School Review, LXXVI (September, 1968), 256.

The authors further state that there are three kinds of behavior or three types of persons around whom data can be organized. The following table is their example.

Three Types of Persons

	Indulgent	Conscientious	Ambitious
Basic Conflict	Comfort vs. Anxiety	Virtue vs. Guilt	Pride vs. Shame
Basic Aim	Having relationships	Belonging to society	Becoming somebody
Inner feeling	Relaxed Impulsive Sleepy	Obedient Comforting Watchful	Controlled Individualistic Energetic
Interpersonal Behavior	Self-indulgent understanding participating supporting	S effacing blaming demanding controlling	Self-enhancing inspiring stimulating competing
Effect on Others	Tactual enjoyed loved possessed	Aural needed feared placated	Visual admired envied emulated
Ideals and Goals	Art play security friendship	Religion duty authority membership	Science work mastery leadership
Life Style	Hedonistic natural sensual	Moralistic traditional responsible	Narcissistic original opportunistic[84]

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[84]Ibid., p. 264.

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McCracken[85] found data personality factors of beginning teachers not changing significantly but the changes were in the direction of becoming more similar to experienced teachers.

Kirk's[86] research revealed that teachers new to a building frequently referred to the difficulties of the unwritten rules, the unwillingness of regular teachers to listen to any new ideas, and the inability to gain an opportunity to discuss their concerns with their principal.

Summary of Personality and Attitudes of Beginning Teachers

The personality of beginning teachers is thought to be different from that of the older teachers. Various researchers have attempted to explain how and why this difference exists. Lack of understanding of students, age of commitment to education, childhood experiences, attitudes toward rate of pay, pupils with whom teachers are able to identify socially and economically, and working in an innovative school as opposed to working in a

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[85]Oliver McCracke, Jr., "Changes in the Personality, Attitudes and Classroom Behavior of Beginning Elementary Teachers in Niles Township Schools" (unpublished doctoral dissertation, University of Missouri, 1965).

[86]Treva B. Kirk, "Behaviors of Teachers New to a Building in Relation to the Climate of the School and the Dogmatism of the Teacher" (unpublished doctoral dissertation, Michigan State University, 1965).

non-innovative one are all thought to have some effect on beginning teacher personality.

Social Class, Mobility and Job Satisfaction
of Beginning Teachers

Campbell[87] states in his article that nearly half of the 7,000 beginning teachers involved in a recent nationwide sample have fathers who are white collar. Beginning male teachers' fathers were usually blue collar workers. In view of urbanization this trend is likely to continue.

The comprehensive survey conducted by the Office of Education of the U.S. Department of Health, Education and Welfare entitled, The Beginning Teachers: Status and Career Orientations, studied the problems of beginning teachers, their sociological backgrounds, satisfactions, career commitment, salaries, training and other variables. In this study Mason[88] formulated twenty-two satisfaction items with reference to the analysis of the relational context of role orientation that Parsons[89] had suggested

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[87]Ronald L. Campbell, "Teaching and Teachers--Today and Tomorrow," in Education Digest, XXXV (November, 1969), 12.

[88]Ward S. Mason, The Beginning Teachers: Status and Career Orientations, Final report on the survey of new teachers in public schools, 1956-57, U.S. Department of Health, Education and Welfare (Washington, D.C.: Superintendent of Documents, Government Printing Office, 1961), pp. 80-81.

[89]Talcott Parsons, The Social System (Glencoe, Ill.: Free Press, 1951), pp. 69-88.

in his book, The Social System. Teachers ranked four of these social relationships highest in satisfaction: fellow teachers, superiors, students, and parents. Least satisfactory to the teachers was the salary when compared with that of other occupations in the area open to people with their level of education.

White's[90] research involved 143 elementary school teachers in their first or second year of teaching in the state of Indiana. His conclusions, based on the questionnaires, observations, and parental social class, were that mobility among beginning teachers is differentially associated with both the socio-economic background of the teachers and the predominate socio-economic background of the clientele of the school.

He further concluded that teachers from a working class were more likely to remain in a school that served middle class children than were middle class teachers apt to remain in schools that were populated with children of working class parents.[91]

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[90]Kinnard White, "Socio-economic Factors and the Mobility of Beginning Elementary Teachers," in Teachers' College Journal, XXXVII (March, 1966), 177.

[91]Ibid., p. 178.

Force's[92] research showed that beginning teachers
in innovative social systems experienced greater job
satisfaction, perceived more acceptable performance
feedback and perceived more acceptance of their educational
beliefs than beginning teachers in non-innovative social
systems.

Self-Concept of Beginning Teachers

Combs[93] suggests that possessing an adequate
personality is directly associated with professional
success in teaching. He characterized the high adequate
personality by four general qualities: (1) positive
attitude toward self; (2) accurate, realistic perception
of the world; (3) feeling of identification with other
people; and (4) being well informed (rich, varied and
available perceptual fields).

In the Georgia beginning teacher research, the
tenured group of teachers considered teaching as a career
earlier than the non-tenured group of teachers. The
tenured group also identified more closely with the
teaching profession, expressed greater satisfaction with
teaching, planned to continue in the profession for longer

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[92]William R. Force, "System Effects on Beginning
Teachers in Innovative and Non-Innovative Schools"
(unpublished doctoral dissertation, Michigan State Uni-
versity, 1970).

[93]Arthur W. Combs, The Professional Education of
Teachers (Boston: Allyn & Bacon, Inc., 1965), p. 70.

periods, and had more realistic expectations of the problems encountered. This group seemed to have a more positive self-concept as teachers.[94]

Another conclusion from this study was that salary occupies a position of great importance in the attitudes of beginning teachers.[95] Their salaries were not in keeping with their educational level, their high responsibilities or the standard of living expected of them. In his book Motivation and Productivity, Gellerman[96] points out that self-concept very often seizes upon income as its most useful single index of whether the world agrees with it. Income has psychological overtones that go beyond purchasing power.

Psychologists believe that the outlines of a person's self-concept are fairly well etched in early childhood. The young child reaches certain conclusions about what sort of person he is from the way other people around him respond toward him. As the child's horizons expand in growing toward adulthood, the self-concept evolves and more specific ways of expression are found,

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[94]J. C. Bledsoe and R. Lightsey, op. cit.

[95]Ibid., p. 491.

[96]Saul W. Gellerman, Motivation and Productivity (New York: American Management Association, Inc., 1963).

but the individual remains true to his symbolic self. The
self-concept of an adult is thought to have a high degree
of inertia.[97]

Stefflre[98] in his article asked the cogent
questions, "Why do students pick careers in teaching?" He
states that an individual selects an occupation that
implements his self-concept.

The author further states that some women are
motivated to teach for reasons quite different from those
of men.

> Men list steady pay increments, an interest for the
> subject matter, aptitude tests results and the
> possibility of using teaching to propel themselves
> into other occupations. While women name interest in
> children and a job they can return to after their own
> children do not need them at home.[99]

Mori[100] reached similar conclusions in his research.

Summary of Self-concept

The literature on the self-concept of beginning
teachers suggests that there are many variables that

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[97]I. W. Getzels and P. W. Jackson, "The Teachers
Personality and Characteristics," in N. L. Gage (ed.)
Handbook of Research on Teaching (Chicago: Rand McNally &
Co., 1963), pp. 506-82.

[98]Buford L. Stefflre, "Why Do Students Pick
Careers in Teaching?" in Michigan Education Journal, XLII,
(February, 1965), 26.

[99]Ibid.

[100]Takako Mori, "Analysis of Motivations for
Choosing the Teaching Profession" (unpublished Masters
dissertation, Michigan State University, 1963).

there are many variables that influence how a teacher feels toward self and that there is definite need for beginning teachers to have a positive attitude toward self. How long teachers planned to remain in the profession, attitude toward rate of pay, childhood perceptions, sex, and reasons for entering the teaching profession all seem to have some importance in shaping and determining the self-concept of beginning teachers.

Summary of Chapter II

All of the authors and researchers in this section have studied the problems of beginning teachers. There seems to be very little concensus as to what needs to be done to eliminate these problems. The elementary principal could rectify this dilemma, but for various reasons he has not. Lack of time, knowledge, and training loom large as some reasons why he has not done more to help new teachers. The very nature of the job of teaching works to the detriment of new teachers. While they are not the only teachers working in isolation, they suffer more as a result of this condition. There is little opportunity for them to observe good pedigogical practices, discuss problems they may have, or to know if what they themselves are doing is indicative of sound teaching practices.

Beginning teachers often feel that their needs are not being met in many instances. It is felt that professors, job interviewers, older teachers, and evaluators

hold back something that new teachers need to know.
Beginning teachers would like to have more sounding boards
where they could get answers. There is some question as
to whose responsibility this is.

What facets of a beginning teacher's personality
enable him to be or become a person who is effective with
students? Childhood experiences seem to play an important
role, as well as some of the attitudes acquired along the
road to becoming a teacher.

CHAPTER III

THE RESEARCH PROCEDURE

The purpose of this study was to compare the
attitudes of non-tenured teachers and tenured teachers in
a metropolitan school district as reflected by the Walker
Human Relations Questionnaire and the Job Satisfaction
Index Scale.

Selection of a School System

The school system used in this study was selected
because it met all the prerequisites necessary for the
completion of this study. That is, its size, racial
composition, student population, and location of schools,
experience of building administrators, and availability
made it ideal. This investigator also had been employed
by this system, knew and had discussed with the proper
individuals the possibility of engaging some of the indi-
vidual schools in research, and was aware of this school
system's willingness to cooperate. Because permission was
readily granted, this school system was the only one
approached by this research worker.

Population and Sample

While the sampling could have been drawn from any of the sixty plus elementary schools in this system, it was decided that in view of what this study would endeavor to accomplish, participating schools would be selected on the basis of (1) location (Inner City, Fringe Area, and Outer City); (2) balance in staff (about as many non-tenured teachers as tenured teachers per building); (3) racial composition of school staffs (some buildings have staffs that are all white, some are predominantly Black, others are about evenly divided, while a few schools have only one or two Blacks).

Less consideration was given for the other dimensions of this study where selectivity of schools was concerned. These other dimensions are organizational level (early elementary teachers as compared to later elementary teachers), sex (male teacher attitudes versus the attitudes of female teachers), marital status (the attitudes of married teachers as opposed to those attitudes of unmarried teachers), and teacher attitude toward rate of pay.

After consultations with a research consultant of the Michigan State University Education Department and two members of the investigator's Doctoral Guidance Committee, it was agreed that a sample size of 100 teachers in the non-tenured group and 100 teachers in the tenured group would be sufficient for the purposes of this study. In

order to most efficiently secure this number of respondents and still meet the essentials of the first three mentioned dimensions of the study (attitudes of teachers on the basis of building location, balance in staff, and racial composition), thirteen schools were included. Later when reference is made to these schools, they will be identified as school A, school B, etc. The purpose for this is to continue to permit participants to enjoy anonymity.

Staff size by elementary school building ranged from a low of thirteen teachers to a high of twenty-five teachers. All building administrators involved in this study had previous experience in public school administration prior to the inception of this study.

The non-tenured elementary teachers served as the experimental group, while the tenured teachers in those same school buildings represented the control group. An attempt was made to maintain balance within the two groups in accordance to the aforementioned criteria. Table 3.1 show the schools, sex, and number of non-tenured teachers as compared to the tenured teachers involved in this study.

Table 3.2 shows the percentage of questionnaires returned by the schools involved in this study.

Table 3.3 shows the location of schools and the number of teachers involved in this study who are members of those schools faculties.

TABLE 3.1.--Schools, Tenure, Number, and Sex of Teachers.

	Non-Tenured Teachers		Tenured Teachers		
School	Male	Female	Male	Female	Total
A	0	10	1	7	18
B	2	7	0	7	16
C	0	7	0	6	13
D	1	6	2	9	18
E	3	5	0	6	14
F	0	15	1	9	25
G	0	8	2	13	23
H	2	7	0	11	20
I	0	9	0	5	14
J	0	7	2	11	20
K	0	6	0	11	17
L	0	6	4	6	16
M	2	8	3	9	22
13	10	101	15	110	236

TABLE 3.2.--Percentage of Questionnaires Returned by Schools.

	Number of Questionnaires				
School	Sent	Returned	Non-Tenured	Tenured	Total %
A	18	12	8	4	67
B	16	15	9	6	94
C	13	11	6	5	85
D	18	14	7	7	78
E	14	14	8	6	100
F	25	20	15	10	80
G	23	12	8	4	50
H	20	12	8	4	60
I	14	14	9	5	100
J	20	20	7	13	100
K	17	12	6	6	70
L	16	12	6	6	75
M	22	22	10	12	100
13	236	190	107	83	80

TABLE 3.3.--School Location and Number of Teachers
Involved.

| School | Location | | |
	Inner City	Fringe Area	Outer City
A	18		
B		16	
C		13	
D			18
E		14	
F	23		
G	25		
H			20
I			14
J	20		
K			17
L		16	
M		22	
13	86	81	69

Selection of an Instrument

The Walker Teachers Human Relations Questionnaire

(THRQ) was selected as the primary instrument for this

study. See Appendix B.

Ralph Walker[1] originally constructed and validated

this instrument and used it in the Kellogg Foundation

Leadership study at the University of Florida. At that

point THRQ was an instrument of 120 items. George Goodwin[2]

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[1]Ralph H. Walker, "A Technique for Assessing
Teacher Human Relations" (unpublished doctoral disser-
tation, University of Florida, 1954).

[2]George H. Goodwin, "A Study of Certain Teacher
Activities and Human Relations with Special Principals"
(unpublished doctoral dissertation, University of Florida,
1955).

reduced it to its current length, ninety items. Goodwin[3] while doing a pilot study found that the shorter version of the instrument yielded a split-half reliability co-efficient of .966.

Alam[4] established a reliability coefficient of .987 from his data using the Kuder-Richardson method of estimating the internal consistency of the instrument.

The work of Hines and Alexander summarized the reliability and validity of the instrument as follows:

> The THRQ was developed under the title, Teacher Attitude Scale by Walker to describe the attitudes and feelings of teachers toward the principal, other teachers, pupils, and other human relations aspects of their jobs. The version used in this study contained ninety items. Reliabilities obtained by split-halves and Kuder-Richardson methods have varied from .94 to .98. It has been used in a number of research projects at the University of Florida. Validity was based on correlation with other instruments, predictions of observers about individuals and school faculties and item test correlations.[5]

The THRQ measures attitudes in six areas of human relations encountered by teachers in their responses to the ninety item questionnaire. It measures factors such as how the teacher feels about teaching as a profession,

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[3]Ibid., p. 41.

[4]Dale V. Alam, "The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations" (unpublished doctoral dissertation, University of Florida, 1966).

[5]Vynce A. Hines and William M. Alexander, High School Self-Evaluations and Curriculum Change (Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1966).

other teachers, the administrator, the school, the com-
munity, and students. Teachers indicate their attitudes
by responding to one of three classifications. The
response "undecided" was assigned a value of zero, "agree"
was assigned a value of positive one, while "disagree" was
given a value of negative one.

The Job Satisfaction Index Scale was the secondary
instrument used in this study. While it provides some of
the same information as the THRQ, it also has some
advantages. The JSIS is more specific and in addition
contains a category of attitudes toward rate of pay. This
index scale has an overall reliability coefficient of .80
which is not as high as that of the THRQ. However, the
Job Satisfaction Index Scale has proved very reliable in
measuring attitudes toward jobs for such groups as
bankers[6] (see Appendix C).

Pilot Study

After consultation with the Doctoral Guidance
Committee, it was agreed that a pilot study could prove
beneficial to this research worker and would expedite
matters in the long run. On January 6, 1971 was granted
to administer the THRQ to a graduate level evening class to

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[6]Patricia Cain Smith, Lorne M. Kendall, and
Charles L. Hulin, The Measurement of Satisfaction in Work
and Retirement (New York: Random House, 1969), pp. 39-51.

some forty students who by day are employed as teachers or have been teachers in the past. The data were used to form two categories of teachers (those who had not taught more than three years and those who had been in the profession five years or more). The under three group appeared to be slightly more positive in their attitudes in all six categories of the THRQ.

The greatest difference in attitudes revolved around the section "students in this school." More than a few teachers in the five years and over group were negative in their attitudes toward students but moderately positive in all other categories.

The questions raised by these graduate students during the administering of the THRQ provided invaluable insight for this investigator when this same instrument was interpreted to the elementary principals' group.

Administration of the Instrument and Collection of the Data

After permission was granted, the research worker tentatively formulated a plan to determine which schools would be approached and asked to participate in the study. This phase was finalized at a bi-weekly elementary principals meeting. A segment of time was allotted the investigator for the purpose of answering questions and clarifying what this study was attempting to accomplish.

Each participating administrator received the appropriate number of stamped return envelopes, sets

of directions, and questionnaires as were necessary for the faculty in that building. Principals were encouraged to use the questionnaire as an in-service meeting, with the principals actively participating. It was thought that this procedure would guarantee a higher rate of return. Feedback indicated that this method was highly effective for those building adminstrators who did make use of the suggested procedure. There was an immediate (within ten days) return of more than 50 per cent of the question-naires.

Because anonymity was initially promised all par-ticipants, it proved difficult to determine which schools had not responded. It was an impossible task to determine which teachers had not replied. A courteous call was made to each participating building. If it was revealed through conversation that that school had completed its task, a cordial thank you was given. When the opposite proved to be the case, a friendly prompting was offered. After a one week waiting period, calls were again made to the recalcitrant schools. Because of busy schedules, it was necessary to contact some staffs again.

This investigator felt that by enlisting the help and support of the building administrators, the study would experience a higher degree of success. The extent to which principals did readily lend support to this study by encouraging teachers in the building they administered to quickly complete and return the questionnaires is reflected

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in the immediate high rate of return of questionnaires
(more than 50 per cent within ten days). Further prompting
was necessary to motivate the other administrators to
return enough questionnaires to assure completion of the
study.

Statistical Hypotheses

1. There will be significant differences between the
    expresses attitudes of the two groups of teachers
    (non-tenured and tenured) in the total area of
    professional human relations as expressed on the
    questionnaire.

2. There will be significant differences between the
    expressed attitudes of the two groups of teachers
    in how they feel about teaching as a profession.

3. There will be significant differences between the
    expressed attitudes of the two groups of teachers
    in how they feel about other teachers.

4. There will be significant differences between the
    expressed attitudes of the two groups of teachers
    in how they feel about the principal.

5. There will be significant differences between the
    expressed attitudes of the two groups in how they
    feel about children.

6. There will be significant differences between the
    expressed attitudes of the two groups of teachers

in how they feel about the school in which they teach.

7. There will be significant differences between the expressed attitudes of the two groups of teachers in how they feel about the community in which they teach.

8. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or in how they feel about each of the sub-tests covered in the questionnaire.

9. There will be significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or in how they feel about each of the sub-tests covered in the questionnaire.

Sub Hypotheses

1. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to location of building (Inner City, Fringe Area, or Outer City).

2. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to race.

3. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to marital status (Married, Single, or Divorced).

4. There will be significant differences between the expressed attitudes of the two groups of teachers when grouped according to attitudes toward rate of pay.

Summary

The schools involved in this study were selected on the basis of criteria deemed vital to the success of the study. Location of schools, racial composition of faculties, balance between number of non-tenured teachers and tenured teachers within a building, and number of male teachers all served to add various dimensions to the study. While marital status was one dimension of this study, no attempt was made prior to the selection of the schools to be studied to determine what percentage of the faculty members were married. The national average is 80 per cent.[7]

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[7]_____, "Facts on American Education," Education Digest, XXII (October, 1966), 32.

A total of 250 teachers were selected through random purposive sampling. The instruments and materials were delivered to the participating principals at an elementary principals meeting. These administrators in turn distributed the materials to their respective staffs. The principals were informed about the instruments and directions for administering the questionnaires. They were further instructed to return all questionnaires upon completion to this investigator at their earliest convenience. The questionnaires were administered anonymously, sealed, and returned to this worker via mail by the participating teachers. For number and percentage of questionnaires returned see Table 3.3.

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CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this investigation was to compare
the expressed attitudes of a random purposive sample of
beginning teachers and tenured teachers in a midwestern
metropolitan school district in seven areas of professional
human relations in order to determine whether significant
differences exist between the two groups of teachers.

A questionnaire of ninety-nine items was adminis-
tered and upon their return scored by the author according
to the positive and negative answers provided with the
questionnaire. There was no such thing as right or wrong
answers, merely positive attitudes or negative attitudes.

The scoring on the questionnaire ranges from a
-90 to +90 points. The closer the raw score to the positive
extreme of the range, the more positive the attitudes
expressed. Conversely, the more negative the raw score,
the more negative are the attitudes expressed.

While scoring the data sheets for this study, a
trend, or direction of the data was noticed that had not

been seriously considered before. That is, level of education degree (B.A., B.A. + 15 hours, and M.A.) seemed to make a difference in teacher attitudes. After consultation with Dr. Teitelbaum,[1] it was agreed that educational degree level should be included in the study. By this same token, it was further agreed that the independent variables of sex and race should be deleted from the study on the basis that data concerning males and Blacks, while sufficient to make descriptive inferences, were insufficient to make statistical inferences. More will be said about these two independent variables of sex and race in Chapter V of this study.

The independent variables used in this study were education degree level, attitude toward rate of pay, location of school (Inner City, Fringe Area, and Outer City), tenure-non-tenure, organizational level, and marital status. Because the main thrust of this study was a comparison of the attitudes expressed by the two groups of teachers (non-tenured and tenured), the majority of the analyses were made with the variable of tenure as the most crucial of the variables. Comparisons were run within each group using the variable of location of building as the differentiating characteristic. The dependent variables

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[1]Dr. Howard Teitelbaum, Research Consultant, Erickson Hall, Michigan State University, East Lansing, Michigan.

consisted of the series of scores obtained from the sub-tests (profession, teachers, principal, students, community, and school) of the questionnaire.

In order to arrange the data in meaningful terms it was necessary to divide the independent variables into two halves and run each set through a Fortran 3600 computer. The data cards were sorted to pre-determine what effects could be expected if one run were made using the independent variables of Tenure (2 levels), Location of building (3 levels), Educational degree (3 levels), and Attitude toward rate of pay (2 levels). A quick examination of these numbers reveals that there would be thirty-six cells (2x3x3x2 = 36). If the total number of respondents (190) were divided by the number of cells, there would not be a cell with more than five respondents on the average. There was a strong possibility that some cells would have none. To omit anyone of these four remaining variables would reduce and further limit the study. Therefore, this study cannot answer such questions as does a relationship exist among the categories of location of building by educational degree, by pay. Nor can it answer whether a relationship exists among the categories of tenure by educational degree, by organizational level because these variables were never all on the same computer point out. The Educational Research Office felt that on the basis of the data available two runs were unavoidable.

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Hypotheses Tested

The hypotheses in this study were originally stated in their research form. In order to facilitate handling of the data in Chapter IV, they will be stated in their null form.

The Multivariate Analysis of Variance program developed by Jeremy Finn of the State University of New York at Buffalo was utilized to test the following null hypotheses:

1. There will be no significant differences beweeen the expressed attitudes of the two groups of teachers (non-tenured and tenured) in the total area of professional human relations as expressed on the questionnaire.

2. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about teaching as a profession.

3. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the principal.

4. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the children they teach.

5. There will be no significant differences between the expressed attitudes of the two groups of

teachers in how they feel about other <u>teachers</u> with whom they work.

6. There will be no significant differences between the attitudes of the two groups of teachers in how they feel about the <u>school</u> in which they work.

7. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the <u>community</u> in which they teach.

8. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to <u>organizational level</u>.

9. There will be no significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizational level of teaching in how they feel about each of the sub-tests covered in the questionnaire.

10. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to <u>educational degree level</u> (B.A., B.A. + 15, and M.A.).

11. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to <u>location of building</u> (Inner City, Fringe Area, and Outer City).

12. There will be no significant differences between
    the expressed attitudes of the two groups of
    teachers when grouped according to marital status
    (married or single).

13. There will be no significant differences between
    the expressed attitudes of the two groups of
    teachers when grouped according to attitudes
    toward rate of pay.

Mean Scores

The completed questionnaires were returned through
the mail, data were tabulated in terms of the scoring
procedures for the THRQ. After raw scores were determined,
cards were key punched in accordance with the procedures
necessary to have the data sorted and assimilated by a
Fortran 3600 computer. While mean scores were computed for
each of the six sub-tests within the questionnaire for each
group of teachers, reference to these means will be made
only when there is a statistical significance or when there
is no significance but the investigator, on the basis of
observations and literature pertinent to the problem,
thought there would be significance. Table 4.1 depicts
mean scores on the basis of tenure.

Examination of Table 4.1 reveals that the non-
tenured group of teachers (Inner City, Fringe Area, and
Outer City) had a total test mean of 52.31. The tenured
group of teachers with a population that consisted of

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TABLE 4.1.--Mean Scores by Tenure.

Location	N	Test 1$\overline{X}$	Test 2$\overline{X}$	Test 3$\overline{X}$	Test 4$\overline{X}$	Test 5$\overline{X}$	Test 6$\overline{X}$	Total $\overline{X}$
Non-Tenured								
L1	33	3.50	8.60	10.90	8.00	8.00	6.00	45.00
L2	28	3.88	12.30	10.30	8.10	8.68	7.32	50.58
L3	25	4.80	14.57	9.80	10.57	10.60	11.00	61.34
Total	86	4.06	11.82	10.30	8.89	9.09	8.11	52.31
Tenured								
L1	47	4.40	10.50	12.80	9.10	9.00	7.10	52.90
L2	27	3.70	11.70	7.80	6.00	6.48	5.48	41.16
L3	30	4.90	14.60	14.00	12.00	12.40	11.00	68.90
Total	104	4.03	12.27	11.53	9.03	9.27	7.86	54.32

Legend: N = number of teachers within that category; $\overline{X}$ = mean; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward principal; Test 4 = attitudes toward students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community; L1 = inner city; L2 = fringe area; L3 = outer city.

eighteen teachers more than the experimental group had a total test mean of 54.32. The scores are not that different. Therefore, it can be said that in this study the condition of tenure alone does not make a difference in teacher attitudes.

The results of the total test scores of the two groups were treated by the statistical technique of Multivariate Analyses of Variance. If the analysis of these data yielded an F ratio which would occur by chance

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less than five times in 100 (p<.05), it was considered statistically significant.

Table 4.2 depicts the results of the statistical analysis of the tenure hypothesis.

TABLE 4.2.--Statistical Analysis of the Tenure Hypothesis.

Multivariate Anova Table for Tenure Effect			
Variable	Between Mean Sq.	Univarate F	P Less Than
Profession	8.4812	4.8874	0.0284
Teachers	35.8157	2.9435	0.0880
Principal	120.1386	6.3380	0.0128
Students	15.1136	1.6568	0.1998
School	22.2620	2.2049	0.1394
Community	3.7844	0.4303	0.5127

Legend: Anova = analysis of variance; P = probability; Profession = attitudes toward teaching as a profession; Teachers = attitudes toward fellow teachers; Principal = attitudes toward administrator; Student = attitudes toward students; School = attitudes toward the school; Community = attitudes toward the community.

The scores yielded by the data are not low enough to indicate significance at the P<.05 level. On the basis of this and the similarity between the total test mean scores of the non-tenured group and the tenured group of teachers, the hypothesis number one stated in the null form indicating there would be no significant differences between the expressed attitudes of the two groups of

teachers on the basis of tenure must be accepted. No differences exist between the two groups of teachers when viewed from the perspective of tenured teachers as opposed to non-tenured teachers.

On the strength of the results of the test run to confirm or reject null hypothesis number one, the following null hypotheses may be accepted:

2. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about teaching as a profession.

4. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the children they teach.

5. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about other teachers with whom they work.

6. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the school in which they work.

7. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the community in which they teach.

The condition of tenure does not make a significant difference when the two groups of teachers (non-tenured and tenured) are compared on the basis of the six dependent variables or sub-tests of Professions, Teachers, Principal, Students, School, and Community.

Null Hypothesis Number Eight

There will be no significant differences between the expressed attitudes of the two groups as they relate to organizational level. This null hypothesis was accepted on the basis of Table 4.3 and Table 4.4.

The cell frequency and mean score of each group of teachers in relationship to null hypothesis number eight are depicted in the following table.

Examination of Table 4.3 reveals that Group I (early elementary teachers) had a total test mean of 56.54 while Group II (later elementary teachers had a total test mean of 54.40. These scores are so close that it can be readily seen that there is no significant difference between the two groups of teachers (early elementary and later elementary).

A multivariate test of equality was run that yielded an F ratio of 0.4540. This indicates that statistically speaking, no significant differences exist between the two groups of teachers on the basis of organizational level. Table 4.4 gives further evidence

TABLE 4.3.--Mean and Cell Frequency Table for Sub-Tests
by Organizational Level.

Level	N	Test 1$\bar{X}$	Test 2$\bar{X}$	Test 3$\bar{X}$	Test 4$\bar{X}$	Test 5$\bar{X}$	Test 6$\bar{X}$	Total $\bar{X}$
Early Elementary	59	4.25	11.83	11.63	9.63	9.88	8.31	55.53
Group I	17	4.06	11.18	9.59	8.18	7.18	6.12	46.31
	17	4.24	14.00	13.29	9.12	10.88	9.35	60.88
	10	4.80	11.20	11.50	9.10	9.50	7.40	53.50
	13	4.46	12.23	12.62	11.92	11.23	10.31	62.99
	5	5.20	12.20	14.20	10.20	11.00	6.20	60.00
Total	121	4.54	12.11	12.14	9.69	9.44	7.95	56.54
Later Elementary	35	3.69	11.23	9.97	8.34	8,03	7.03	48.33
Group II	8	4.00	7.88	7.13	6.75	5.63	5.75	37.12
	13	4.77	12.38	13.08	11.08	10.38	9.85	61.54
	4	3.00	9.25	14.25	10.00	8.75	5.25	50.50
	7	4.86	14.43	15.00	10.57	12.14	11.71	68.71
	2	4.00	11.00	11.50	8.50	13.00	12.00	60.00
Total	69	4.05	11.03	11.82	9.21	9.66	8.60	54.40

Legend: N = number of teachers in that category;
$\bar{X}$ = mean; Test 1 = attitudes toward teaching as a pro-
fession; Test 2 = attitudes toward fellow teachers; Test 3
= attitudes toward principal; Test 4 = attitudes towards
students; Test 5 = attitudes toward school; Test 6 =
attitudes towards the community.

that there are no significant differences between these two groups of teachers.

TABLE 4.4.--Multivariate Test of Equality for Organizational Level.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	4.3903	2.3153	0.1299
Test 2	18.4641	1.2798	0.2595
Test 3	24.5775	1.2521	0.2647
Test 4	14.7064	1.3527	0.2464
Test 5	44.3430	4.2880	0.0399
Test 6	3.2226	0.3031	0.5827

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward principal; Test 4 = attitudes towards students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

On the basis of the data revealed in Tables 4.3 and 4.4 null hypothesis number eight, there will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to organizational level, is accepted.

Further, null hypothesis number nine, there will be no significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizationa level of teaching in how they feel about each of the sub-tests covered in the

questionnaire, is also accepted on the basis of the data revealed in Tables 4.3 and 4.4.

Educational degree level does make a difference in the attitudes of teachers. These differences are reflected in the six sub-tests means and in the total test scores grouped according to the educational degree level of teachers. Examination of the sub-tests means Table 4.5 reveals that the greatest discrepancies occur in the principal (3 $\bar{X}$ test) and in the category of school (5 $\bar{X}$ test). The range is nearly four points respectively (9.58 to 13.33 and 7.93 to 11.84). The discrepancy becomes even greater when total test score means are considered, with a range of more than sixteen points. Teachers in the B.A. group are less positive (46.82) in their attitudes than are those in the B.A. plus fifteen graduate semester hours (56.61).

While the B.A. plus fifteen group has a fairly high score, they are still less positive than the M.A. group which has a score of 62.93.

It can be concluded that education does make a difference in teacher attitudes. Further, it seems that additional graduate education tends to make teachers more positive in their attitudes in all six categories of the THRQ. Mean scores in any of these categories increase as the level of education increases.

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TABLE 4.5.—Mean and Cell Frequency for Sub-Tests by
Educational Degree Level.

Level	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$	Total $\bar{X}$
B.A.	59	4.25	11.83	11.63	9.63	9.88	8.31	55.53
	17	4.06	11.18	9.59	8.18	7.18	6.12	46.31
	35	3.69	11.23	9.97	8.34	8.03	7.03	48.33
	8	4.00	7.88	7.13	6.75	5.63	5.75	37.12
	119	4.00	10.53	9.58	8.48	7.93	6.80	46.82
B.A. + 15	17	4.24	14.00	13.29	9.12	10.88	9.35	60.88
	10	4.80	11.20	11.50	9.10	9.50	7.40	53.50
	13	4.77	12.38	13.08	11.08	10.38	9.85	61.54
	4	3.00	9.25	14.25	10.00	8.75	5.25	50.50
	44	4.20	11.71	13.03	9.83	9.85	7.96	56.61
M.A.	13	4.46	12.23	12.62	11.92	11.23	10.31	62.99
	5	5.20	12.20	14.20	10.20	11.00	6.25	60.00
	7	4.86	14.43	15.00	10.57	12.14	11.71	68.71
	2	4.00	11.00	11.50	8.50	13.00	12.00	60.00

Legend: N = number of teachers within that category; $\bar{X}$ = mean; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school Test 6 = attitudes toward the community.

A multivariate test of equality was run on the mean scores for each dependent variable of the two groups of teachers according to educational degree level. The results are depicted in Table 4.6.

TABLE 4.6.--Multivariate Test of Equality for Sub-Tests by Educational Degree Level.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	5.3252	2.8083	0.0630
Test 2	44.0387	3.0524	0.0498
Test 3	148.9205	7.5870	0.0007*
Test 4	55.1612	5.0738	0.0072*
Test 5	109.1908	10.5588	0.0001*
Test 6	83.3843	7.8429	0.0006*

Legend: P = probability; * = statistically significant at P<.01 level; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Examination of Tables 4.5 and 4.6 reveals that there are differences among teachers as reflected in their attitudes (scores on the sub-tests of the Walker Human Relations (Questionnaire) when grouped according to educational degree level. On the basis of the data in these two tables, null hypothesis number 10, that there will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to

educational degree level (B.A., B.A. + 15, and M.A.) is
<u>rejected</u>.

Location of the building (Inner City, Fringe Area,
or Outer City) does seem to make a difference in the
attitudes of teachers. Tables 4.7 and 4.8 present data to
support this hypothesis.

Examination of Table 4.7 reveals that Inner City
teachers have a total test mean score of 50.40 which makes
them slightly more positive in their attitudes than the
Fringe Area teachers who scored a 48.11 total test mean
score. Outer City teachers scored 63.55. This group of
teachers is significantly more positive in its attitudes
than are the Inner City and Fringe Area teachers.

A multivariate test of equality was run on the
mean scores for each of the dependent variables (six sub-
tests) according to the location of the school building.
These results are depicted in Table 4.8.

On the basis of the data revealed in Tables 4.7
and 4.8 null hypothesis number eleven, there will be no
significant differences between the expressed attitudes of
the two groups of teachers when grouped according to
location of the school building (Inner City, Fringe Area,
or Outer City) is <u>rejected</u>.

There does not seem to be any significant differ-
ences between non-tenured and tenured teachers when they
are grouped according to marital status. Table 4.9

TABLE 4.7.--Mean and Frequency for Sub-Tests by Location
of School Building.

Level	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$	Total $\bar{X}$
Inner City	39	4.37	10.63	12.50	9.00	9.00	6.87	52.34
	9	4.66	11.22	14.55	9.67	9.78	9.22	58.60
	19	3.53	9.42	11.94	9.89	8.79	6.42	49.99
	14	3.43	7.43	10.00	7.14	7.21	5.86	41.07
	80	3.99	9.70	12.25	8.92	8.70	7.10	50.40
Fringe Area	19	4.16	11.79	9.53	8.05	8.11	6.79	48.33
	9	3.11	11.11	8.00	6.22	7.11	6.00	41.55
	12	4.17	12.42	10.83	8.58	9.92	7.25	53.17
	15	3.60	12.07	10.53	7.80	8.00	7.40	49.40
	55	3.76	11.85	9.72	7.66	8.29	6.86	48.11
Outer City	26	4.92	14.15	14.30	12.61	12.58	11.35	69.91
	6	4.83	15.50	12.50	10.50	11.17	9.67	64.17
	15	4.93	13.47	10.67	11.07	10.67	11.27	62.08
	8	4.63	14.13	8.13	9.63	10.50	11.00	58.02
	55	4.83	14.31	11.40	10.95	11.23	10.82	63.55

Legend: N = number of teachers within that cate-
gory; $\bar{X}$ = mean; Test 1 = attitudes toward teaching pro-
fession; Test 2 = attitudes toward fellow teachers;
Test 3 = attitudes toward the principal; TEst 4 = attitudes
toward the students; Test 5 = attitudes toward the school;
Test 6 = attitudes toward the community.

TABLE 4.8.--Multivariate Test of Equality for Sub-Tests by Location of Building.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	16.7133	9.6313	0.002*
Test 2	299.0507	24.5775	0.001*
Test 3	97.4296	5.1400	0.068*
Test 4	199.3631	21.8543	0.001*
Test 5	181.2622	17.9530	0.001*
Test 6	345.3359	39.2677	0.000*

Legend: P = probability; * = statistically significant at the P<.01 level; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

depicts the mean and cell frequencies on the basis of marital status.

Examination of Table 4.9 reveals that although married teachers have slightly higher scores than single teachers on all but one sub-test (principal category). These differences are not significant.

A multivariate test of equality was run on the mean scores for each of the dependent variables (the six sub-tests) according to marital status of the two groups of teachers. The results are depicted in Table 4.10.

On the basis of data revealed in Tables 4.9 and 4.10 it can be concluded that there are no significant

TABLE 4.9.--Mean and Cell Frequency for Sub-Tests by Marital Status.

Level	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$	Total $\bar{X}$
Married Group	38	4.34	10.62	12.50	9.00	9.00	6.87	52.44
	19	4.16	11.79	9.53	8.05	8.11	6.79	48.43
	26	4.92	14.15	14.31	12.62	12.58	11.35	69.93
	19	3.53	9.42	11.95	9.89	8.79	6.42	50.00
	12	4.17	12.42	10.83	8.58	9.92	7.25	53.17
	15	4.93	13.47	10.67	11.07	10.67	11.27	62.08
	129	4.33	11.90	11.47	9.87	9.85	8.33	56.01
Single Group	9	4.67	11.22	14.55	9.66	9.78	9.22	59.10
	9	3.11	11.11	8.00	6.22	7.11	6.00	41.55
	6	4.83	15.50	12.50	10.50	11.17	9.67	64.17
	14	3.43	7.43	10.00	7.14	7.21	5.86	41.07
	15	3.60	12.07	10.53	7.80	8.00	7.40	49.43
	8	4.63	14.13	8.13	9.63	10.50	11.00	57.02
	61	4.05	10.24	11.62	8.49	8.96	8.19	52.04

Legend: N = number of teachers within that category; $\bar{X}$ = mean; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

TABLE 4.10.--Multivariate Test of Equality for Sub-Test
Scores by Marital Status.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	3.1299	1.8037	0.1810
Test 2	1.8494	0.1520	0.6972
Test 3	25.8311	1.3627	0.2447
Test 4	66.3201	7.2700	0.0077
Test 5	27.6678	2.7403	0.0997
Test 6	0.0333	0.0038	0.9510

Legend: P = probability; Test 1 = attitudes
toward teaching as a profession; Test 2 = attitudes toward
fellow teachers; Test 3 = attitudes toward the principal;
Test 4 = attitudes toward the students; Test 5 = attitudes
toward the school; Test 6 = attitudes toward the com-
munity.

differences between non-tenured teachers and tenured

teachers when compared on the basis of marital status.

Therefore, null hypothesis number twelve is <u>accepted</u>.

There seem to be significant differences between

the expressed attitudes of the two groups of teachers

when compared on the basis of their attitude toward rate

of pay. Data to support this hypothesis are presented in

Tables 4.11 and 4.12.

Examination of Table 4.11 reveals that the positive

attitude toward rate of pay group has a total test mean

score of 59.67. This indicates that this group is more

positive in its attitudes than the negative attitude

toward rate of pay group who attained a score of 51.07.

TABLE 4.11.--Mean and Cell Frequency for Sub-Tests by
Attitude Toward Rate of Pay.

Level	N	Test 1$\overline{X}$	Test 2$\overline{X}$	Test 3$\overline{X}$	Test 4$\overline{X}$	Test 5$\overline{X}$	Test 6$\overline{X}$	Total $\overline{X}$
Positive Group	59	4.25	11.83	11.63	9.63	9.88	8.31	55.53
	17	4.24	14.00	13.29	9.12	10.88	9.35	60.88
	13	4.46	12.23	12.62	11.92	11.23	10.31	62.77
	35	3.69	11.23	9.97	8.34	8.03	7.29	48.55
	13	4.77	12.38	13.08	11.08	10.38	9.85	61.54
	7	4.86	14.43	15.00	10.57	12.14	11.71	68.73
	144	4.38	12.68	12.59	10.11	10.42	9.47	59.67
Negative Group	17	4.06	10.18	9.59	8.18	7.18	6.12	45.31
	10	4.80	11.20	11.50	9.10	9.50	7.40	53.50
	5	5.20	12.20	14.20	10.20	11.00	6.20	61.00
	8	4.00	7.88	7.13	6.75	5.63	5.75	36.14
	4	3.00	9.25	14.25	10.00	8.75	5.25	50.50
	2	4.00	11.00	11.50	8.50	13.00	12.00	60.00
	46	4.18	10.28	11.36	8.79	9.18	7.12	51.07

Legend: N = number of teachers within that category; $\overline{X}$ = mean; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

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A multivariate test of equality was run on the mean scores for each of the dependent variables (the six sub-tests) in accordance to the teachers attitudes toward rate of pay. The results of that test are depicted in Table 4.12.

Table 4.12.--Multivariate Test of Equality for Sub-Test Scores by Attitude Toward Rate of Pay.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	0.0504	0.0266	0.8707
Test 2	167.8401	11.6335	0.0009*
Test 3	86.8343	4.4239	0.0369
Test 4	57.9737	5.3325	0.0221
Test 5	124.7364	12.0620	0.0007*
Test 6	180.2815	16.9568	0.0001*

Legend: P = probability; * = statistically significant at the P<.01 level; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Examination of Table 4.12 reveals that when the two groups of teachers are compared on the basis of their attitudes toward rate of pay, significant differences do occur in three categories. These are sub-tests, two, five, and six (teachers, school, and community).

On the basis of the data revealed in Table 4.11 and 4.12 null hypothesis number thirteen, there will be no

significant differences between the expressed attitudes of the two groups of teachers when grouped according to attitudes toward rate of pay, is therefore rejected.

After the main effects (tenure, location of school building, marital status, organizational level, educational degree, and attitude toward rate of pay) were tested, tests were made to determine whether interaction existed when various main effects were run in conjunction with other independent variables. There were eight tests for interaction. The first four interaction hypotheses (tenure by marital interaction, tenure by location of building interaction, location of building by marital interaction, and tenure by location of building by marital status interaction) were from computer print out number one. While the other four interaction hypotheses (organizational level by educational degree, organizational level by attitude toward rate of pay, educational degree by attitude toward rate of pay, and organization level by educational degree by attitude toward rate of pay) were from computer print out number two.

Computer Print Out Number One

Null Interaction Hypothesis
Number One

No interaction will exist between the expressed attitudes of the two groups of teachers when they are grouped on the basis of tenure by marital status. A

multivariate test of equality was run to test this hypothesis. The results of this test are presented in Table 4.13.

TABLE 4.13.--Multivariate Test of Equality for Tenure by Marital Status Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	0.0000	0.0000	0.9991
Test 2	6.4576	0.5307	0.4673
Test 3	3.8472	0.2030	0.6529
Test 4	2.8515	0.3126	0.5768
Test 5	2.7357	0.2710	0.6034
Test 6	0.8609	0.0979	0.7548

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Examination of Table 4.13 reveals that there are no significant differences between the two groups of teachers when they are compared on the basis of tenure by marital status. Because no interaction prevails, null interaction hypothesis number one is accepted.

Null Interaction Hypothesis
Number Two

No interaction will exist between the expressed attitudes of the two groups of teachers when they are

compared on the basis of tenure by location of school
building. A multivariate test of equality was run to
determine whether there was interaction. The results of
that test are listed in Table 4.14.

TABLE 4.14.--Multivariate Test of Equality for Tenure by
Location of Building Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	4.5103	2.5991	0.0772
Test 2	35.0633	2.8817	0.0587
Test 3	125.7972	6.6365	0.0017*
Test 4	22.1258	2.4254	0.0914
Test 5	36.6551	3.2343	0.0418*
Test 6	16.7707	1.9070	0.1516

Legend: P = probability; * = statistically sig-
nificant at the P<.01 level; Test 1 = attitudes toward
teaching as a profession; Test 2 = attitudes toward fellow
teachers; Test 3 = attitudes toward the principal; Test 4 =
attitudes toward the students; Test 5 = attitudes toward
the school; Test 6 = attitudes toward the community.

Examination of Table 4.14 reveals that there are
significant differences in two sub-tests (principal and
school categories) when the two groups of teachers are
compared on the basis of tenure by location of school
building. To further determine these differences the sub-
tests means for the categories of principal and school
were plotted. These results are presented in Tables 4.15
and 4.16.

TABLE 4.15.--Plotted Mean Scores of the Variable <u>Principal</u> to Depict Tenure by Location Interaction.

Legend: T = tenured teachers; NT = non-tenured teachers; L_1 = inner city; L_2 = fringe area; L_3 = outer city.

Examination of Table 4.15 reveals that when the tenured group only is considered, teachers in the Outer City (L_3) feel more positive toward the principal than do teachers in the Inner City who are more positive in their attitudes toward the principal than are the Fringe Area teachers (L_2).

When only the non-tenured group of teachers is considered, the trends are reversed. The Inner City teachers (L_1) are more positive in their attitudes toward the principal than the Fringe Area teachers (L_2). While the Fringe Area teachers are more positive than the Outer City teachers (L_3).

It can be concluded that when Outer City teachers acquire tenure, they suddenly begin to see the principal

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as being a much better person than he was before they
gained tenure. The same can be said of Inner City teachers,
but the difference in attitude is not as great. When Fringe
Area teachers acquire tenure they appear to feel less
positive toward their principal.

Table 4.16 depicts the plotted mean scores for the
dependent variable school as they relate to the test for
tenure by location interaction.

TABLE 4.16.--Plotted Mean Scores of the Variable School to
Depict Tenure by Location Interaction.

Legend: T = tenured teachers; NT = non-tenured
teachers; L_1 = inner city; L_2 = fringe area; L_3 = outer
city.

Examination of Table 4.16 reveals that when the
tenured group only is considered, teachers in the Outer
City (L_3) feel more positive toward their schools than do
teachers in the Inner City (L_1); while the Inner City
teachers are more positive in their attitudes toward
schools than are the Fringe Area teachers (L_2).

When only the non-tenured group of teachers is considered, Outer City teachers maintain an advantage over the other two groups of teachers in positive attitudes. The Fringe Area teachers tend to be slightly more positive in their attitudes than are the Inner City teachers.

As a result of the data presented in Tables 4.14 and 4.15 and 4.16 it can be stated that interaction does exist when the two groups of teachers are compared on the basis of tenure by location of school building. Therefore, null interaction hypothesis number is <u>rejected</u>.

Null Interaction Hypothesis Number Three

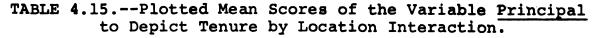No interaction will exist between the expressed attitudes of the two groups of teachers when they are compared on the basis of location school building by marital status. A multivariate test of equality was run to determine whether there was interaction. The results of that test are presented in Table 4.17.

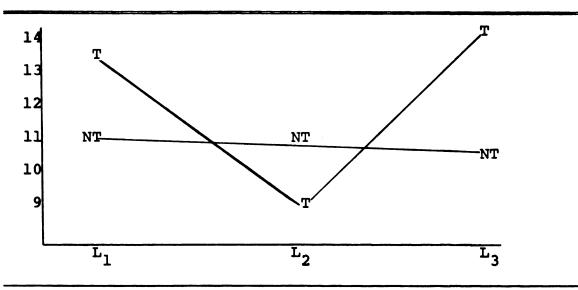Examination of Table 4.17 reveals that no probability level is within the acceptable statistically significant range when the two groups of teachers are compared on the basis of location of building by marital status. Therefore, on the basis of the data presented in Table 4.17, null interaction hypothesis number three is <u>accepted</u>.

TABLE 4.17.--Multivariate Test of Equality for Location of Building by Martial Status Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	2.8558	1.6457	0.1958
Test 2	10.1138	0.8312	0.4373
Test 3	14.0796	0.7428	0.4773
Test 4	1.3050	0.1431	0.8669
Test 5	3.7068	0.3617	0.6933
Test 6	10.3143	1.1728	0.3119

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Null Interaction Hypothesis
Number Four

No interaction will exist between the expressed attitudes of the two groups of teachers when they are compared on the basis of tenure by location of school building by marital status. A multivariate test of equality was run to determine whether there was inter-action. The results of that test are presented in Table 4.18.

Examination of Table 4.18 reveals that no proba-bility score is within the acceptable statistically sig-nificant range. Therefore, on the basis of the data presented in Table 4.18, null interaction hypothesis number four is accepted.

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TABLE 4.18.--Multivariate Test of Equality for Tenure by Location of Building by Martial Status Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	0.7474	0.4307	0.6508
Test 2	7.6712	0.6305	0.5336
Test 3	24.5060	1.2928	0.2771
Test 4	21.2760	2.3323	0.1001
Test 5	9.8250	0.9731	0.3800
Test 6	19.0884	2.1705	0.1172

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Computer Print Out Number Two

Null Interaction Hypothesis
Number Five

No interaction will exist between the expressed attitudes of the two groups of teachers when compared on the basis of organizational level by educational degree. A multivariate test of equality was run to determine whether there was interaction. The results of this test are presented in Table 4.19.

Examination of Table 4.19 reveals that no probability score is within the acceptable statistically significant range. There, on the basis of the date presented

TABLE 4.19.--Multivariate Test of Equality for Organizational Level by Educational Degree Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	0.8637	0.4555	0.6349
Test 2	17.2342	1.1946	0.3053
Test 3	32.9252	1.6774	0.1898
Test 4	32.6134	2.9998	0.0524
Test 5	21.2773	2.0575	0.1308
Test 6	32.1658	3.0254	0.0511

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

in Table 4.19, null interaction hypothesis number five is accepted.

Null Interaction Hypothesis
Number Six

No interaction exists between the expressed attitudes of the two groups of teachers when compared on the basis of organizational level by pay. A multivariate test of equality was run to determine whether there was interaction. The results of that test are presented in Table 4.20.

Examination of Table 4.20 reveals that no probability score is within the acceptable statistically significant range. Therefore, on the basis of the data

TABLE 4.20.--Multivariate Test of Equality for Organizational Level by Pay Interaction.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	2.5262	1.3322	0.2500
Test 2	19.0150	1.3180	0.2525
Test 3	1.3685	0.0697	0.7921
Test 4	1.2946	0.1191	0.7305
Test 5	0.3685	0.0356	0.8505
Test 6	1.5323	0.1441	0.7047

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

presented in Table 4.20, null interaction hypothesis number six is accepted.

Null Interaction Hypothesis
Number Seven

No interaction exists between the expressed attitudes of the two groups of teachers when compared on the basis of educational degree by attitude toward rate of pay. A multivariate test of equality was run to determine whether there was interaction. The results of this test are presented in Table 4.21.

Examination of Table 4.21 reveals that no probability scores is within the acceptable statistically significant range. Therefore, on the basis of the data

TABLE 4.21.--Multivariate Test of Equality for Educational
Degree by Attitude Toward Rate of Pay.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	0.3255	0.1717	0.8424
Test 2	5.4925	0.3807	0.6840
Test 3	14.6291	0.7453	0.4761
Test 4	5.1626	0.4749	0.6228
Test 5	16.1611	1.5628	0.2125
Test 6	3.4875	0.3280	0.7208

Legend: P = probability; Test 1 = attitudes
toward teaching as a profession; Test 2 = attitudes toward
fellow teachers; Test 3 = attitudes toward the principal;
Test 4 = attitudes toward the students; Test 5 = attitudes
toward the school; Test 6 = attitudes toward the community.

presented in Table 4.21, null interaction hypothesis number
seven is accepted.

Null Interaction Hypothesis
Number Eight

No interaction exists between the expressed
attitudes of the two groups of teachers when compared on
the basis of organizational level by educational degree by
attitude toward rate of pay. A multivariate test of
equality was run to determine whether there was inter-
action. The results of that test are presented in
Table 4.22.

Examination of Table 4.22 reveals that no proba-
bility score is within the statistically significant range.

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TABLE 4.22.--Multivariate Test of Equality for Organizational Level by Educational Degree by Pay.

Variable	Between Mean Sq.	Univariate F	P Less Than
Test 1	6.3160	3.3308	0.0381
Test 2	3.4237	0.2373	0.7891
Test 3	23.9624	1.2208	0.2975
Test 4	0.5916	0.0544	0.9471
Test 5	0.6464	0.0625	0.9395
Test 6	18.7607	1.7646	0.1743

Legend: P = probability; Test 1 = attitudes toward teaching as a profession; Test 2 = attitudes toward fellow teachers; Test 3 = attitudes toward the principal; Test 4 = attitudes toward the students; Test 5 = attitudes toward the school; Test 6 = attitudes toward the community.

Therefore, on the basis of the data presented in Table 4.22, null interaction hypothesis number eight is accepted.

Examination of Table 4.23 reveals that there are no significant differences between the expressed attitudes of the two groups of teachers in the following categories or ten independent variables:

1. Tenure

2. Marital status

3. Tenure by marital status

4. Organizational level

5. Location of building by marital status

6. Tenure by location of building by marital status

7. Organizational level by educational degree

TABLE 4.23 [?]

TABLE 4.23.--Summary of Independent Variables and Dependent Variables.

Independent Variables	Dependent Variables					
	Profession	Teachers	Principal	Students	School	Community
Education	0	0	MA>BA+15>BA	MA>BA+15>BA	MA>BA+15>BA	MA>BA+15>BA
Pay	0	Positive> Negative	0	0	Positive> Negative	Positive> Negative
Location of Building	$L_3>L_1>L_2$	$L_3>L_1>L_2$	$T-L_3>L_1>L_2$ $N-TL_1>L_2>L_3$	$L_3>L_1>L_2$	$L_3>L_1>L_2$	$L_3>L_1>L_2$
Tenure	0	0	0	0	0	0
Organizational Level	0	0	0	0	0	0
Marital Status	0	0	0	0	0	0
Tenure by Marital Status	0	0	0	0	0	0
Tenure by Location of Building	0	0	$T-L_3>L_1>L_2$ $N-tL_1>L_2>L_3$	0	$T-L_3>L_1>L_2$ $N-TL_3>L_2>L_1$	0
Location of Building by Marital Status	0	0	0	0	0	0
Tenure by Location of Building by Marital Status	0	0	0	0	0	0
Organizational Level by Educational Degree	0	0	0	0	0	0
Organizational Level by Pay	0	0	0	0	0	0
Educational Degree by Pay	0	0	0	0	0	0
Organizational Level by Educational Degree by Pay	0	0	0	0	0	0

Legend: T = tenured teachers; N-T = non-tenured teachers; L_1 = inner city; L_2 = fringe area; L_3 = outer city; > = greater or more positive than; 0 = no significant differences.

8. Organizational level by pay

9. Educational degree by pay

10. Organizational level by educational degree by pay

Summary

There were significant differences in four of the independent variables (educational degree, attitudes toward rate of pay, location of school building, and tenure by location of school building. Level of education made a difference in all but two categories of the dependent variables. In the categories of teacher, principal, students, school, and community teachers who held MA degrees were more positive in their attitudes than were teachers at the BA plus fifteen graduate credits level. The latter group was more positive than were teachers who held only the BA degree.

Attitudes toward rate of pay made a difference in the categories of teachers, school, and community. Those teachers who were positive toward pay were also more positive in these three dependent categories.

Location of the school made a difference in all six dependent categories. Teachers in the Outer City were the most positive in their attitudes. Inner City teachers were more positive than the Fringe Area teachers.

Tenure by location of the school building made a difference in two dependent categories (principal and school). Outer City tenured teachers were the most

positive in attitude of these two dependent categories of principal and school. Inner City teachers were more positive than Fringe Area teachers.

When the non-tenured group is examined, Inner City teachers were the most positive in their attitudes toward the principal. Fringe Area teachers were more positive than the Outer City teachers.

In the category of school, non-tenured Outer City teachers were the most positive. Inner City teachers were less positive than the Fringe Area group of teachers.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS

AND RECOMMENDATIONS

The purpose of this study was to compare the
expressed attitudes of non-tenured teachers and tenured
teachers as reflected by THRQ (The Walker Human Relations
Questionnaire). The setting was Grand Rapids, Michigan.
A total of 190 teachers from thirteen random-purposive,
selected elementary schools served as the population. Non-
tenured and tenured teachers were about as evenly divided
as could be hoped for when other criteria were given
consideration. The schools were fairly evenly located in
three areas of the city (Inner City, Fringe Area, and Outer
City).

All subjects were administered instruments designed
to assess their attitudes toward teaching as a Profession,
fellow Teachers, the Principal, the Students, the School,
and the Community (THRQ).

Independent variables of tenure, martial status,
organizational level, educational degree, location of
building, attitude toward rate of pay were used in

conjunction with the above listed six dependent variables to determine what differences, if any, existed between the expressed attitudes of non-tenured and tenured teachers in a midwestern, metropolitan school district. As could be expected, in most instances the two groups of teachers proved to be more alike than different. Yet, four independent variables did produce significant differences between the two groups of teachers. These independent variables were tenure by location of building, location of building, educational degree and attitude toward rate of pay. Analysis of the data supported the conclusion that organizational level, tenure, and marital status do not significantly effect the self expressed attitudes in the six areas of human relations as measured by the THRQ.

Discussion

This study was undertaken with the assumption that positive attitudes exhibited by teachers are essential and conducive to learning. If the ultimate goals of schools is to facilitate learning it is imperative that people involved in the daily lives of children have positive attitudes. While the data strongly indicate this has occurred for some segments of the school population, more needs to be accomplished in the area of human relations or the improvement of positive attitudes.

Two independent variables were deleted from the study due to insufficient data. The two variables were

sex and race. Sexton[1] maintains that unless more men are placed in teaching positions in elementary schools, there is grave danger that society will become feminized to the degree that boys and girls will be unable to function in years to come. The following table shows the number of male teachers by tenure and building location.

TABLE 5.1.--Male Teachers by Tenure and Location of Building.

Level	N	Location of Building	Total Group	% Total
Non-tenured	4	Inner City	33	12.1
(Group I)	3	Fringe Area	28	10.7
	3	Outer City	24	12.5
Total	10			average 11.8
Tenured	7	Inner City	47	14.9
(Group II)	6	Fringe Area	27	22.2
	1	Outer City	31	3.2
Total	14			average 13.4
				Total average 12.6

Table 5.1 shows that 12.6 per cent of the teachers in the study were male. The national average for male elementary teachers is 14.8 per cent.[2] When the total number of teachers is considered there is not a great deal

[1]Patricia Cayo Sexton, The Feminized Male, Classrooms, White Collars and the Decline of Manliness (New York: Random House, 1969), p. 33.

[2]_____, "Facts on American Education," Education Digest, XXXII (October, 1966), 32.

of difference between the national norm and data revealed
in this study. If attention is given to the sub-group,
tenured outer city teachers, only, the problem is readily
viewed as acute. Three per cent of the tenured teachers
in the outer city are male. Sexton's theory gains sup-
port.[3]

The number of Blacks who were involved in the study
totaled nineteen or 10 per cent of the population of the
study. Table 5.2 depicts the distribution of Black
teachers. Some authors of the calibre of Becker[4] and
Clark[5] feel that most movement of teachers within a school
system occurs as a result of dissatisfaction with the
social class composition of the school populations. The
trend seems to be to move from the "slum" schools out to
the "better" schools. This avenue of exit does not seem
to be open to Blacks.

Examination of Table 5.2 reveals that there are
no Black teachers represented in the non-tenured Outer City
sub-group. This is also true of the tenured Fringe Area
sub-group.

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[3]Op. cit., p. 33.

[4]Howard S. Becker, "The Career of the School
Teacher," Man, Work and Society, ed. by Sigmund Nosow and
William H. Form (New York: Basic Books, Inc., 1962),
p. 323.

[5]Kenneth B. Clark, Dark Ghetto: Dilemmas of Social
Power (New York: Harper & Row), pp. 111-54.

TABLE 5.2.--Distribution of Black Teachers.

Level	N	Location of Building	Total Group	% Blacks
Non-tenured	5	Inner City	33	15.2
(Group I)	3	Fringe Area	28	10.7
	0	Outer City	24	. .
Total	8		85	average 8.6
Tenured	10	Inner City	47	21.0
(Group II)	0	Fringe Area	27	. .
	1	Outer City	31	3.2
Total	11		105	average 8.1
Totals (Group I and II)	19		190	average 8.4

Table 5.3 shows that of the nineteen Blacks represented in the study, fifteen or nearly 80 per cent of the Black teachers in the study hold positions in the Inner City. While Blacks are very much under-represented in the Outer City.

TABLE 5.3.--Percentage of Black Teachers by Location of Building.

Building Location	Number of Black Teachers	% of Black Total
Inner City	15	79
Fringe Area	3	15.8
Outer City	1	5.2

Recommendations From the Study

The recommendations in this section are based upon the review of the literature pertinent to this study and the analysis of the data obtained and assimilated.

Students are the most important product of any school. Teachers and administrators need to remind each other of this periodically. All religious and ethnic groups are represented in public school populations. When educators become astute and sophisticated in human relations to the extent that they are able to recognize, appreciate, and communicate the personal worth, dignity, and contributions of each religious-ethnic group, this country shall have moved a great deal in the direction of solving world problems. After all, are not all peoples of the world reflected in the faces of students enrolled in public schools? It is with this perspective in mind that recommendations in this section are made.

1. An implication inherent in this study is that more should be done to help teachers feel more positive about teaching. This could be accomplished through intensive in-service programs and action laboratories that would enable teachers, students, and administrators to get to know each other.

2. Teachers need to strive harder to make students feel good about themselves. Each child should be able to relate at least one pleasant experience daily that occurred at school.

3. The job and role of the principal need to be re-
   evaluated. Maybe it is more important that he be
   an open minded individual who knows, likes, and
   understands people in general and children in
   particular, rather than an individual who knows
   learning theory and bogs down with paperwork or
   other tasks that could more efficiently be dealt
   with by some other staff members.

4. Teachers should have a greater voice in establish-
   ing the criteria that will be used to select
   principals.

5. Teachers should have the right to rate or evaluate
   the principal.

6. Parents and pupils should have a greater voice in
   determining the cirriculum.

7. The dispersal or distribution of teachers by race
   and sex left much to be desired. The Outer City
   had virtually no Blacks or males. More minorities
   and males should be hired and dispersed to all
   areas of the school system.

8. Encourage graduate training (courses, seminars and
   workshops) for teachers, especially those at the
   B.A. level.

9. While it is not desirable to have teachers be
   prototypes of each other, teachers do need more
   opportunity to interact with teachers from other
   locations, to share experiences and to evaluate

teaching techniques used by others whose schools are located in various areas throughout the system. The purpose is to encounter ideas and techniques that will be beneficial to other teachers and students.

10. Schools invariably lack built in means that allow for change. Therefore, new and sometimes radically different approaches to education (the reward system, guaranteed performance, school without a principal, open schools) need to be observed, evaluated and adopted and adapted provided staff, students and community are committed to these ideas.

11. Schools need to reach out to the community to help in any way that they can. Schools should not remain idle and locked as much as they do.

12. Faculties should promote good human relations among staff members as well as among students.

13. Students need more school situations or learning experiences whereby growth occurs while in competition with one's self rather than with other students in that building, system, or state.

Recommendations as Seen by the Investigator

Attitudes are values or belief systems. Consequently, there is a great deal of emotional involvement.

It is this personal involvement that renders changing one's attitudes a difficult thing to accomplish. Attitudes can, nevertheless, be changed. One way to change attitudes is to place a few individuals who hold negative attitudes in groups of teachers who hold positive attitudes. If group goals (positive attitudes) are strongly emphasized and individual goals (negative attitudes) are de-emphasized, those who originally held negative attitudes become more positive. This process is gradual. It would be better to have teachers enter the field with positive attitudes and maintain these attitudes throughout their careers. Teacher education programs can make the difference.

1.   Modifications need to be made in the selection process. Most colleges and universities that use criteria to determine who will enter and who will not, invariably list G.P.A. (Grade point average) as the most important of the criteria. Perhaps, personal interviews and questions that revolve around why one wishes to become a teacher, or what experiences have you had that indicate you enjoy working with people, or how important is money to you might do a more effective job of "weeding out" before prospective teachers have devoted and invested too much time, money, and effort to bow out of a teacher training program.

2. Prospective teachers must have experiences in teacher training programs that periodically allow them to assess and test their values and belief systems and resolve to do something positive if they discover their values to be too far afield from the group.

3. Teacher training programs should give more aid in helping teachers to know how to diagnose and when to refer those students they are not equipped to help for various reasons.

4. Teacher training institutions need to produce more teachers who are student oriented. Student oriented teachers talk less while the students explain and evaluate more.

5. Teacher educators should use all of the instructional procedures that teachers will be expected to use.

6. Teacher educators should make known and be able to relate to prospective teachers which teaching behaviors lead to maximum pupil growth and how best these behaviors can be produced.

7. Teacher training programs should be cognizant of the urgent concerns of teachers and provide experiences that will enable teachers to deal with these concerns.

8. Teacher educators should expose teachers to as many school situations as possible; direct contact when time and schedules permit, movies, slides, articles, and seminars when time is at a premium. Cultural shock when a new teacher enters a classroom should be a thing of the past. All prospective teachers should be made aware of pupils of different socio-economic levels, ethnic and cultural backgrounds, ages and attitudes toward school, during the early stages of their training or preparation career.

9. Teacher educators should encourage building administrators to periodically teach classes. This will enable principals to better understand teachers and pupils.

10. Learning, whether it applies to students, teachers, administrators, or the community in which the school is located, must be made more relevant than it is currently.

11. Priorities in education need to be reordered. More needs to be done to insure that pupils starting school have or acquire and maintain positive attitudes toward school.

Recommendations for Future Research

1. Use a smaller population, but investigate before administering the questionnaire to make certain that there will be enough respondents in every category to make statistical inferences.

2. The question of tenure needs to be investigated again. While it did not account for significant differences between the expressed attitudes of the two groups of teachers (non-tenured and tenured) in this study, previous research indicates that tenure should make a difference.

3. The question of location of building needs to be considered for further research. Some facets to this question have gone unanswered. Some of them are:

   a. Why do outer city teachers receive scores much more positive than inner city or fringe area teachers?

   b. Why did inner city teachers score higher than fringe area teachers as far as positive attitudes are concerned?

Interpretation of Data

Four independent variables (location of school building, tenure by location of school building, educational degree level, and attitudes toward rate of pay)

made a significant difference in the attitudes of the two groups of teachers.

Because this study was not an experimental study, (one group of teachers was not given any special treatment) it is virtually impossible to determine cause and effect. At best we can say that a relationship does exist. Probably these relationships exist for a multitude of reasons. Since these reasons cannot be pin-pointed with a great degree of accuracy on the part of this investigator, some theories that might be applicable will be discussed.

Fringe area teachers were least positive in their expressed attitudes. When neighborhoods are in transition, teachers in those neighborhoods identify less with the present student body. Sometimes these students present a greater challenge to teachers. If teachers do not feel they (the teachers) are able to meet those challenges, their frustration level increases.

Inner City teachers were more positive in their expressed attitudes. Perhaps, some trends have been reversed. Teachers are no longer sent to the Inner City against their better judgment or the least qualified teachers are not sent to the Inner City. Those teachers who do hold positions in the Inner City are proud and feel that they can handle the job and they like themselves and their students.

Outer City teachers were most positive in their expressed attitudes. Is it easier to teach here? Are

such sociological concepts as the Protestant Ethic, high teacher-parental-expectations, a feeling that one can control one's destiny and manipulate the environment to work for you rather than against you, an ability to deal with ambiguity rather than become frustrated, more abundant in the Outer City than they are in the other two locations?

What effect does acceptance of parent-surrogate theories by the student have on these teacher's attitudes?

Another point of great import, what is the relation- ship between a higher educational degree and positive attitudes? Teachers with higher educational degrees seem to be more prevalent in the Outer City.

Concluding Statement

Many investigators who initiate, pursue, evaluate, and conclude their research are committed to certain pre- conceived hunches as to which direction the data will take. Should the data indicate trends not anticipated by the research worker for various reasons, there is cause to ponder the outcome. Such has been the case in this study.

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APPENDICES

APPENDIX A

DEMOGRAPHIC INFORMATION

TEACHER HUMAN RELATIONS QUESTIONNAIRE   PART A

All responses are anonymous, so please do NOT put your name on these
sheets. Please place your answers in the envelope provided when you
have finished.

Think up a secret code, that you and only you, can recognize. Place
this code in the top left corner of your envelope. In this way you
remain totally anonymous, yet I can match this response with a further
communication I wish to sen to you later. Your secret code might
be your social security number backwards, someone's birthday, license
number or some other ingenious code you may devise. Please start
to answer the questionnaire with question 1 below.

TODAY'S DATE _____

1.   How many years have you taught? one ___   two___   three___
     four___ five___   more than five___

2.   Was your present teaching assignment your --- first choice___
     second choice___, third choice___, fourth choice___,
     other (please explain) _____
     _____

3.   What grade (s) or level (s) are you currently teaching?
     _____

4.   What grade (s) or level (s) have you taught previous to this
     assignment? _____
     _____

5.   What was your college major (s)? _____
     _____

6.   What were your college minors? _____
     _____

7.   Was your college private? ___ or State supported?_____

8.   If your college was private, was it church affiliated? Yes___ No___

9.   What are your college degrees? Less than a Bachelor's ___
     Bachelor's___   Bachelor plus 15 credits____
     Master's___   Beyond the Master's_____
     Other degrees (Please explain)_____
     _____

10. What was the approximate size of your undergraduate college when
     you attended it? 5,000 students or less_____
     5,000 to 10,000_____   10,000 to 15,000_____
     15,000 to 20,000_____   over 20,000_____

11. Which undergraduate course (s) was/were most helpful to you
in your present position? Science _____ Mathematics_____
English_____ Philosophy_____ Psychology_____
Sociology_____ Education methods courses_____
Student teaching_____ other (please name)_____

12. Are you? (Please check one) single___ married___ divorced____

13. Are you? (Please check one) Male___ Female___

14. Who was influential in your decision to become a teacher?
(Check as many as appropriate) relatives____ friends_____
teacher or professor_____ counselor_____
other (please explain)_____

15. At what age level did you decide to become a teacher?
Elementary school____ Junior High_____ High School_____
College_____ Graduate School_____

16. Prior to this teaching assignment, how many professional members of thi
staff did you know? _____

17. How many professional people are on your present staff? _____

18. How is your school classified? Inner city_____ Fringe Area_____
Outer City_____

APPENDIX B

THE WALKER HUMAN RELATIONS QUESTIONNAIRE

TEACHER HUMAN RELATIONS QUESTIONNAIRE   PART B

The following statements are designed to allow you to indicate how
you feel about your job and your school. Read each statement and
indicate your agreement and disagreement with the statement by writing
the appropriate number from the answer scale in the blank provided
at the left. It is important that you try to answer each question
in terms of how you feel about the statement.

_____   Tenure teacher

_____   Non-tenure teacher

Answer Scale

(1) Disagree	(2) Undecided	(3) Agree

_____   1. I believe we should give more attention to teaching the
          three "R's".

_____   2. I do not believe in a lot of "frills" in the classroom.

_____   3. Some children in my classes should never have been passed
          from the previous grade.

_____   4. Much of the material I have to cover is so dull that my
          children are bored with it.

_____   5. The teaching profession does not allow me to make full use
          of my abilities.

_____   6. Teaching requires that I compromise some of my real values.

_____   7. Teachers are essentially selfish.

_____   8. Teachers here are wonderful to work with.

_____   9. Teachers here are too set in their ways.

_____   10. There is at least one teacher here whose personal habits
          I simply can't tolerate.

_____   11. I find it easy to accept everyone on this faculty.

_____   12. Some teachers here think they have all the answers.

_____   13. Teachers here willingly accept their share of the responsi-
          bilities of the school.

_____   14. Most of our teachers have a real understanding of how to
          work with children.

_____   15. There are people on this faculty who are a discredit to the
          teaching profession.

(1) Disagree	(2) Undecided	(3) Agree

_____ 16. I feel as though I "belong" socially and professionally with this faculty.

_____ 17. At faculty meetings I feel free to express my opinions because I know that the other teachers will give me a fair hearing even when they disagree with me.

_____ 18. Certain faculty members seem to have more influence with the principal than I do.

_____ 19. Some teachers are kept on the faculty only because they have influence with powerful people in the community.

_____ 20. Teachers here form in groups of personal friends in the lunchroom, at faculty meetings and the like.

_____ 21. This faculty gives a teacher the sense of belonging and being needed.

_____ 22. Teachers are jealous of new teachers who join the staff.

_____ 23. Teachers on this faculty work well together.

_____ 24. Whenever this faculty attacks a problem as a team they get the job done.

_____ 25. The principal never acts impulsively or emotionally.

_____ 26. The principal deliberately dodges issues.

_____ 27. When teachers oppose policies formulated by the principal they do not hesitate to tell him so.

_____ 28. The principal has the school well organized and it runs smoothly.

_____ 29. I feel that the principal tries to escape or shift to others the responsibilities that are rightfully his.

_____ 30. The principal leads the faculty into developments which they do not favor when he thinks these will help the school make a good impression.

_____ 31. It is difficult to know just what to expect because the principal is always making changes.

_____ 32. Certain people on this faculty have more influence over school affairs than the principal does.

_____ 33. The principal never calls a teacher down in front of others.

_____ 34. During faculty meetings the principal discusses mistakes that individual teachers have made without naming the offending teacher.

(1) Disagree	(2) Undecided	(3) Agree

_____ 35. Teachers feel that they will be penalized in some way if they displease the principal.

_____ 36. In faculty meetings the principal is skilled at giving the appearance of agreement when actually there is no agreement.

_____ 37. The principal does not usually praise teachers for work done well.

_____ 38. Most of the small irritations that disturb teachers in this school are caused by the principal.

_____ 39. The principal has favorites among the staff who get special treatment from him.

_____ 40. The principal will listen to my ideas.

_____ 41. I think our principal is a wonderful person.

_____ 42. The principal is genuinely interested in me and in what I am doing.

_____ 43. There are students in my classes who cannot be taught anything because they are not capable of learning.

_____ 44. Students here do not want to study, they only want to have a good time.

_____ 45. I have too many children who do not want to learn.

_____ 46. Too few of my students are really working up to their ability.

_____ 47. My students are very cooperative.

_____ 48. Students in this school are very selfish.

_____ 49. Our students display plenty of school spirit.

_____ 50. Students here are really working together to make this a better school.

_____ 51. Students are willing and capable of accepting responsibility.

_____ 52. Students here are careless with library books and frequently lose them.

_____ 53. I find that my students can be depended upon to do the jobs they have agreed to do.

_____ 54. Students here tend to think that the school belongs to them and that we of the faculty just work here.

_____ 55. Students in our school are well trained and it shows up in the orderly quiet way they conduct themselves in rooms, halls and on the playground.

(1) Disagree	(2) Undecided	(3) Agree

_____ 56. If I were free to choose pupils, I would select all the same students I now have.

_____ 57. Too many of our students do not act their age.

_____ 58. Upperclass students tend to corrupt the younger students by undermining their standards of conduct.

_____ 59. Teachers enjoy working in this school.

_____ 60. Conditions in this school are static; we do not seem to be making any progress.

_____ 61. There is an undercurrent of discontent among faculty members in this school.

_____ 62. If I were free to choose, I would remain at this school in my present position.

_____ 63. This school is not as good as people think.

_____ 64. I would make many changes in this school if I were principal.

_____ 65. People outside this school do not know what it is really like.

_____ 66. Certain departments get first consideration for funds and materials.

_____ 67. We do not have sufficient faculty meetings to allow discussion of all the things that need to be discussed.

_____ 68. Too much time is spent discussing petty matters at faculty meetings.

_____ 69. This school is organized so that teachers always know what is expected of them.

_____ 70. Some teachers here bring pressure on the others to keep things going their way.

_____ 71. This school fosters a strong feeling of belonging in its teachers.

_____ 72. A strong point about our school is in the fact that children are given opportunity to develop leadership ability.

_____ 73. It is difficult to plan and work with my classes because extra-curricular activities take up so much of the children's time.

_____ 74. In general I am satisfied with the equipment and materials provided for my department.

| (1) Disagree | (2) Undecided | (3) Agree |

_____ 75. People who live in this community are vitally interested in the school and what it is trying to do.

_____ 76. There are courses we should teach in this school, but the community will not approve.

_____ 77. The community fully appreciates the work the school is doing.

_____ 78. Some people in this community have too much influence in school affairs.

_____ 79. The morals in this community are not as high as they should be.

_____ 80. Parents in this community are too strict on their children.

_____ 81. Parents in this community are vitally interested in their children.

_____ 82. Too many people in this community snoop into other people's affairs.

_____ 83. This is the best community in which I have ever worked.

_____ 84. There are certain reasons why I do not feel accepted in this community.

_____ 85. This community puts the same standards on the personal life of the teacher as on any other citizen.

_____ 86. Unmarried teachers do not feel free to date in this community.

_____ 87. Teachers are looked on with respect in this community.

_____ 88. Many social organizations, clubs and the like are not open to teachers in this community.

_____ 89. What teachers say and think is heard with respect in this community.

_____ 90. The community provides many social opportunities for teachers.

APPENDIX C

JOB INDEX SCALE

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan

TEACHER HUMAN RELATIONS QUESTIONNAIRE   PART C

Please circle yes (Y) or no (N) the characteristics of: Work, Pay,

Promotions, Supervision and Co-workers as described below.

1. WORK (My work is . . .)   2. PAY   (My pay is . . .)

(Y) (N)   fascinating   (Y) (N)   Income adequate for
                                             normal expenses
(Y) (N)   routine
                               (Y) (N)   Satisfactory profit
(Y) (N)   satisfying   sharing

(Y) (N)   boring   (Y) (N)   Barely live on income

(Y) (N)   good   (Y) (N)   Bad

(Y) (N)   creative   (Y) (N)   Income provides luxuries

(Y) (N)   respected   (Y) (N)   Insecure

(Y) (N)   pleasant   (Y) (N)   Less than I deserve

(Y) (N)   useful   (Y) (N)   Highly paid

(Y) (N)   tiresome   (Y) (N)   Underpaid

(Y) (N)   healthful   3. PROMOTIONS

(Y) (N)   challenging   (Y) (N)   Good opportunity ·for
                                             advancement
(Y) (N)   on your feet
                               (Y) (N)   Opportunities somewhat
(Y) (N)   frustrating   limited

(Y) (N)   simple   (Y) (N)   Promotion on ability

(Y) (N)   endless   (Y) (N)   Dead-end job

(Y) (N)   gives sense of   (Y) (N)   Good chance for promotion
             accomplishment
                               (Y) (N)   Unfair promotion policy

                               (Y) (N)   Infrequent promotions

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3. PROMOTIONS (continued)

(Y) (N) regular promotions

(Y) (N) Fairly good chance for
         promotions

4. SUPERVISION

(Y) (N) asks my advice

(Y) (N) hard to please

(Y) (N) impolite

(Y) (N) praises good work

(Y) (N) tactful

(Y) (N) influential

(Y) (N) up-to-date

(Y) (N) doesn't supervise
         enough

(Y) (N) quick-tempered

(Y) (N) tells me where I stand

(Y) (N) annoying

(Y) (N) stubborn

(Y) (N) knows job well

(Y) (N) bad

(Y) (N) intelligent

(Y) (N) leaves me on my own

(Y) (N) around when needed

(Y) (N) lazy

5. CO-WORKERS

(Y) (N) stimulating

(Y) (N) boring

(Y) (N) slow

(Y) (N) ambitious

(Y) (N) responsible

(Y) (N) fast

(Y) (N) intelligent

(Y) (N) easy to make enemies

(Y) (N) talks too much

(Y) (N) smart

(Y) (N) lazy

(Y) (N) unpleasant

(Y) (N) no privacy

(Y) (N) active

(Y) (N) narrow interests

(Y) (N) loyal

(Y) (N) hard to meet

APPENDIX D

LETTER OF REQUEST FOR PERMISSION TO DO THE
STUDY IN PUBLIC SCHOOLS

1400 Jennings S.E.
Grand Rapids, Michigan
December 10, 1970

Dr. Elmer Vruggink
Assistant Superintendent for Instruction
Grand Rapids Public Schools
143 Bostwick N.E.
Grand Rapids, Michigan 49502

Dear Dr. Vruggink,

  This letter is a request for permission to do
research in some of the Grand Rapids Public Elementary
Schools as partial requirement for the degree of Doctor
of Philosophy at Michigan State University.

  The research would consist of administering a
questionnaire to about two hundred elementary school
teachers. The results will be later tabulated and
statistically analyzed. Complete anonymity is guaranteed
each teacher as no names will be involved. Even build-
ings will be referred to as A, B, C or D.

  If building principals could afford me about fifteen
minutes of one of their Monday afternoon staff meetings,
the task of administering the questionnaire could be
completed.

  Enclosed is a copy of the questionnaire and the
hypotheses of the study. Please answer at your earliest
convenience.

        Thank you,

        Charles Eugene Sims (Chuck)